MY PERSPECTIVES

1

Teacher's Book

Online edition

NATIONAL GEOGRAPHIC LEARNING

nowa era
Twoje mocne strony

Nagrania audio, filmy i dodatkowe zasoby maturalne dostępne na docwiczenia.pl

Nagrania audio

Student's Book

Kod: P15PX6

Workbook

Kod: P1EH7J

Filmy TED TALKS

TED TALK Unit 1

Kod: P16TAE

TED TALK Unit 2

Kod: P1TAFQ

TED TALK Unit 3

Kod: P1KU63

TED TALK Unit 4

Kod: P1NXKT

TED TALK Unit 5

Kod: P19QFB

TED TALK Unit 6

Kod: P1Q2AF

TED TALK Unit 7

Kod: P1BF7V

TED TALK Unit 8

Kod: P18KAU

Zasoby maturalne

Matura Bank

Kod: P1TP61

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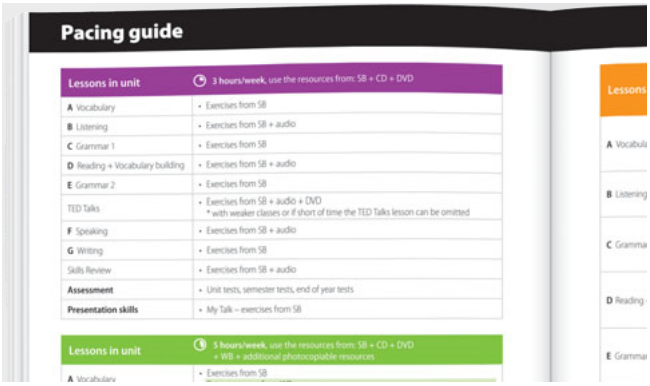
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Teacher's Book elements

Pacing guide

Gives you information on which materials and resources to use, depending on how many hours of English you teach per week. It includes the following schedules:

- 3 hours/week,
- 5 hours/week,
- 7 hours/week.



Hugh talks

A series of talks by Hugh Dellar, which provide practical tips on important issues:

- Dealing with Stress – the teacher's perspective,
- Encouraging Students to Share Views and Opinions,
- Teaching Lexis – Hugh's Method,
- Teaching Grammar – Hugh's Method.

Each talk comprises a short presentation that includes useful tips in the following formula:

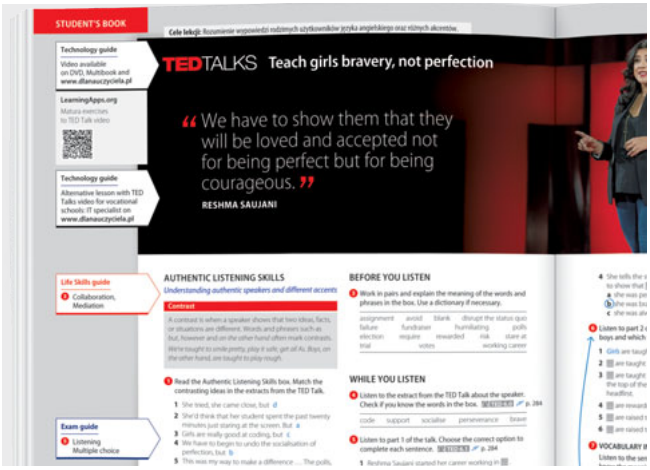
- presenting a problem,
- giving a solution,
- getting positive results / introducing changes in your life.



Technology guide

This guide indicates resources that use up-to-date technologies:

- extra online materials available on www.dlanauczyciela.pl,
- TED Talks videos on DVD and Multibook,
- Matura-type exercises to TED Talks video sections (LearningApps.org),
- alternative lessons for vocational schools, using vocabulary from selected TED Talks,
- grammar quizes (Quizizz.com),
- Matura Bank – extra materials preparing for Matura exam.



Culture guide

Culture guide gives extra information related to the main content:

- Global context – shows the relationships between and interconnectedness of ideas and societies from local and global perspectives,
- Historical background – shows social and cultural factors, gives historical outline,
- Interesting facts – more data on the topic,
- Profile – a biographical sketch.



Exam guide

Provides information on how the series prepares students for the Matura exam, both the oral and the written component.
It clearly indicates the Matura-type tasks in the Student's Book:

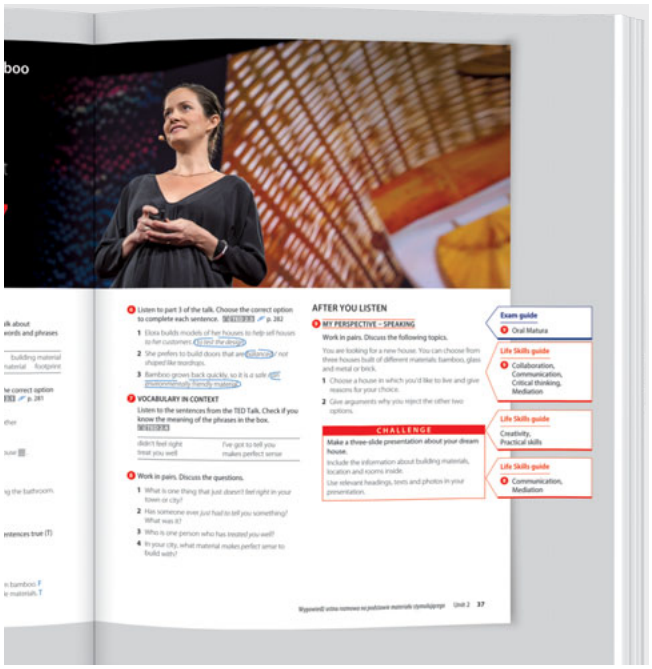
- Listening,
- Reading,
- English in Use,
- Writing,
- Oral Matura.



Life Skills guide

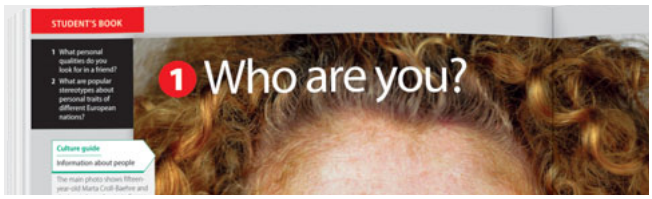
My Perspectives series teaches more than just the language. It provides students with useful and important skills. Life Skills guide shows the skills that can be taught to students. These include:

- Collaboration and Communication – the competence to communicate orally and work together on various tasks,
- Creativity – the ability to produce original and unusual ideas,
- Critical thinking – the ability to evaluate new information, develop one's own independent opinions and share them with others,
- Mediation – the skill of conveying information from one language into another,
- Self-development – the development of not only language skills, but also students' personal skills, global awareness and effective communication,
- Practical skills – how to write a CV, cover letter, work on projects, etc.



Warm-ups

Short questions to provoke discussion at the beginning of each lesson.



Fast Finishers

Extra activities for students who finish their work faster.



Extra photocopiables

Extra practice in all lexical and grammar areas comprised in the coursebook.
Additionally, there are Matura-type tasks aimed at providing additional practice before the exam.
These are easy-to-use resources, which have their own teaching notes and photocopiable activities:

- 16 lexical games and activities,
- 16 grammar games and activities,
- 8 sets of Matura activites.



Pacing guide

Lessons in unit	**3 hours/week**, use the resources from: SB + CD + DVD
A Vocabulary	• Exercises from SB
B Listening	• Exercises from SB + audio
C Grammar 1	• Exercises from SB
D Reading + Vocabulary building	• Exercises from SB + audio
E Grammar 2	• Exercises from SB
TED Talks	• Exercises from SB + audio + DVD * with weaker classes or if short of time the TED Talks lesson can be omitted
F Speaking	• Exercises from SB + audio
G Writing	• Exercises from SB
Skills Review	• Exercises from SB + audio
Assessment	• Unit tests, semester tests, end of year tests
Presentation skills	• My Talk – exercises from SB

Lessons in unit	**5 hours/week**, use the resources from: SB + CD + DVD + WB + additional photocopiable resources
A Vocabulary	• Exercises from SB • Extra resources from WB
B Listening	• Exercises from SB + audio • Extra resources from WB
C Grammar 1	• Exercises from SB • Extra resources from WB
D Reading + Vocabulary Building	• Exercises from SB + audio • Extra resources from WB
E Grammar 2	• Exercises from SB • Extra resources from WB
TED Talks	• Exercises from SB + audio + DVD • Extra resources from WB • Optional TED Talks from WB
F Speaking	• Exercises from SB + audio • Extra resources from WB
G Writing	• Exercises from SB • Extra resources from WB
Skills Review	• Exercises from SB + audio • Extra resources from WB
Assessment	• Unit tests, semester tests, end of year tests • Additional Matura Tests
Presentation skills	• My Talk – exercises from SB

Lessons in unit	**7 hours/week**, use the resources from: SB + CD + DVD + WB + additional photocopiable resources (TB) + extra online resources (available on www.dlanauczyciela.pl, www.terazmatura.pl, www.docwiczenia.pl, www.LearningApps.org and www.Quizizz.com)
A Vocabulary	• Exercises from SB • Extra resources from WB • Photocopiable **vocabulary** games and activities • Extra online resources
B Listening	• Exercises from SB + audio • Extra resources from WB • Extra online resources
C Grammar 1	• Exercises from SB • Extra resources from WB • Photocopiable **grammar** games and activities • Extra online resources
D Reading + Vocabulary Building	• Exercises from SB + audio • Extra resources from WB • Photocopiable **vocabulary** games and activities • Extra online resources
E Grammar 2	• Exercises from SB • Extra resources from WB • Photocopiable **grammar** games and activities • Extra online resources
TED Talks	• Exercises from SB + audio • Extra resources from WB • Optional TED Talks from WB • Extra online resources
F Speaking	• Exercises from SB + audio • Extra resources from WB • Extra online resources
G Writing	• Exercises from SB • Extra resources from WB • Extra online resources
Skills Review	• Exercises from SB + audio • Extra resources from WB • English in Use photocopiable activities • Extra online resources
Assessment	• Unit tests, semester tests, end of year tests • Additional matura tests
Presentation skills	• My Talk – exercises from SB

Hugh talks

Hugh talks is a series of short presentations which provide practical tips on important issues:

- Dealing with Stress – the teacher's perspective,
- Encouraging Students to Share Views and Opinions,
- Teaching Lexis – Hugh's Method,
- Teaching Grammar – Hugh's Method.

Each talk is constructed in the following formula:

1 presenting a problem,
2 giving a solution,
3 getting positive results / introducing changes in your life.

Extra worksheets for classroom use available on www.dlanauczyciela.pl.

Hugh Dellar
has over twenty-five years' experience in the ELT field and is the co-founder of Lexical Lab. He has co-authored two five-level General English series, *Outcomes* and *Innovations*, both published by National Geographic Learning, as well as one level of the high-school series *Perspectives*. His first methodology book, *Teaching Lexically*, came out via Delta Publishing in 2016.
Hugh has given teacher training and development sessions in over twenty countries including Brazil, Mexico, Peru, Argentina, Poland, Spain, Italy, Japan and Thailand. He has spoken on such wide-ranging topics as the nature of English as a Lingua Franca, the uses and abuses of corpora, approaches to teaching grammar and vocabulary, and many others.
He graduated in English Literature from Goldsmith's College, part of the University of London, in 1991, before drifting on to a CELTA course, which was soon followed by a DELTA and an MA TESOL. His first book was published in 2000.
In his somewhat limited free time, he continues to play in a band, *The Beatpack*; he DJs occasionally and writes for a music magazine called *Shindig*!; he reads voraciously, enjoys cooking, and is a life-long Arsenal supporter!



Dealing with Stress

Stress can be a huge common problem for teachers. In this video, we'll be looking at different ways of dealing with stress in the classroom. You will learn some practical tips to help you tackle what can be tackled – and to ignore what cannot; you'll learn how basic classroom policies can make life easier; and you'll hear all about the power of NO!

Watch on docwiczenia.pl
Code: P1YLT6

Encouraging Students to Share Views and Opinions

Keeping students highly motivated is a huge challenge, especially in secondary schools, where students may well get bored very easily. In terms of content, the key to success is what Hugh calls 'meaningful engagement'. This could mean giving students provocative statements to discuss or personal support.

Watch on docwiczenia.pl
Code: P1TLHQ

Teaching Lexis – Hugh's Method

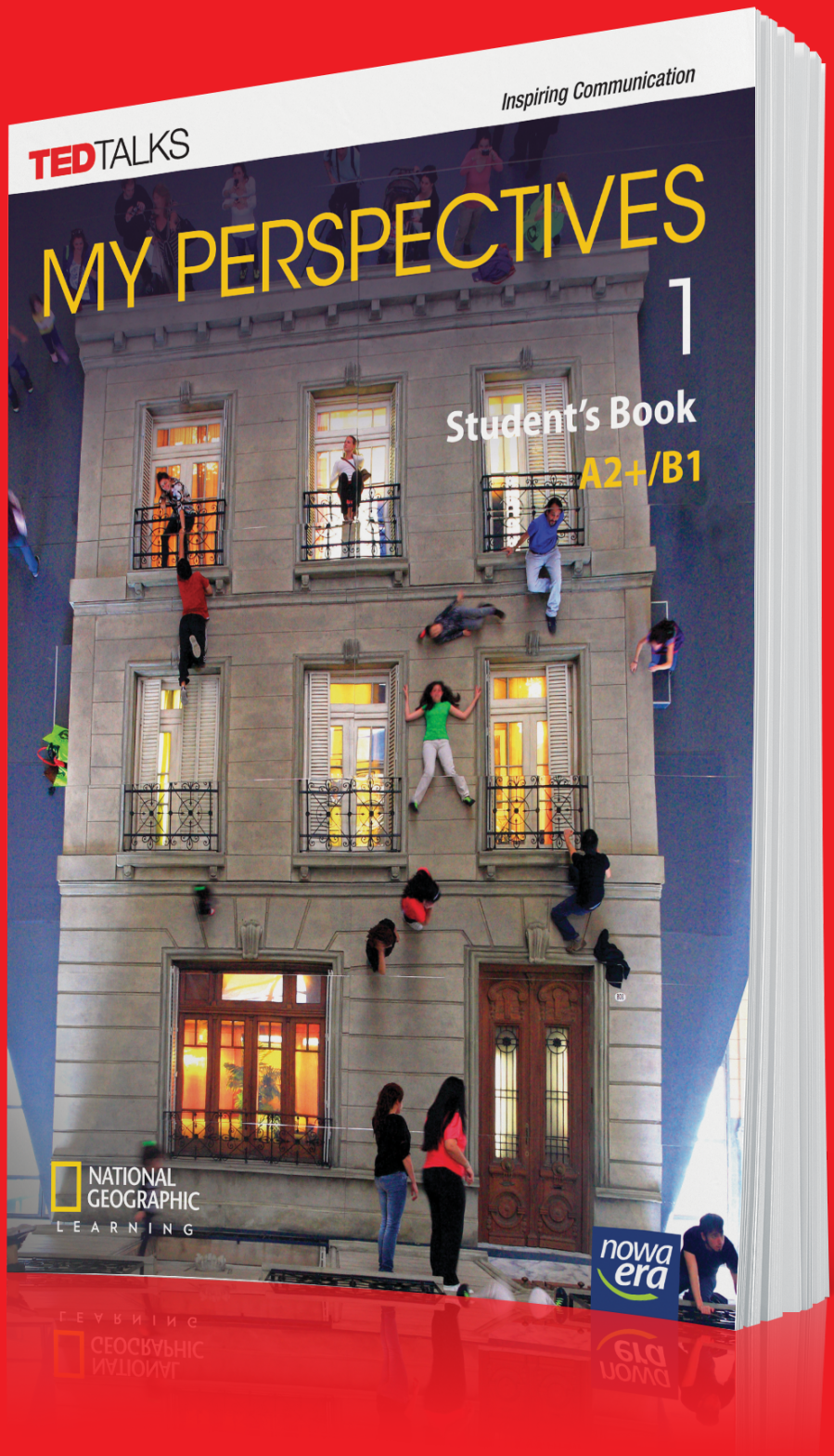
A huge part of mastering a foreign language involves learning and using vocabulary in a proper way. However, teaching vocabulary efficiently is not an easy job. With Hugh's method, it becomes very simple. In this video, we look at the triple XXX rule: explaining, exemplifying and then getting students to help you expand on those examples. We'll look at how this creates many more opportunities for student interaction and engagement with the language – and how it also means better teaching of grammar!

Watch on docwiczenia.pl
Code: P1U2KG

Teaching Grammar – Hugh's Method

Grammar, by many considered the key element of learning English, is often the most hated part of the process. Thus, making grammar accesible, or maybe even enjoyable, for learners is often one of the greatest challenges teachers encounter in their profession. In this video we'll look at how grammar can be made probable instead of being just possible and how teaching grammar can be aided by teaching lexis.

Watch on docwiczenia.pl
Code: P1HRTY



Student's Book

Starter 1

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

1 Read out the letters.

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

Consonants:
B [biː] **C** [siː] **D** [diː] **F** [ef] **G** [dʒiː] **H** [eɪtʃ] **J** [dʒeɪ]
K [keɪ] **L** [el] **M** [em] **N** [en] **P** [piː] **Q** [kjuː] **R** [ɑr]
S [es] **T** [tiː] **V** [viː] **W** ['dʌbəl juː] **X** [eks] **Y** [waɪ] **Z** [zed]

2 Read out the following abbreviations.

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

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

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

T(1) H URSDAY
MOND(2) A Y
TU(3) E SDAY
FR(4) I DAY
(5) W EDNESDAY
S(6) U NDAY
SATURDA(7) Y

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

month century hour day decade week season millennium year minute second

4 second – minute – hour – day – week – month – season – year – decade – century – millennium

Life Skills guide

5 Mediation

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

1 thirty-first f
2 fortieth b
3 eighteenth c
4 twenty-fifth g
5 hundredth d
6 eighty-second a
7 forty-third e

a osiemdziesiąty drugi
b czterdziesty
c osiemnasty
d setny
e czterdziesty trzeci
f trzydziesty pierwszy
g dwudziesty piąty

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

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

6 **1** third **2** first **3** summer **4** September **5** autumn

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

A: Hello. What (1) … your name? is
B: I (2) … Ashlyn, and you? am
A: My name (3) … Robert. is
B: Nice to meet you.
A: How do you spell your name?
B: It (4) … [eɪ] [es] [eɪtʃ] [el] [waɪ] [en]. is
A: Nice. How old (5) … you, Ashlyn? are
B: I (6) … 16 years old. am
A: Where (7) … you born? were
B: I (8) … born in Edinburgh, Scotland. was

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

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

busy – hard-working, active

1 cheerful – happy, glad
2 angry – mad, furious
3 nice – kind, polite
4 frightened – scared, terrified
5 sad – depressed, unhappy

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

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

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

9 **1** We are sometimes depressed.
2 He is very scared of spiders.
3 They are always polite.
4 She is usually mad at her kids.
5 They are often happy.

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



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

Starter 2

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

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

1 classmate c	**a** playing field/gym
2 e-friend/e-pal e	**b** cinema/shops
3 best friend b	**c** school
4 neighbour d	**d** street/block of flats
5 teammate a	**e** chat room

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

~~American~~ Greek Japanese Polish Russian Spanish

Hillary comes from New York. She is American.

1 Yoko comes from Tokyo. She is Japanese.
2 Boris and Igor come from Moscow. They are Russian.
3 Antonio comes from Madrid. He is Spanish.
4 Andrea and Lidia come from Athens. They are Greek.
5 Miłosz and I come from Gdańsk. We are Polish.

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

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

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

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

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

What's your hobby?

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

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

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

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

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

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

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

8 Choose the correct option to complete each sentence.

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

9 Translate the Polish fragments of the sentences into English.

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

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

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

5 love – like – don't/doesn't mind – dislike – hate

7 **1** working **2** skiing, skating **3** jogging **4** playing **5** riding, riding

9 **1** has got **2** Have you got **3** hasn't got **4** haven't got **5** have got

Exam guide
9 English in Use Translations

Life Skills guide
9 Mediation

Life Skills guide
4 Communication, Mediation

Starter 3

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

1 Order the places from the smallest to the biggest.

continent country district flat room storey/floor street town

2 Complete the sentences with the words in the box.

bathroom bedroom bookcase cooker door hall kitchen living room shower sofa

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

3 Choose the correct option to complete each sentence.

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

4 Translate the Polish fragments of the sentences into English.

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

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

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

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

1 get b
2 go d
3 take c
4 make e
5 do a
6 visit f

a homework
b up
c a shower
d to school
e the bed
f friends

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

1 ruler, calculator, pencil c
2 trainers, ball, tracksuit e
3 crayons, scissors, paints a
4 map, globe, atlas b
5 CD/mp3 player, dictionary, grammar book d

a art
b geography
c maths
d foreign languages
e Physical Education (PE)

8 Choose the correct option to complete each sentence.

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

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

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

9 Complete the sentences with the words in the box.

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

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

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

1 What time ... they start school on Mondays?
2 When ... the children have lunch?
3 When ... your sister usually do her homework?
4 When ... Simon walk his dog?
5 What time ... you go to bed?

a between 4 and 6 pm
b at nine am
c often after 11 pm
d usually at half past twelve pm
e in the morning and in the evening

11 Complete the sentences with the words in the box.

am half o'clock pm quarter to

What time is it?

18.15 It's a (1) ... past six pm. quarter
7.00 It's seven (2) ... . o'clock
21.50 It's ten (3) ... ten at night. to
6.30 It's (4) ... past six (5) ... . half, am
13.00 It's one (6) ... . pm

Exam guide
4 English in Use Translations

Life Skills guide
4 Mediation

1 room – flat – storey/floor – street – district – town – country – continent

2 1 shower, bathroom
2 cooker, kitchen
3 sofa, living room
4 bookcase, bedroom
5 hall, door

4 1 floor there aren't
2 city there are
3 Are there / towns
4 There isn't a shower
5 Is there / bedroom

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

9 1 make, go
2 don't do
3 makes, goes
4 Does, doesn't

10 1 do (b)
2 do (d)
3 does (a)
4 does (e)
5 do (c)

Starter 4

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

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

aunt	cousin	father	grandpa
husband	nephew	niece	wife

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

2 Translate the Polish fragments of the sentences into English.

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

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

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

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

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

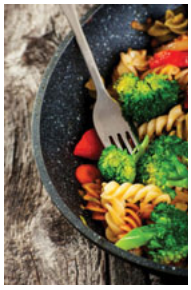
ladies *lady*

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

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

cup	dressing	Ingredients	
packet	pepper	salt	tablespoon

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



INSTRUCTIONS

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

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

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

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

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

8 Translate the Polish fragments of the sentences into English.

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

Exam guide
2 English in Use Translations

Life Skills guide
2 Mediation

Exam guide
8 English in Use Translations

Life Skills guide
8 Mediation

1 1 wife
2 aunt, husband
3 niece
4 cousin
5 father

4 children – child
dishes – dish
feet – foot
forks – fork
fries – fry
glasses – glass
halves – half
knives – knife
men – man
mice – mouse
plates – plate
potatoes – potato
teeth – tooth
wives – wife

5 1 Ingredients
2 packet
3 tablespoon
4 cup
5 pepper
6 dressing
7 salt

2 1 my mother's
2 their parents'
3 his brother's and sister's
4 her children's
5 our father's

8 1 How many spoons of flour
2 Pour, the pasta
3 Let's arrange/organise
4 Slice some ham
5 a loaf of bread

Starter 5

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

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

ears feet nails nose skin teeth tongue

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

2 Complete the sentences with the words in the box.

back ear elbow eyes finger head knee stomach throat

1 I've got a / an / – ... ache. head, ear, stomach
2 I've got a pain in my ... . back, elbow, knee
3 I've got (a) sore ... . finger, throat, eyes

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

can must mustn't should shouldn't

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

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

1 feel e
2 be in bed d
3 prescribe b
4 suffer c
5 fight f
6 examine g
7 put on a

a a plaster
b medicine
c from diabetes
d with a cold
e dizzy
f an addiction
g a patient

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

give have take

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

6 Complete the dialogue with the words in the box.

chemist's eyes feel fever medicine nose prescription should symptoms

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

7 Complete the sentences with the verbs in the box.

get getting take taking to get to take

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

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

feel have hope look smell sound taste

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

5 1 take
2 take, give
3 take
4 take
5 have

3 1 Can
2 should
3 must
4 mustn't
5 shouldn't

6 1 eyes
2 nose
3 symptoms
4 fever
5 should
6 medicine
7 prescription
8 chemist's
9 feel

Starter 6

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

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

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

1 head ..., ... cap, hat, helmet
2 chest ..., ... jacket, jumper, sweatshirt
3 legs ..., ... jeans, shorts
4 feet ..., ... shoes, socks, trainers
5 whole body ..., ... coat, dress, pyjamas, tracksuit

2 Complete the sentences with the words in the box.

blouses	earrings	gloves	high heels	ties

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

3 Choose the correct option to complete each sentence.

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

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

come	go	organise	start	visit

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

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

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

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

be	paint	play	see	take

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

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

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

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

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

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

Life Skills guide
5 Mediation

5 1 We are starting a poetry workshop tomorrow.
2 Are they organising a photography course next month?
3 They aren't visiting an art gallery next Saturday.
4 Is she coming to see your performance tonight?
5 I am going to the theatre in three days.

6 1 Has / been
2 has / taken
3 Have / seen
4 have / played
5 hasn't painted

Exam guide
7 English in Use Translations

Life Skills guide
7 Mediation

7 1 is organising
2 do you go
3 is playing the guitar
4 Have you ever been
5 hasn't seen

Starter 7

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

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

Travelling

1 by car b
2 by plane c
3 by train e
4 by ship a
5 on foot d

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

2 Complete the sentences with the words in the box.

around Asia | bus stop | delay | destination | tram

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

2 **1** around Asia **2** tram **3** bus stop **4** destination **5** delay

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

do | explore | ride | snorkel | sunbathe

He took this photo while …

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

Exam guide

8 English in Use
Word formation

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

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

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

5 Choose the correct option to complete each sentence.

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

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

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

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

bad | big | dangerous | exciting | hot

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

7 **1** hottest **2** biggest **3** exciting **4** worse **5** the most dangerous

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



amaze | back | run | show | sleep | thing

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

8 **1** shows **2** sleeping **3** things **4** amazing **5** ran **6** background

Starter 8

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

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

1 Gina writes good texts. b
2 Frida doesn't mind working in the air. c
3 Kate is interested in technology. a
4 Tim likes joining in debates about social issues. d
5 Kevin is into zoology. e

a I think she will be an engineer.
b She is going to be a journalist.
c She may be a flight attendant or even a pilot.
d I'm sure he will be a politician.
e He is going to be a vet.

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

1 apply e
2 attach b
3 work d
4 attend a
5 earn c

a a job interview
b a CV
c money
d full time
e for a job

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

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

1 a mobile phone: charger, earphones, satnav, touch screen
2 a computer: disc, keyboard, mouse, printer
3 a car: air conditioning, seat belt, speakerphone, steering wheel

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

be invent land live use work

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

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

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

6 Complete the gaps with one word only.

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

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

a  pilot
b  receptionist
c  firefighter
d  painter
e  teacher
f  librarian

8 Work in pairs. Discuss the questions.

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

Life Skills guide
8 Critical thinking

4 1 will invent
2 will (probably) land
3 will be
4 will work (less and) live
5 won't use

5 1 is going to
2 will
3 will
4 Are (you) going to
5 are going to

1 What personal qualities do you look for in a friend?
2 What are popular stereotypes about personal traits of different European nations?

1 Who are you?



Culture guide

Interesting facts

The main photo shows fifteen-year-old Marta Croll-Baehre and the inset shows her twin Emma. The twins are virtually identical in appearance and have similar interests in that they both want to go to the same university and would like to sing opera. They also both like drawing but have very different styles. Twins can be identical or fraternal (nonidentical), and it is generally believed that identical twins have a closeness unknown in any other relationship.

IN THIS UNIT YOU LEARN

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

GRAMMAR
- present simple
- present continuous
- gerund and infinitive

SKILLS

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

Reading
- showing emotions
- multiple choice, matching

Speaking
- talking about likes and dislikes
- introducing yourself

Writing
- introductory email

3h/week • Student's Book ex. 1–6 p. 13 • If short of time, skip ex. 6.

5h/week • Workbook ex. 1–11 pp. 8–9 • If short of time, skip ex. 9–10.

7h/week • Photocopiable vocabulary games and activities, TB pp. 295, 299 (1.3) • Extra online resources



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



1A Vocabulary

Personality

Describing and talking about personality

Life Skills guide
1 Critical thinking, Mediation

1 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

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

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

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

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

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

3 Choose the correct option to complete each sentence.

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

Life Skills guide
4 Critical thinking

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

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

Life Skills guide
5 Collaboration, Communication, Mediation

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

She's calm, helpful and cheerful.

Is it Julia?

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

Oh, is it Anna?

Life Skills guide
6 Collaboration

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

1 What's your favourite video game? What makes it so good?
2 How important is music in your life? When do you listen to music?

1B Listening

Listening to people talking about their interests and things they like

Life Skills guide
1 Critical thinking

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

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

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

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

Life Skills guide
4 Collaboration, Communication

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

Are you into music / sports / books?

Yes, I am. / No, not really.

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

I'm into rock / baseball / science fiction.

Exam guide
5 Listening
Multiple choice

2 Listen to the dialogue between two students (Anna, Bruno) meeting for the first time at a party. Answer the questions. 2 p. 382

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

5 Listen to a boy talking about video games, then choose the correct answer to each question. 3 p. 382

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

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

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

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

Exam guide
3 Listening
True/false

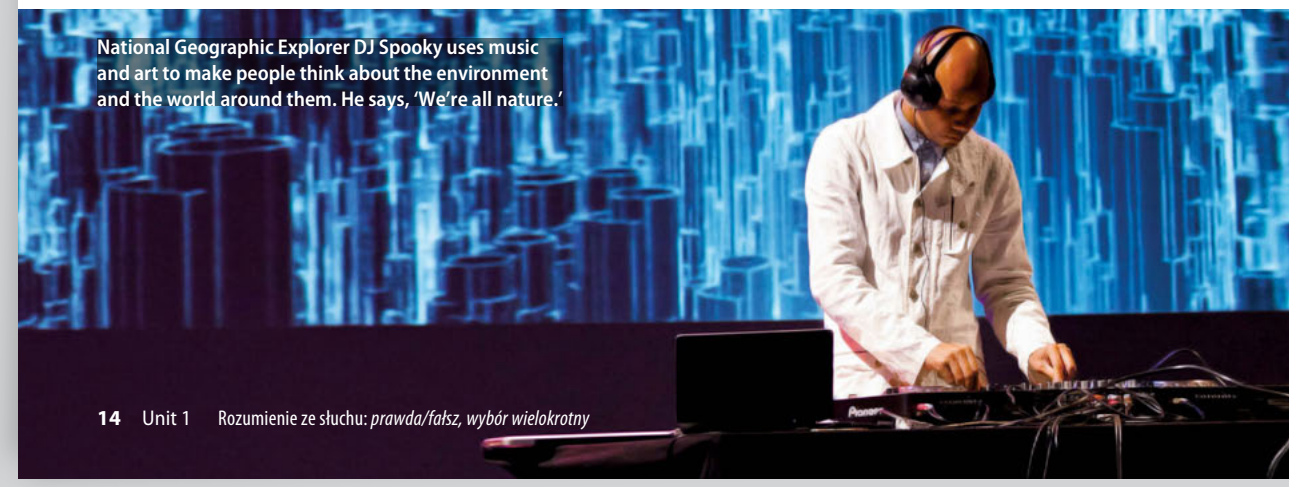
3 Are the sentences true (T) or false (F)? Listen again to check your answers. 2 p. 382

1 Bruno and Anna like the music at the party. T
2 Bruno likes hip-hop, rock and electronics. T
3 Anna plays the guitar. F
4 DJ Spooky mixes many styles of music. T
5 DJ Spooky has a serious personality. F
6 Anna knows DJ Spooky's music. F

Exam guide
6 Listening
True/false

6 Listen again and decide if the following sentences are true (T) or false (F). 3 p. 382

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



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

3h/week
• Student's Book ex. 1–6 p. 14 • If short of time, skip ex. 4.

5h/week
• Workbook ex. 1–5 p. 10

7h/week
• Extra online resources

Fast Finishers

Think of three different jobs. For each job, write what personal features are necessary to do it well. Compare your ideas with other students.

1C Grammar 1

Present simple and present continuous

Talking about interests and free time activities

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

Present simple and present continuous

Present simple

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

Present continuous

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

More explanation in Grammar reference on p. 24.

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

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

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

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

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

3 1 is 2 lives 3 has 4 love 5 uses 6 like 7 are not 8 hear 9 see 10 learn

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

do enjoy live play read sit stay study take wait

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

4 1 doing, playing 2 sitting, waiting 3 taking, studying 4 reading, enjoying 5 staying, living

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

be (x2) do go play wait want work

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

5 1 are, doing 2 am going 3 is 4 is 5 play 6 Do, want 7 am waiting 8 are working

6 Translate the Polish fragments of the sentences into English.

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

6 1 are you using 2 doesn't visit 3 am learning/studying

Exam guide
6 English in Use Translations

Life Skills guide
6 Mediation



Technology guide
Quizizz.com – links to extra grammar quizes on **www.dlanauczyciela.pl**

1 What things are you learning at school this week?
2 How do teenagers in Poland usually spend weekends?

3h/week • Student's Book ex. 1–6 p. 15, ex. 1–4 p. 25

5h/week • Workbook ex. 1–5 p. 11

7h/week • Photocopiable grammar activities, TB pp. 294, 297 (1.1) • Extra online resources (see Technology guide)

1 Are you good at hiding your emotions? Which emotions do you usually hide?
2 Which jobs require people to hide their emotions?

1D Reading

VOCABULARY BUILDING Adjective complements

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

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

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

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

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

READING

Understanding a text about emotions

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

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

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

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

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

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

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

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

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

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

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

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

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

5 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

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

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

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

Exam guide
4 Reading
Multiple choice

1 1 afraid / frightened / nervous / worried
2 excited
3 nervous / worried
4 is / looks / seems
5 seem / look

2 Suggested answers:
It's probably about feelings. They tell you that it's going to be about people and their feelings.
The main ideas are that there appear to be a lot of different feelings (first paragraph) and it's important to understand feelings (last paragraph).

Life Skills guide
2 Critical thinking

Life Skills guide
5 Communication, Critical thinking

Exam guide
3 Reading
Matching paragraphs

Exam guide
6 Oral Matura

Life Skills guide
6 Communication, Critical thinking, Mediation

3h/week • Student's Book ex. 1–6 p. 16 • If short of time, skip ex. 5, 6.

5h/week • Workbook ex. 1–4 p. 12

7h/week • Photocopiable vocabulary games and activities, TB pp. 295, 300 (1.4) • Extra online resources



IT'S WRITTEN ALL OVER YOUR FACE

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

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

II. Basic feelings

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

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

THE FOUR BASIC FEELINGS



III. Not just for humans

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

IV. What do animals feel?

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

V. Face time

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

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

Fast Finishers

Make a list of four different feelings (two positive and two negative ones). For each feeling, write when you last felt like that and what caused that feeling.

1E Cele lekcji: Rozmawianie o upodobaniach, stosowanie różnych konstrukcji z czasownikiem.

1 How often do you ask your friends for help? Why?
2 Which of the two activities in the photos on pages 18–19 do you enjoy doing more?

Life Skills guide
1 Mediation



1E Grammar 2

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

Talking about likes and dislikes using different verb patters

1 Work in pairs. Discuss the following topics.

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

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

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

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

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

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

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

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

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

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

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

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

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

5
1 smiling
2 to laugh
3 sharing
4 to drop/dropping
5 to understand
6 to get on
7 fighting/to fight

3h/week • Student's Book ex. 1–9 pp. 18–19, ex. 5–7 p. 25 • If short of time, skip ex. 1 p. 18.

5h/week • Workbook ex. 1–10 pp. 14–15

7h/week • Photocopiable grammar games and activities, TB pp. 294, 298 (1.2) • Extra online resources (see Technology guide)

6 1 to bother, helping
2 not to tell, sharing
3 to write / writing, talking / to talk
4 to send, receiving / to receive

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

bother	help	not tell	receive
send	share	talk	write

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

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

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

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

7 Choose the correct option to complete both sentences.

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

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

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

8 Translate the Polish fragments of the sentences into English.

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

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

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

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

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

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

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

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

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

Exam guide
8 English in Use
Translations

Life Skills guide
8 Mediation

8 1 avoid talking
2 start learning / to learn
3 is trying to open
4 I hate asking / to ask

Exam guide
9 English in Use
Transformations

9 1 don't mind getting up
2 enjoy taking part
3 suggest talking
4 won't manage to pass

Exam guide
7 English in Use
Lexical pairs



A family enjoying hiking in a forest.

Technology guide
Quizizz.com – links to extra grammar quizes on **www.dlanauczyciela.pl**

Fast Finishers

Write three sentences: something you suggested doing with friends but then forgot to do; something you avoid doing but still need to do sometimes; something you learned to do a long time ago and you still enjoy doing it.

1 What kind of extra classes are the students in your school interested in?
2 Are you more into sports or arts? What sports or arts are you involved in?

1F Speaking

Life Skills guide
1 Communication, Critical thinking, Mediation

Exam guide
4 Listening Gap-filling

Life Skills guide
6 Collaboration

2 Suggested answers:
Students might say that the colours of the mailboxes express something about their owners, e.g. number 2 looks quite feminine, with the pastel blue and pink, whereas number 5 is very plain.

Talking about likes and dislikes

1 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

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

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

3 Listen to the dialogue. Which topics do the people talk about? 5 p. 382

baseball hiking football tennis running

4 Listen again. Complete the missing information in the profiles. 5 p. 382

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

Useful language

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

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

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

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

4
2 watching (team sports)
3 hiking and camping
4 (playing) football
5 the exercise, a great way to stay in shape
6 camping
7 hiking

People express themselves in many ways, including with mailboxes!



3h/week • Student's Book ex. 1–6 p. 20 • If short of time, skip ex. 1.

5h/week • Workbook ex. 1–5 p. 19 • If short of time, skip ex. 5.

7h/week • Extra online resources

1G Writing

An introductory email

Writing an email to introduce yourself

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

Email Message

Hello Tomek,

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

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

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

I look forward to hearing from you.

Best wishes,

Timo

1 It's clear they don't know each other as Timo introduces himself (*My name's …*) and gives basic information about himself. He also asks some basic things about Tomek, such as likes and dislikes.

2 What information does the email give about the sender?

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

3 **WRITING TIPS** Using informal language

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

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

3 1 Hello Tomek
2 name's, I'm, don't
3 really into football, great player, Are you into …
4 What about you? Are you into sport?
5 Best wishes

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

Include the following information:

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

Write between 80 and 130 words.

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

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

Useful language

Introducing yourself

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

Asking questions

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

1 Do you often make friends with teenagers from other countries on the internet?
2 Which three things do you usually want to know about a person you first meet?

Life Skills guide
1 Critical thinking

Exam guide
4 Writing
An informal email

Life Skills guide
4 Collaboration, Mediation, Practical skills

Life Skills guide
5 Collaboration, Critical thinking, Practical skills, Self-development

Life Skills guide
2 Critical thinking



3h/week • Student's Book ex. 1–5 p. 21

5h/week • Workbook ex. 1–5 p. 20

7h/week • Extra online resources

Skills Review 1

ENGLISH IN USE

Pary zdań

Exam guide
1 English in Use
Lexical pairs

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

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

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

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

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

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

Parafrazy zdań

Exam guide
2 English in Use
Transformations

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

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

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

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

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

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

Minidialogi

Exam guide
3 English in Use
Mini-dialogues

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

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

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

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

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

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

Uzupełnianie zdań

Exam guide
4 English in Use
Sentence formation

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

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

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

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

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

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

4 **1** am writing an email
2 do you want to do
3 don't mind meeting
4 learns lots of new words
5 is trying to repair

3h/week • Student's Book ex. 1–10 pp. 22–23 • If short of time, assign ex. 10 for homework.

5h/week • Workbook ex. 1–9 pp. 22–23, ex. 1–5 p. 21 • If short of time, assign ex. 8 p. 23 for homework.

7h/week • English in Use photocopiable activities, TB pp. 296, 301–304 (1.5–1.8) • Extra online resources (see Technology guide)

Słowotwórstwo

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

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

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

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

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

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

Uzupełnianie luk

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

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

Tłumaczenie fragmentów zdań

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

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

LISTENING

8 **Usłyszysz dwukrotnie wywiad z młodym śpiewakiem operowym. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.** 6 p. 382

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

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

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

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

SPEAKING

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

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

WRITING

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

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

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

Jack,

I've met a fantastic person.

...

Take care,

XYZ

Exam guide
5 English in Use
Word formation

Exam guide
6 English in Use
Gap-filling

Exam guide
7 English in Use
Translations

Life Skills guide
7 Mediation

Exam guide
8 Listening
Multiple choice

Exam guide
9 Oral Matura

Life Skills guide
9 Collaboration, Communication, Critical thinking, Mediation

Exam guide
10 Writing
An informal e-mail

Life Skills guide
10 Creativity, Mediation, Practical Skills

Technology guide
Matura Bank –
extra resources available on **www.dlanauczyciela.pl**

7 **1** do sport
2 favourite kind
3 don't mind learning maths
4 We want to go
5 are you planning to go

Grammar reference 1

GRAMMAR 1 Present simple and present continuous

Present simple (czas teraźniejszy prosty)

Czasu *present simple* używamy do opisywania:

- czynności o charakterze stałym:

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

- czynności powtarzających się i nawyków w teraźniejszości:

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

- faktów, zjawisk oraz prawd oczywistych:

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

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

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

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

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

Zasady pisowni:

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

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

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

  *She studi**es** English.*

Present continuous (czas teraźniejszy ciągły)

Czasu *present continuous* używamy, gdy opisujemy:

- czynności, które odbywają się w momencie mówienia:

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

- czynności, które odbywają się w szerzej rozumianej teraźniejszości:

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

- sytuacje o charakterze tymczasowym:

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

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

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

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

Zasady pisowni:

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

  *work – work**ing***

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

  *stop – stop**p**ing, sit – si**tt**ing, plan – pla**nn**ing*

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

  *make – mak**ing***

Ćwiczenia 1–4

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

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

Czasownik + bezokolicznik (*infinitive*)

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

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

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

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

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

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

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

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

Ćwiczenia 5–7

Grammar practice

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

1 A: you / live in Argentina? *Do you live in Argentina?*
B: yes *Yes, I do.*
2 A: he / play football? Does he play football?
B: no No, he doesn't.
3 A: they / know Beatriz? Do they know Beatriz?
B: yes Yes, they do.
4 A: we / ready? Are we ready?
B: yes Yes, we are.
5 A: I / late? Am I late?
B: no No, you're not. / No, you aren't.
6 A: you / like school? Do you like school?
B: yes Yes, I do.
7 A: she / study languages? Does she study languages?
B: yes Yes, she does.
8 A: you two / want some help? Do you two want some help?
B: no No, we don't.

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

expect get have stay study take talk try

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

2 1 am studying
2 is trying
3 are staying
4 are having
5 are taking
6 is expecting
7 is talking
8 am getting

3 Choose the correct option to complete each sentence.

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

4 Translate the Polish fragments of the sentences into English.

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

5 Choose the two options that can complete each sentence.

1 They ... talking to each other.
a enjoy **b** like **c** want
2 I ... to learn to talk about my feelings.
a can't help **b** want **c** need
3 We ... asking our mother for advice.
a prefer **b** suggest **c** agree
4 Can you ... to write about your experience?
a consider **b** begin **c** manage
5 He ... to believe his brother is telling the truth.
a seems **b** enjoys **c** wants

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

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

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

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

Exam guide
4 English in Use Translations

Life Skills guide
4 Mediation

4 1 We know
2 He prefers
3 You are learning
4 Is she learning
5 I'm still thinking
6 We are doing our

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

7 1 reading, to read
2 meeting, to meet
3 to enjoy, enjoying
4 to go, going
5 waiting, to wait

Wordlist Unit 1 7

VOCABULARY p. 13

a little bit (adv) /ə 'lɪtl bɪt/ troszkę, nieco
active (adj) /'æktɪv/ aktywny
calm (adj) /kɑːm/ spokojny
caption (n) /'kæpʃən/ podpis pod obrazkiem
cheerful (adj) /'tʃɪəfl/ radosny
classmate (n) /'klɑːsmeɪt/ kolega/koleżanka z klasy
confident (adj) /'kɒnfɪdənt/ pewny siebie
cool (adj) /kuːl/ spokojny, opanowany; świetny
easy-going (adj) /ˌiːzi'gəʊɪŋ/ opanowany, wyrozumiały
friendly (adj) /'frendli/ przyjazny
funny (adj) /'fʌni/ zabawny; śmieszny
go out with (phr v) /ˌgəʊ 'aʊt wɪð/ spotykać się z
happy (adj) /'hæpi/ radosny; szczęśliwy
hard-working (adj) /ˌhɑːd'wɜːkɪŋ/ pracowity
helpful (adj) /'helpfl/ pomocny
honest (adj) /'ɒnɪst/ uczciwy, szczery
intelligent (adj) /ɪn'telɪdʒənt/ inteligentny
kind (adj) /kaɪnd/ uprzejmy
laugh (v) /lɑːf/ śmiać się
lazy (adj) /'leɪzi/ leniwy
loud (adj) /laʊd/ głośny
make mistakes (phr) /ˌmeɪk mɪ'steɪks/ popełniać błędy
nasty (adj) /'nɑːsti/ okropny, złośliwy; niemiły
nervous (adj) /'nɜːvəs/ nerwowy; zdenerwowany
nice (adj) /naɪs/ miły, sympatyczny
personality (n) /ˌpɜːsə'nælətɪ/ osobowość
perspective (n) /pə'spektɪv/ punkt widzenia
popular (adj) /'pɒpjʊlə/ popularny, lubiany
quiet (adj) /'kwaɪət/ cichy, spokojny
relaxed (adj) /rɪ'lækst/ opanowany; odprężony
serious (adj) /'sɪəriəs/ poważny
shy (adj) /ʃaɪ/ nieśmiały
smart (adj) /smɑːt/ bystry
sociable (adj) /'səʊʃəbl/ towarzyski
succeed (v) /sək'siːd/ odnosić, osiągnąć sukces
take turns (phr) /teɪk 'tɜːnz/ robić coś na zmianę
talented (adj) /'tæləntɪd/ utalentowany
twin (n) /twɪn/ brat bliźniak/siostra bliźniaczka

LISTENING p. 14

achievement (n) /ə'tʃiːvmənt/ osiągnięcie
amazing (adj) /ə'meɪzɪŋ/ zdumiewający
attend (v) /ə'tend/ brać udział w
be into (phr v) /ˌbiː 'ɪntə/ interesować się, pasjonować się czymś
be on a team (phr) /ˌbiː ɒn ə 'tiːm/ być w drużynie
cash prize (n) /ˌkæʃ 'praɪz/ nagroda pieniężna
check out (phr v) /ˌtʃek 'aʊt/ sprawdzać, zbadać
competition (n) /ˌkɒmpə'tɪʃn/ konkurs, zawody
connection (n) /kə'nekʃn/ połączenie
defeat (v) /dɪ'fiːt/ pokonać
design (v) /dɪ'zaɪn/ zaprojektować
driving game (n) /'draɪvɪŋ ˌgeɪm/ gra wyścigowa
environment (n) /ɪn'vaɪrənmənt/ środowisko naturalne
event (n) /ɪ'vent/ wydarzenie
exciting (adj) /ɪk'saɪtɪŋ/ pasjonujący
gamer (n) /'geɪmə/ gracz
gaming (n) /'geɪmɪŋ/ granie w gry
graphics (n) /'græfɪks/ grafika
necessary (adj) /'nesəseri/ konieczny
quality (n) /'kwɒlətɪ/ jakość
scenario (n) /sə'nɑːrɪəʊ/ scenariusz
semi-final (n) /ˌsemi'faɪnl/ półfinał
shooting game (n) /'ʃuːtɪŋ ˌgeɪm/ strzelanka
sound (v) /saʊnd/ brzmieć
strategy game (n) /'strætədʒi ˌgeɪm/ gra strategiczna
take part (phr) /ˌteɪk 'pɑːt/ brać udział
tournament (n) /'tʊənəmənt/ turniej
type (n, v) /taɪp/ rodzaj; pisać na klawiaturze
well-known (adj) /ˌwel'nəʊn/ sławny, znany
win (v) /wɪn/ wygrać

GRAMMAR 1 p. 15

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

READING pp. 16–17

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

GRAMMAR 2 pp. 18–19

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

SPEAKING p. 20

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

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

WRITING p. 21

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

SKILLS REVIEW pp. 22–23

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

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

LEXICAL EXERCISES

1 Choose the correct option to complete both sentences.

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

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

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

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

2 Translate the Polish fragments of the sentences into English.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Exam guide
1 English in Use
Lexical pairs

Exam guide
3 English in Use
Word formation

Exam guide
4 English in Use
Transformations

4 1 is my/our neighbour
2 spending money on
3 to take part
4 am afraid

Exam guide
2 English in Use
Translations

Life Skills guide
2 Mediation

2 1 quiet and serious
2 face-to-face
3 recent research
4 is actually
5 to succeed / to be successful

1 What are the most common types of houses in the place where you live? Are they typical of the whole country?

2 Which elements of your bedroom make it your personalised space?

2 Where the heart is



Culture guide

Global context

The unit title is part of the longer expression *Home is where the heart is*. This saying expresses the idea that your home (either your house or the city or town you come from) is the place where you are the happiest and most want to be, especially when you are far away from it.

Culture guide

Interesting facts

The living area pictured is one of many rooms in the Sharma Springs Residence, a six-storey home in Bali, Indonesia. Created by the architectural design firm IBUKU, the house is made of bamboo, a flexible and plentiful building material that grows in Indonesia. IBUKU's goal is to create homes and other buildings that 'feel more like extensions of the natural environment around them'. This home and other bamboo structures built by IBUKU will be featured in Elora Hardy's TED talk in this unit.

IN THIS UNIT YOU LEARN

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

GRAMMAR
- past simple
- used to
- past continuous

SKILLS

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

Reading
- living on international space station
- multiple choice

Speaking
- living in unusual places
- giving reasons

Writing
- a blog post – a description of a place

CRITICAL THINKING
- analysing facts and opinions

TED TALK
- houses made from local materials

28 Unit 2

3h/week • Student's Book ex. 1–4 p. 29 • If short of time, skip ex. 4.

5h/week • Workbook ex. 1–9 pp. 24–25 • If short of time, skip ex. 8–9.

7h/week • Photocopiable vocabulary games and activities, TB pp. 306, 310 (2.3) • Extra online resources



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

2A Vocabulary

Describing where you live

Describing places to live

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

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

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

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

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

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

A new city: Songdo, South Korea

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

crowded	historic	modern	rural	suburban	traditional	~~urban~~

An ancient city: Mexico City

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

4 **MY PERSPECTIVE – SPEAKING**

Work in pairs. Discuss the questions.

1 Are there cities like Songdo or Mexico City in your country? How are they similar?
2 Would you prefer to live in an urban, suburban or rural area? Why? Consider:

- shops and restaurants
- green spaces and parks
- transport
- entertainment (cinemas, arts, parks)

Exam guide

2 Oral Matura

Life Skills guide

2 Communication, Critical thinking, Mediation

3 2 shopping district
3 residential
4 lively
5 walkable
6 old-fashioned
8 crowded
9 modern
10 historic
11 traditional
12 suburban
13 rural

Life Skills guide

4 Critical thinking, Mediation, Self-development

1 What is the most attractive city in Poland or abroad you have ever visited? What makes it special?

2 Which European cities are famous among tourists? What objects or places are they famous for?

2B Listening

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

1 Listen to the news report about living in Vienna, Austria. Choose the correct words to complete each sentence. 8 p. 382

1 Vienna is one of the world's most *pleasant* / *expensive* cities.
2 The boy lives in a *modern* / *historic* area near the city centre.
3 He says that people in New York pay *more* / *less* to go out with friends.
4 The girl says that the *underground is* / *restaurants are* open 24 hours.
5 She *lives* / *works* in the suburbs.
6 She says the suburbs *are* / *aren't* boring.

2 Listen to the recording about a famous village in Poland. Decide if the sentences are true (T) or false (F). 9 p. 383

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

3 Listen again. Choose the correct option to complete each sentence. 9 p. 383

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

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

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

4 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

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

Exam guide
3 Listening
Multiple choice

Exam guide
2 Listening
True/false

Exam guide
4 Oral Matura

Life Skills guide
4 Critical thinking, Mediation

A nicely decorated house in Zalipie, Poland



3h/week • Student's Book ex. 1–4 p. 30 • If short of time, skip ex. 4.

5h/week • Workbook ex. 1–5 p. 26

7h/week • Extra online resources

Fast Finishers

Write four things you would change in your city to make it a more attractive place for tourists. Think about entertainment, cultural events, accommodation and catering facilities.

2C Grammar 1

Past simple, *used to*

Using past simple and used to to describe past events

1 Work in pairs. Answer the questions from the news report about Vienna. Listen again to check your answers. 8 p. 382

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

Past simple

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

More explanation in Grammar reference on p. 42.

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

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

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

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

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

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

Regular	Irregular
liked	*was/were* *became*

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

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

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

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

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

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

used to

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

More explanation in Grammar reference on p. 42.

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

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

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

7 Choose the correct options to complete the text.

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



Technology guide

Quizizz.com – links to extra grammar quizes on **www.dlanauczyciela.pl**

1 What did it use to be like when you were in primary school?
2 What important events happened in Europe before the year 2000?

5
1 become
2 drew
3 dreamt
4 was
5 didn't have
6 saw
7 thought
8 wasn't
9 made
10 didn't take

1
1 They moved to Vienna two years ago.
2 They moved because of his mum's job.
3 They stayed in a hotel.
4 They moved to the suburbs because of her dad's job.

6
1 no
2 did + use to / did not + use to + infinitive
3 yes

3 **Regular:** decided, lived, moved, wanted, worked
Irregular: had, made, met, saw, took, thought

4
1 moved
2 thought
3 lived, met
4 worked
5 became, wanted/ decided

3h/week • Student's Book ex. 1–7 p. 31, ex. 1–5 p. 43
5h/week • Workbook ex. 1–6 p. 27
7h/week • Photocopiable grammar games and activities, TB pp. 305, 308 (2.1) • Extra online resources (see Technology guide)

2D Cele lekcji: Tworzenie rzeczowników za pomocą przyrostków; rozumienie tekstu pisanego o mieszkaniu na międzynarodowej stacji kosmicznej; analiza faktów i opinii.

1 How can accommodation on a space station be different from that on Earth?
2 Where was the most comfortable place you have ever stayed on holiday?

2D Reading



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

All the comforts of home

VOCABULARY BUILDING Suffix *-ion*

Using suffixes to make nouns

We can use the suffix ***-ion*** to make the noun form of many common verbs. There are several ways to do this:
-ion: communicate → communication
-ation: imagine → imagination
Add *-ion* to the end of the word: direct → direction

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

Verb	Noun
accommodate	(1) accommodation
construct	(2) construction
direct	(3) direction
educate	(4) education
(5) explore	exploration
locate	(6) location
(7) transport	transport / transportation

2 Complete the text with words from exercise 1.

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

2 1 exploration
2 direction
3 location
4 transport
5 accommodate

READING

Understanding a text about living on international space station

3 Work in pairs. Describe the photo then discuss.

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



Exam guide
3 Oral Matura

Life Skills guide
3 Communication, Mediation

3h/week • Student's Book ex. 1–7 pp. 32–33 • If short of time, skip ex. 3 and 7.

5h/week • Workbook ex. 1–5 p. 28

7h/week • Photocopiable vocabulary games and activities, TB pp. 306, 311 (2.4) • Extra online resources

11 'The size is similar to an old telephone box*,'

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

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

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

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

The International Space Station (ISS) timeline

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

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

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

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

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

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

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

5 Choose the correct option to complete each sentence.

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

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

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

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

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

CRITICAL THINKING

Analysing facts and opinions

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

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

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

7 Work in pairs. Follow the steps.

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

Life Skills guide
4 Critical thinking

Life Skills guide
6 Critical thinking

Exam guide
5 Reading
Multiple choice

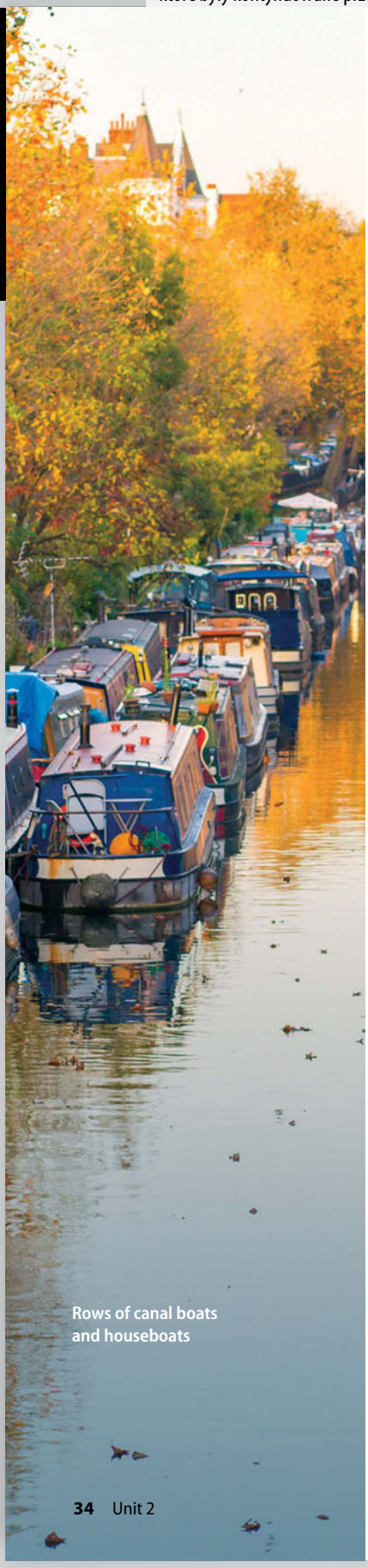
Life Skills guide
7 Collaboration, Critical thinking, Mediation

Fast Finishers

Write four things that you miss most when you go away on holiday. Think about typical activities you do at home or objects/equipment you use regularly.

2E Cele lekcji: Stosowanie czasu przeszłego ciągłego w celu opisywania wydarzeń z przeszłości, które były kontynuowane przez dłuższy czas.

1 When you were last on holiday, what were tourists doing in the place where you stayed?
2 Where were you staying on your last school trip? What were you doing during the journey?



Rows of canal boats and houseboats

2E Grammar 2

Past continuous

Using past continuous to describe ongoing past events

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

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

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

Past continuous

*Koichi Wakata **was giving** a tour of his bedroom in the ISS.*
*Koichi Wakata **wasn't living** on the space station when he described his bedroom there.*
*When Samantha Cristoforetti **was living** there, every astronaut had an area where they washed.*

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

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

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

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

The perfect home

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

1 S **2** A **3** S **4** A **5** A **6** S **7** S **8** A

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

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

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

4 **2** No, she wasn't. She was living at home.
3 No, she wasn't. She was planning to live in student housing.
4 No, they weren't. They were expecting to pay for it themselves.
5 No, they weren't. They were cleaning and repairing it.

3h/week • Student's Book ex. 1–8 pp. 34–35, ex. 6–8 p. 43 • If short of time, skip ex. 1 p. 34.

5h/week • Workbook ex. 1–8 pp. 30–31

7h/week • Photocopiable grammar games and activities, TB pp. 305, 309 (2.2) • Extra online resources (see Technology guide)

5
1 was growing up
2 advised
3 chose
4 graduated
5 was trying
6 did
7 realised
8 was developing
9 found

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

Coming together and mixing

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

Culture guide
5 Profile

Yinka Ilori is a London-based designer who is against all the unnecessary waste he sees in modern life. Using traditional Nigerian stories for inspiration, he specializes in 'upcycling' (or repurposing) old furniture. He studied Furniture and Product Design at London Metropolitan University.

Exam guide
6 English in Use
Translations

Life Skills guide
6 Mediation

6
1 weren't you listening
2 I was repairing
3 They were looking
4 wasn't planning
5 was living in a houseboat

Exam guide
7 English in Use
Multiple choice

Exam guide
8 English in Use
Transformations

8
1 Did your neighbours use to
2 were building / were constructing
3 while he was studying
4 was the artist taking photos

Technology guide
Quizizz.com – links to extra grammar quizes on **www.dlanauczyciela.pl**

Fast Finishers

Choose four students in your class and ask Fast Finishers to write their guesses about what they were doing yesterday at different times of the day. Then the Fast Finishers read their sentences to them and check if they were right.

Cele lekcji: Rozumienie głównej myśli tekstu.

Technology guide
Video available on DVD, Multibook and **www.dlanauczyciela.pl**

LearningApps.org
Matura exercises to TED Talk video

TEDTALKS Magical houses, made of bamboo

"With creativity and commitment, you can create beauty and comfort and safety, and even luxury, out of a material that will grow back."

ELORA HARDY

AUTHENTIC LISTENING SKILLS

Understanding the main idea of the text

Listening for gist

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

Exam guide
4 Listening
Multiple choice

1 Listen to the extract from the TED Talk. Choose the topics Elora talks about. 12 p. 383

(a) doors
b windows
(c) shapes
d construction materials

BEFORE YOU LISTEN

Life Skills guide
2 Collaboration, Mediation

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

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

Exam guide
5 Listening
True/false

WHILE YOU LISTEN

3 Listen to the extract from the TED Talk about the speaker. Check if you know the words and phrases in the box. TED 2.0 p. 401

designer | bamboo | building material | earthquake-resistant | sustainable material | footprint

4 Listen to part 1 of the talk. Choose the correct option to complete each sentence. TED 2.1 p. 401

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

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

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

5 Listen to part 2 of the talk. Are the sentences true (T) or false (F)? TED 2.2 p. 401

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

3h/week • Student's Book ex. 1–9 pp. 36–37 + DVD • If short of time, skip ex. 9.

5h/week • Workbook ex. 1–6 p. 32

7h/week • Extra online resources (see Technology guide)



6 Listen to part 3 of the talk. Choose the correct option to complete each sentence. TED 2.3 p. 402

1 Elora builds models of her houses *to help sell houses to her customers* / *to test the design*.
2 She prefers to build doors that are *balanced* / *not shaped like teardrops*.
3 Bamboo grows back quickly, so it is *a safe* / *an environmentally friendly* material.

7 VOCABULARY IN CONTEXT

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

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

8 Work in pairs. Discuss the questions.

1 What is one thing that just *doesn't feel right* in your town or city?
2 Has someone ever *just had to tell you* something? What was it?
3 Who is one person who has *treated you well*?
4 In your city, what material *makes perfect sense* to build with?

AFTER YOU LISTEN

9 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the following topics.

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

1 Choose a house in which you'd like to live and give reasons for your choice.
2 Give arguments why you reject the other two options.

CHALLENGE

Make a three-slide presentation about your dream house.

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

Use relevant headings, texts and photos in your presentation.

Exam guide
9 Oral Matura

Life Skills guide
9 Collaboration, Communication, Critical thinking, Mediation

Life Skills guide
Creativity, Practical skills

Life Skills guide
8 Communication, Mediation

2F Cele lekcji: Rozmawianie o niezwykłych miejscach zamieszkania.

1 Which city in Europe would you like to live in? Why would you choose this place?
2 What reasons could make you decide to move abroad?

2F Speaking

Life Skills guide
1 Critical thinking, Mediation

Exam guide
2 Listening True/false

Life Skills guide
3 Critical thinking

Life Skills guide
4 Critical thinking, Mediation

Life Skills guide
5 Collaboration, Critical thinking

Useful language

Giving reasons

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

The reason *he went there was to get away from his money problems.*

He went ***because*** *his business failed.*

She thought life was too hard, ***so*** *she left.*

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

Talking about living in unusual places

1 Work in pairs. Discuss the questions.

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

2 Listen to the dialogue. Are the sentences true (T) or false (F)? 13 p. 383

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

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

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

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

I need my backpack every day because …

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

- health
- safety
- entertainment
- transport

Give reasons for each item.



Shuri Castle in Naha, Japan

3h/week • Student's Book ex. 1–5 p. 38

5h/week • Workbook ex. 1–4 p. 33

7h/week • Extra online resources

2G Cele lekcji: Tworzenie wypowiedzi pisemnej: wpis na blogu o wymarzonym domu lub ciekawym miejscu.

2G Writing

A blog entry – a description of a place

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

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

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

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

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

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

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

Who lives there? / Who used to live there?

Writing strategies

Describing a visit to a place

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

4 WRITING TIPS Using adjectives

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

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

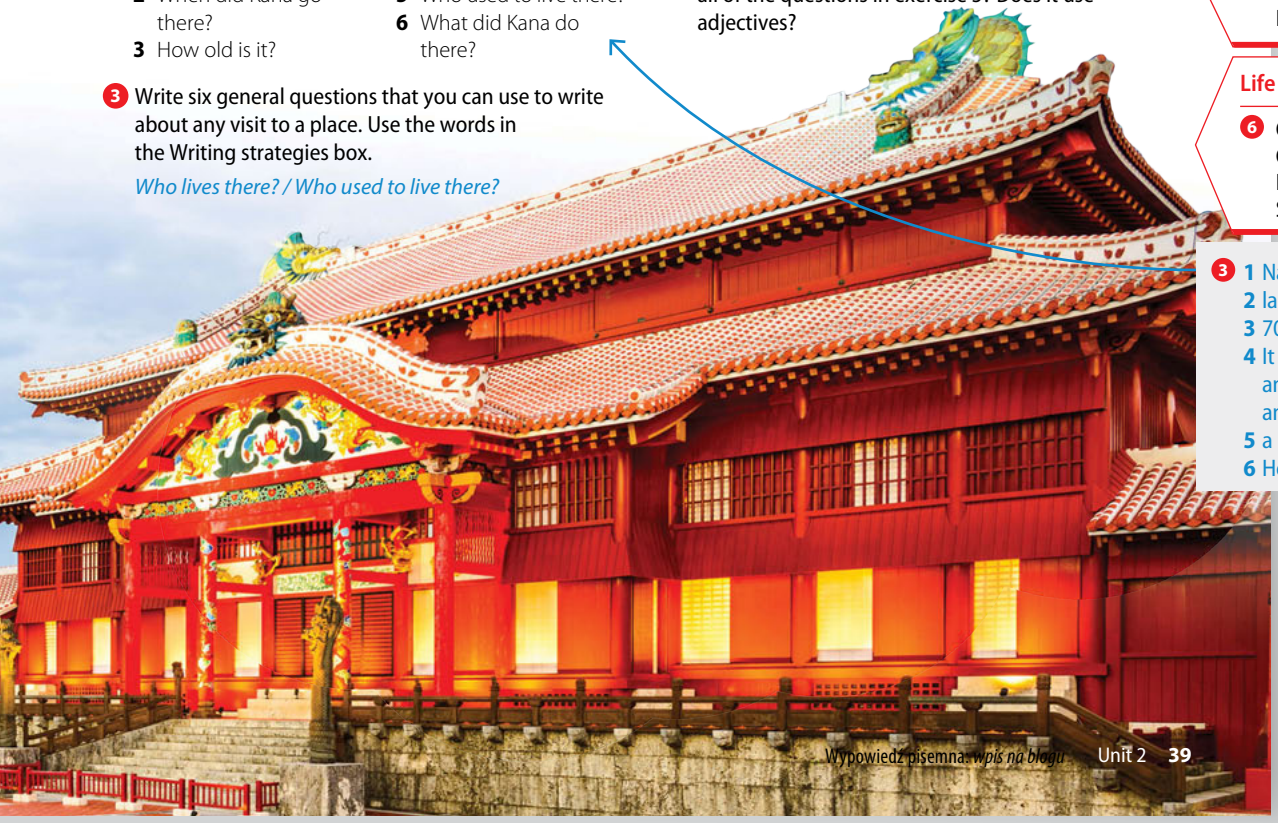
5 Write a short blog entry with a description of the place you talked about in exercise 1.

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

Write between 80 and 130 words.

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

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



1 What are main questions you ask your friends when they come back from a holiday trip?
2 What place you have ever visited would you NOT recommend to others? Why?

Life Skills guide
1 Mediation

4 a brilliant, famous, oldest (old), beautiful, pretty, huge (gates), coolest (cool)

Exam guide
2 Listening
Open-ended questions

Exam guide
5 Writing
A blog entry

Life Skills guide
5 Creativity, Mediation, Practical skills

Life Skills guide
6 Collaboration, Critical thinking, Practical skills, Self-development

3 1 Naha, Japan
2 last year
3 700 years old
4 It has beautiful buildings and gardens, and is unlike any other place.
5 a king
6 He took a tour.

3h/week • Student's Book ex. 1–6 p. 39

5h/week • Workbook ex. 1–6 p. 34

7h/week • Extra online resources

Skills Review 2

ENGLISH IN USE

Pary zdań

Exam guide
1 English in Use
Lexical pairs

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

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

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

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

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

Parafrazy zdań

Exam guide
2 English in Use
Transformations

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

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

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

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

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

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

Minidialogi

Exam guide
3 English in Use
Mini-dialogues

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

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

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

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

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

Słowotwórstwo

Exam guide
4 English in Use
Word formation

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

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

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

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

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

Uzupełnianie luk

Exam guide
5 English in Use
Gap-filling

5 Uzupełnij zdania jednym wyrazem, który najlepiej pasuje.

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

5 1 which
2 take
3 used
4 were

3h/week • Student's Book ex. 1–9 pp. 40–41 • If short of time, assign ex. 9 for homework.

5h/week • Workbook ex. 1–9 pp. 36–37, ex. 1–5 p. 35 • If short of time, assign ex. 8 p. 37 for homework.

7h/week • English in Use photocopiable activities, TB pp. 307, 312–315 (2.5–2.8) • Extra online resources (see Technology guide)

6 **1** was painting the wall(s)
2 didn't find
3 used to live
4 did the children stay

Uzupełnianie zdań

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

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

READING

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

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

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

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

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

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

Exam guide
6 English in Use
Sentence formation

SPEAKING

8 **Opisz zdjęcie.**



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

Exam guide
8 Oral Matura

Life Skills guide
8 Critical thinking,
Mediation

Exam guide
7 Reading
Matching headings

WRITING

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

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

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

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

Exam guide
9 Writing
An informal email

Life Skills guide
9 Creativity,
Mediation,
Practical skills

Technology guide
Matura Bank – extra resources available on **www.dlanauczyciela.pl**

Grammar reference 2

GRAMMAR 1 Past simple, used to

Past simple (czas przeszły prosty)

Czasu *past simple* używamy do opisywania:

- czynności, które się rozpoczęły i zakończyły w przeszłości:

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

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

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

- rutynowych czynności i sytuacji w przeszłości:

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

- czynności lub wydarzeń odbywających się w dłuższym okresie:

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

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

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

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

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

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

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

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

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

Zasady pisowni:

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

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

Określenia czasu używane z *past simple:*

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

Used to

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

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

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

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

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

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

Ćwiczenia 1–5

GRAMMAR 2 Past continuous

Past continuous (czas przeszły ciągły)

Czasu *past continuous* używamy, gdy opisujemy:

- czynności i wydarzenia trwające w określonym momencie w przeszłości:

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

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

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

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

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

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

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

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

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

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

Ćwiczenia 6–8

Grammar practice

1 Choose the correct option to complete each sentence.

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

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

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

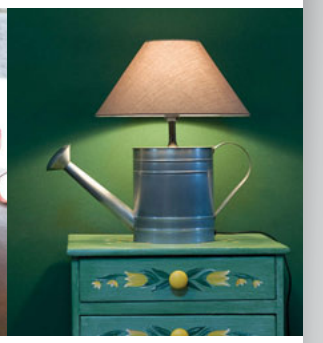
3 Put the words in the correct order to make questions.

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

2 1 Did you see
2 didn't
3 Was
4 was
5 showed
6 interviewed
7 lived
8 Didn't he have
9 did
10 wanted
11 went

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





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

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

4 1 use
2 used
3 used
4 use
5 use
6 used
7 used
8 use

5 Look at the photos above. Answer the questions.

1 What are these home furnishings now? an armchair, a lamp
2 What did they use to be? a tyre, a watering can

6 Write sentences in the past continuous.

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

6 1 My parents were living in Jakarta.
2 We were staying in a hotel and looking for a house.
3 I was walking to school and thinking about my homework.
4 They weren't looking for a new house.
5 You weren't trying to sell your houseboat.

7 Choose the correct option to complete each sentence.

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

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

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

8 1 did your parents find
2 was driving
3 saw
4 stopped
5 was driving away
6 shouted
7 stopped
8 asked
9 was looking
10 called
11 told
12 loved
13 rented

Wordlist Unit 2 14

VOCABULARY p. 29

amusement park (n) /ə'mjuːzmənt ˌpɑːk/ park rozrywki
apartment building (n) / ə'pɑːtmənt ˌbɪldɪŋ/ apartamentowiec; budynek mieszkalny
area (n) /'eəriə/ obszar, strefa
armchair (n) /'ɑːmtʃeə/ fotel
company (n) /'kʌmpəni/ firma, przedsiębiorstwo
concert hall (n) /'kɒnsət ˌhɔːl/ sala koncertowa; filharmonia
crowded (adj) /'kraʊdɪd/ zatłoczony
decoration (n) /ˌdekə'reɪʃən/ dekoracja
district (n) /'dɪstrɪkt/ dzielnica
entertainment (adj, n) /ˌentə'teɪnmənt/ rozrywkowy; rozrywka
hire (v) /haɪə/ wynajmować
historic (adj) /hɪ'stɒrɪk/ historyczny
however (adv) /haʊ'evə/ jednak, jednakże
include (v) /ɪn'kluːd/ zawierać, obejmować
inside (n) /ˌɪn'saɪd/ wnętrze, środek
light (n) /laɪt/ światło
lively (adj) /'laɪvli/ tętniący życiem, gwarny; ożywiony
memorable (adj) /'memərəbəl/ niezapomniany
modern (adj) /'mɒdn/ nowoczesny
office building (n) /'ɒfɪs ˌbɪldɪŋ/ biurowiec
old-fashioned (adj) /ˌəʊld'fæʃnd/ staromodny
refrigerator (n) /rɪ'frɪdʒəreɪtə/ lodówka
residential (adj) /ˌrezɪ'denʃl/ mieszkalny
rural (adj) /'rʊərəl/ wiejski
shopping district (n) /'ʃɒpɪŋ ˌdɪstrɪkt/ dzielnica handlowa
stairs (n) /steəz/ schody
stay overnight (phr) /'steɪ ˌəʊvə'naɪt/ zostać na noc
suburban (adj) /sə'bɜːbən/ podmiejski
traditional (adj) /trə'dɪʃənəl/ tradycyjny
urban (adj) /'ɜːbən/ miejski
walkable (adj) /'wɔːkəbl/ przyjazny pieszym

LISTENING p. 30

a couple of (adv) /ə 'kʌpl ɒv/ kilka, kilkoro
add (v) /æd/ dodawać
additional (adj) /ə'dɪʃənl/ dodatkowy
certainly (adv) /'sɜːtnli/ na pewno, oczywiście
come up with (phr v) /ˌkʌm 'ʌp wɪð/ wymyślić
container house (n) /kən'teɪnə ˌhaʊs/ dom z kontenera
cost (v) /kɒst/ kosztować
disappointed (adj) /ˌdɪsə'pɔɪntɪd/ rozczarowany
exhibition (n) /ˌeksə'bɪʃən/ wystawa
expensive (adj) /ɪk'spensɪv/ drogi, kosztowny
fit (v) /fɪt/ pasować do
flowery (adj) /'flaʊəri/ kwiecisty
folk art (n) /'fəʊk ˌɑːt/ sztuka ludowa
grow (v) /grəʊ/ rosnąć
judge (v) /dʒʌdʒ/ oceniać; osądzać
kennel (n) /'kenl/ buda
ornament (n) /'ɔːnəmənt/ ozdoba
overcrowded (adj) /ˌəʊvə'kraʊdɪd/ przeludniony
pattern (n) /'pætn/ wzór
pleasant (adj) /'pleznt/ przyjemny
pros and cons (n) /'prəʊz ən 'kɒnz/ wady i zalety
public transport (n) /ˌpʌblɪk 'trænspɔːt/ komunikacja publiczna
refresh (v) /rɪ'freʃ/ odświeżyć
retouch (v) /ˌriː'tʌtʃ/ retuszować
safe (adj) /seɪf/ bezpieczny
smoke (n) /sməʊk/ dym
suburb (n) /'sʌbɜːb/ przedmieście
surface (n) /'sɜːfɪs/ powierzchnia
thanks to (prep) /'θæŋks tʊ/ dzięki komuś/ czemuś
throughout (adv) /θru'aʊt/ wszędzie
underground (n, adj) /'ʌndəgraʊnd/ metro; podziemny
unique (adj) /juː'niːk/ wyjątkowy, niepowtarzalny
uniqueness (n) /juː'niːknəs/ wyjątkowość, niepowtarzalność
view (n) /vjuː/ pogląd, opinia
village (n) /'vɪlɪdʒ/ wieś

GRAMMAR 1 p. 31

arrive (v) /ə'raɪv/ przyjeżdżać, przybywać
completed (adj) /kəm'pliːtɪd/ zakończony
container (n) /kən'teɪnə/ kontener
draw plans (phr) /'drɔː ˌplænz/ kreślić plany
entire (adj) /ɪn'taɪə/ cały
habit (n) /'hæbɪt/ zwyczaj, nawyk
move (v) /muːv/ przeprowadzać się
neighbourhood (n) /'neɪbəhʊd/ dzielnica
outside (adv) /ˌaʊt'saɪd/ na zewnątrz
state (n) /steɪt/ stan
terminal (n) /'tɜːmɪnl/ terminal kontenerowy
truck (n) /trʌk/ ciężarówka
tyre (n) /taɪə/ opona
vote (v) /vəʊt/ głosować

READING pp. 32–33

accommodate (v) /ə'kɒmədeɪt/ zakwaterować
accommodation (n) /əˌkɒmə'deɪʃn/ zakwaterowanie
comfort (n) /'kʌmfət/ wygoda, udogodnienie
communicate (v) /kə'mjuːnɪkeɪt/ komunikować (się)
communication (n) /kəˌmjuːnɪ'keɪʃən/ komunikat; komunikacja
construct (v) /kən'strʌkt/ budować
construction (n) /kən'strʌkʃn/ budowa
container (n) /kən'teɪnə/ pojemnik
dining area (n) /'daɪnɪŋ ˌeəriə/ jadalnia
direct (v) /dɪ'rekt/daɪ'rekt/ skierować
direction (n) /dɪ'rekʃn/daɪ'rekʃn/ kierunek
earphones (n) /'ɪəfəʊnz/ słuchawki
educate (v) /'edjʊkeɪt/ kształcić, edukować
education (n) /ˌedjʊ'keɪʃən/ edukacja
engineer (n) /ˌendʒɪ'nɪə/ inżynier
exploration (n) /ˌeksplə'reɪʃən/ badanie; poszukiwanie
explore (v) /ɪk'splɔː/ badać; zwiedzać
fasten (v) /'fɑːsn/ zapinać (się)
fastened (adj) /'fɑːsnd/ zapięty
fixed (adj) /fɪkst/ przymocowany
float (v) /fləʊt/ unosić się swobodnie
government (n) /'gʌvnmənt/ rząd
height (n) /haɪt/ wysokość, wzrost
imagination (n) /ɪˌmædʒə'neɪʃən/ wyobraźnia
imagine (v) /ɪ'mædʒɪn/ wyobrażać (sobie)
improve (v) /ɪm'pruːv/ udoskonalać, poprawiać, polepszać
instead of (prep) /ɪn'sted ɒv/ zamiast
locate (v) /ləʊ'keɪt/ umieścić, postawić
location (n) /ləʊ'keɪʃən/ miejsce; położenie
locker (n) /'lɒkə/ szafka
luxury (n) /'lʌkʃəri/ luksus
no-rinse (adv) /ˌnəʊ'rɪns/ bez spłukiwania
on Earth (phr) /ɒn 'ɜːθ/ na ziemi
originally (adv) /ə'rɪdʒnəli/ pierwotnie
oven (n) /'ʌvn/ piekarnik
packaged (adj) /'pækɪdʒd/ zapakowany
pass (v) /pɑːs/ mijać coś
per hour (prep) /pər 'aʊə/ na godzinę
provide (v) /prə'vaɪd/ dostarczać, zaopatrywać
reject (v) /rɪ'dʒekt/ odrzucać
room (n) /ruːm/ miejsce, przestrzeń; pokój
sink (n) /sɪŋk/ zlew; umywalka
size (n) /saɪz/ rozmiar
sleeping bag (n) /'sliːpɪŋ ˌbæg/ śpiwór
soap (n) /səʊp/ mydło
step (n) /step/ krok
storage locker (n) /'stɔːrɪdʒ ˌlɒkə/ szafka, skrytka
stuck (adj) /stʌk/ zablokowany
suffix (n) /'sʌfɪks/ przyrostek
telephone box (n) /'teləfəʊn bɒks/ budka telefoniczna
transport (n) /'trænspɔːt/ transport, przewóz
transport (v) /træn'spɔːt/ transportować, przewozić
transportation (n) /ˌtrænspɔː'teɪʃən/ transport
wardrobe (n) /'wɔːdrəʊb/ szafa; garderoba

GRAMMAR 2 pp. 34–35

advise (v) /əd'vaɪz/ radzić, doradzać
afterwards (adv) /'ɑːftəwədz/ potem, później
arrange (v) /ə'reɪndʒ/ urządzać
attic (n) /'ætɪk/ strych
awesome (adj) /'ɔːsəm/ niesamowity
cellar (n) /'selə/ piwnica (BrE)
fair (n) /feə/ targi
fix (v) /fɪks/ przymocować
furnish (v) /'fɜːnɪʃ/ umeblować, urządzać
furniture design (n) /ˌfɜːnɪtʃə dɪ'zaɪn/ wzornictwo mebli
graduate (v) /'grædʒueɪt/ kończyć studia
grow up (phr v) /ˌgrəʊ 'ʌp/ dorastać
houseboat (n) /'haʊsbəʊt/ barka mieszkalna
housing (n) /'haʊzɪŋ/ zakwaterowanie; budynek mieszkalny, lokal
join in (phr v) /ˌdʒɔɪn 'ɪn/ przyłączyć (się) do
loudspeaker (n) /ˌlaʊd'spiːkə/ głośnik
multicultural (adj) /ˌmʌlti'kʌltʃərl/ wielokulturowy
neighbour (n) /'neɪbə/ sąsiad/sąsiadka
price (n) /praɪs/ cena
realise (v) /'rɪəlaɪz/ uświadamiać sobie
roommate (n) /'ruːmmeɪt/ współlokator/ współlokatorka
row (n) /rəʊ/ rząd
study (n) /'stʌdi/ gabinet do pracy
wooden (adj) /'wʊdn/ drewniany

TED TALK pp. 36–37

acoustic insulation (n) /ə'kuːstɪk ˌɪnsjʊ'leɪʃn/ izolacja akustyczna
artisan (n) /ˌɑːtɪ'zæn/ twórca
balanced (adj) /'bælənst/ wyważony
Balinese (adj) /ˌbɑːlɪ'niːz/ pochodzący z Bali
bamboo (n) /bæm'buː/ bambus

battle (v) /'bætl/ zmagać się
bespoke home (n) /bɪˌspəʊk 'həʊm/ dom na zamówienie
blueprint (n) /'blu:prɪnt/ projekt, plan
brick (n) /brɪk/ cegła
bug (n) /bʌg/ robak
clump (n) /klʌmp/ kępa (roślin)
combine (v) /kəm'baɪn/ łączyć
commitment (n) /kə'mɪtmənt/ zaangażowanie
compressive (adj) /kəm'presɪv/ sprężający
concrete (n) /'kɒŋkri:t/ beton
craftsmanship (n) /'krɑ:ftsmənʃɪp/ kunszt
create (v) /kri'eɪt/ tworzyć
creativity (n) /ˌkri:eɪ'tɪvəti/ kreatywność
curve (v, n) /kɜ:v/ wyginać; łuk
designer (n) /dɪ'zaɪnə/ projektant/projektantka
dry (adj) /draɪ/ suchy
durable (adj) /'djʊərəbl/ wytrzymały, trwały
earthquake-resistant (adj) /ɜ:θkweɪkrɪ'zɪstənt/ odporny na trzęsienie ziemi
engineering (n) /ˌendʒɪ'nɪərɪŋ/ inżynieria
entirely (adv) /ɪn'taɪəli/ całkowicie
extraordinary (adj) /ɪk'strɔ:dnri/ wyjątkowy
fairy (adj) /'feəri/ jak z bajki, bajkowy
figure out (phr v) /ˌfɪgər 'aʊt/ zrozumieć
floor (n) /flɔ:/ podłoga, piętro
footprint (n) /'fʊtprɪnt/ ślad
formula (n) /'fɔ:mjʊlə/ przepis, wzór
foster (v) /'fɒstə/ stymulować
grass (n) /grɑ:s/ trawa
gravity (n) /'grævəti/ grawitacja
grow back (phr v) /ˌgrəʊ 'bæk/ odrosnąć
handmade (adj) /ˌhænd 'meɪd/ ręcznie robiony
harvest (v) /'hɑ:vɪst/ zbierać plony
hesitate (v) /'hezɪteɪt/ wahać się
hinge (n) /'hɪndʒ/ zawias
hollow (adj) /'hɒləʊ/ pusty w środku
lightweight (adj) /'laɪtweɪt/ lekki
mushroom (n) /'mʌʃrʊm/ grzyb
overlook (v) /ˌəʊvə'lʊk/ mieć widok na
pile (n) /paɪl/ sterta
pivot (n) /'pɪvət/ oś
plant (v, n) /plɑ:nt/ sadzić, siać; roślina
pod (n) /pɒd/ strąk
pole (n) /pəʊl/ słup, maszt
ravine (n) /rə'vi:n/ wąwóz
rectangular (adj) /rek'tæŋgjʊlə/ prostokątny
replicate (v) /'replɪkeɪt/ powielać, odtworzyć
roof (n) /ru:f/ dach
run out of (phr v) /ˌrʌn 'aʊt əv/ wyczerpywać się
scale (adv) /skeɪl/ w skali
shaped (adj) /ʃeɪpt/ w kształcie
shoot (n) /ʃu:t/ pęd rośliny
site (n) /saɪt/ miejsce
six-storey (adj) /'sɪksˌstɔ:ri/ sześciopiętrowy
slam (v) /slæm/ trzaskać
species (n) /'spi:ʃi:z/ gatunek
steel (n) /sti:l/ stal
strength (n) /streŋθ/ siła
sustainable (adj) /sə'steɪnəbl/ nienaruszający równowagi ekologicznej; zrównoważony
taper (v) /'teɪpə/ zwężać się
teardrop (n) /'tɪədrɒp/ łza
tensile (adj) /'tensaɪl/ rozciągliwy
tented bed (n) /ˌtentɪd 'bed/ łóżko z baldachimem
timber (n) /'tɪmbə/ drewno
treat (v) /tri:t/ traktować
tried-and-true (adj) /ˌtraɪdən'tru:/ sprawdzony
ultimately (adv) /'ʌltɪmətli/ ostatecznie
unproductive (adj) /ˌʌnprə'dʌktɪv/ bezowocny, nieproduktywny
usable (adj) /'ju:zəbl/ użyteczny, użytkowy
valley (n) /'væli/ dolina
value (v) /'vælju:/ cenić, wyceniać
well-crafted (adj) /ˌwel'krɑ:ftɪd/ dobrze wykonany
woven pod (n) /'wəʊvn pɒd/ pleciony kokon

SPEAKING p. 38

community (n) /kə'mju:nəti/ społeczność
definitely (adv) /'defɪnətli/ zdecydowanie nie dla mnie
desert island (n) /ˌdezət 'aɪlənd/ bezludna wyspa
fabulous (adj) /'fæbjʊləs/ fantastyczny
lucky (adj) /'lʌki/ szczęśliwy, mający szczęście
protect (v) /prə'tekt/ chronić (się)
rent (v) /rent/ wynajmować
rich (adj) /rɪtʃ/ bogaty
set up (phr v) /ˌset 'ʌp/ zakładać, organizować
solar power (n) /'səʊlə ˌpaʊə/ energia słoneczna
swimsuit (n) /'swɪmsu:t/ kostium kąpielowy

WRITING p. 39

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

SKILLS REVIEW pp. 40–41

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

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

LEXICAL EXERCISES

1 Choose the correct option to complete each sentence.

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

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

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

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

2 Translate the Polish fragments of the sentences into English.

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

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

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

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

Exam guide
1 English in Use
Multiple choice

Exam guide
2 English in Use
Translations

Life Skills guide
2 Mediation

2 1 advised me
2 you must / have to furnish
3 fixed different pieces
4 provided us

1 Have you had any health problems this year?
2 Which parts of the body often get injured? Which everyday activities may pose a risk to the body?

3 Health and happiness



Culture guide

Global context

The teenager in the photo is eating at Isomaru Suisan, a restaurant in Tokyo, Japan, that specialises in fresh seafood. There are a number of health benefits associated with eating fish. Many types are low in fat and high in important vitamins, such as B and D, which give us energy and help protect our teeth and bones. Other kinds of fish (such as salmon) are rich in omega-3 fatty acids, which can help lower cholesterol. Studies have also found that people who get most of their calories from seafood and plants suffer fewer serious illnesses (such as cancer and heart disease) and often live longer, happier lives.

IN THIS UNIT YOU LEARN

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

GRAMMAR
- quantifiers
- how much/many
- phrasal verbs

SKILLS

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

Reading
- unusual health condition
- multiple choice, matching

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

Writing
- an opinion blog post

CRITICAL THINKING
- making ideas clear

3h/week • Student's Book ex. 1–6 p. 47 • If short of time, skip ex. 6.

5h/week • Workbook ex. 1–9 pp. 38–39 • If short of time, skip ex. 7–9.

7h/week • Photocopiable vocabulary games and activities, TB pp. 317, 321 (3.3) • Extra online resources



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

3A Vocabulary

Being well

Talking about health and being well

Exam guide
1 Oral Matura

Life Skills guide
1 Communication, Critical thinking, Mediation

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

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

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

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

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

3 Suggested answers:
mouth: in the form of smiling and laughing
eyes: they crinkle when we smile or laugh
head: held higher when we're happy
nose: the nostrils flare (open wider) a little when we smile

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

A doctor in the jungle

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

a problems with the body or the mind 5 (illnesses)
b the condition of someone's body and mind 3 (health)
c a feeling when something hurts 11 (pain)
d something worn over the eyes to help you see 8 (glasses)
e something to make you feel better when you are ill 7 (medicine)
f people who are ill and need help from a doctor 4 (patients)
g the condition of feeling good and not sad 10 (happiness)
h a place where ill and injured people get treatment 1 (hospital)
i ill 2 (unwell)
j well, not ill 9 (healthy)
k when a part of the body is hurt 6 (injuries)

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

a broken arm IN
a stomachache S
seasickness IL
the flu IL
a broken leg IN
a high temperature S
a headache S
pain S
a backache S or IN

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

Life Skills guide
6 Critical thinking, Mediation

6 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

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

3B Cele lekcji: Rozumienie ze słuchu tekstu o powszechnych problemach zdrowotnych i holistycznym podejściu do leczenia.

1 What are the most well-known health care organisations in the world? How do they help people?
2 When you see the doctor, what sort of questions do they ask you?

3B Listening

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

Life Skills guide
1 Critical thinking, Mediation

Exam guide
4 Listening Multiple choice

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

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

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

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

Life Skills guide
2 Collaboration, Communication

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

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

Life Skills guide
5 Collaboration, Communication, Critical thinking, Mediation

3 Read the sentences. Then listen to a lecture about 'whole-person' health care. Which ideas (1–3) does the speaker discuss? 15 p. 383

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

Culture guide
3 Global context

This exercise focuses on the idea of treating the whole person, which is a relatively new trend in western medicine. Traditionally, doctors focus on managing disease by treating symptoms. In other words, we go and see the doctor when we are sick. When doctors treat the whole person, they don't just focus on the patient's body, but may also look at the patient's exercise, nutrition, relationships, spiritual practice and home/work environment, i.e. everything in the person's life.

4 Listen to the lecture again. Choose the correct option to answer each question. 15 p. 383

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

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

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

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

5 MY PERSPECTIVE – SPEAKING

Work in small groups. Discuss the questions.

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



3h/week • Student's Book ex. 1–5 p. 54 • If short of time, skip ex. 5.

5h/week • Workbook 1–5 p. 40

7h/week • Extra online resources

Fast Finishers

Choose four parts of the body which can be affected by an illness or an injury. Write what may happen as a result, how you can avoid it occurring and what you should do if it does.

3C Grammar 1

Quantifiers, *how much/many*?

Using quantifiers to express quantity

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

Quantifiers

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

More explanation in Grammar reference on p. 58.

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

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

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

3 Choose the correct options to complete the text.

Nature's pharmacy

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

4 1 How many
2 How many
3 How much
4 How much

4 Complete the questions with *How much* or *How many*. Listen to the interview and check your answers. Then answer the questions. 16 p. 383

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

5 Choose the correct option to complete each dialogue.

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

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



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

1 How many times have you seen the doctor this year? How much time did each visit take?
2 What do you do in order to have fewer health problems?

Culture guide

4 Profile

Grace Gobbo is an ethnobotanist (someone who studies traditional knowledge of and customs around plants). She talks to traditional doctors to learn how they use plants to treat heart disease, mental illness, cancer and other illnesses.

Exam guide

5 English in Use Mini-dialogues

2 **1 with countable nouns:** some, many, a few, a lot of; **with uncountable nouns:** some, a lot of, a little, much
2 large: many, a lot of, much
small: a few, a little
some is neither a small nor large number or amount
3 Suggested answers: any, no, several

Culture guide

Historical background

The Royal Flying Doctor Service in Australia started in Queensland, north-east Australia, in the late 1920s, but it now covers all of the country. It not only provides emergency transport to hospital for people in remote communities, but also provides a service of nurse and dental clinics.

Technology guide

Quizizz.com – links to extra grammar quizes on **www.dlanauczyciela.pl**

3h/week • Student's Book ex. 1–5 p. 49, ex. 1–4 p. 59

5h/week • Workbook ex. 1–5 p. 41

7h/week • Photocopiable grammar games and activities, TB pp. 316, 319 (3.1) • Extra online resources (see Technology guide)

3D Cele lekcji: Rozumienie tekstu pisanego o dziewczynie, która nie odczuwa bólu.

1 Which everyday situations can be painful if you're not paying attention?
2 What does a typical visit to a doctor look like in Poland?

3D Reading

VOCABULARY BUILDING Synonyms

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

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

block calm frightening realise sore

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

READING

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

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

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

a There is something wrong with Ashlyn's eye. 2
b Ashlyn's doctors discover other people with the same illness. 6
c The doctor discovers that Ashlyn doesn't feel pain. 4
d Doctors study Ashlyn to learn more. 7
e Ashlyn's parents feel lucky. 1
f Ashlyn's parents feel unlucky. 5
g Her parents take her to the doctor. 3

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

a NATURAL WARNING SIGN 2
b UNIQUE, BUT NOT ALONE 4
c HOPE AND HELP FOR OTHERS 5
d NOTHING SPECIAL, ACTUALLY 6
e MORE DANGERS WITH EACH DAY 3
f IT SHOULD HURT, BUT IT DIDN'T 1

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

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

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

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

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

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

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

CRITICAL THINKING Making ideas clear

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

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

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

6 Work in pairs. Discuss the questions.

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

Exam guide
4 Reading
Multiple choice

5 1 Giving examples: Ashlyn Blocker was a quiet baby. She didn't cry even when she was hungry. (lines 1–2)
2 Saying the same thing using different words: We feel pain for a reason. (line14)
3 Saying the same thing using different words: Pain also helps to keep us safe. (line16)
4 Reporting what someone said: 'It was scary.' (line 20); saying the same thing using different words: That idea was very frightening. (line 22)
5 Saying the same thing using different words: They found out that there were others with the condition. (lines 28–29)
6 Reporting what someone said: 'It's just me. It's all I've ever known.' (lines 40–41)

Life Skills guide
5 Critical thinking

Exam guide
3 Reading
Matching headings

Life Skills guide
6 Critical thinking, Self-development

3h/week • Student's Book ex. 1–6 p. 50 • If short of time, skip ex. 6.

5h/week • Workbook ex. 1–4 p. 42

7h/week • Photocopiable vocabulary games and activities, TB pp. 317, 322 (3.4) • Extra online resources



Feeling NO PAIN

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

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

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

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

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

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

condition *health problem*

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

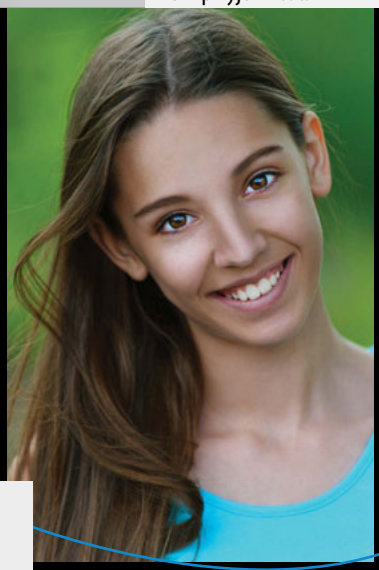
Ashlyn Blocker

Fast Finishers

Choose six words from the text, other than those in ex. 1, and write their synonyms. Write your own sentences, using a synonym.

3E Cele lekcji: Stosowanie czasowników złożonych w rozmowach o rzeczach, które sprawiają nam przyjemność.

1 What are some of the best places to hang out with friends in your neighbourhood?
2 Does the fact that you're Polish make you happy? Would you be happier if you were a different nationality?







3E Grammar 2

Phrasal verbs

Using phrasal verbs to talk about what makes us happy

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

Phrasal verbs

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

More explanation in Grammar reference on p. 58.

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

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

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

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

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

WHAT MAKES TEENS HAPPY?



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

Source: World Health Organization

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

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

5 Translate the Polish fragments of the sentences into English.

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

Znajomość środków językowych: *tłumaczenie fragmentów zdań*

2 1 prepositions/adverbs (or particles)
2 after
3 the verb and particle are separated

4 1 Friendly classmates
2 Exercise
3 Good diet
4 Enjoying school
5 Good health

Exam guide
5 English in Use Translations

Life Skills guide
5 Mediation

5 1 Don't put on
2 When I turned the radio
3 hang out with friends
4 look into it
5 Take them out

3h/week • Student's Book ex. 1–11 pp. 52–53, ex. 5–9 p. 59 • If short of time, skip ex. 10 p. 53.

5h/week • Workbook ex. 1–9 pp. 44–45

7h/week • Photocopiable grammar games and activities, TB pp. 316, 320 (3.2) • Extra online resources (see Technology guide)

6 Complete the sentences using phrasal verbs in exercises 1–3. Then listen to the dialogue and check your answers. 18 p. 384

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

7 Listen to the dialogue again. What things do the speakers say make teenagers unhappy? 18 p. 384

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

WHAT MAKES TEENS UNHAPPY?



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

Verbs						
deal	give	hand	look	put	take	turn

Particles				
after	in	off	up	with

Advice

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

9 Choose the correct option to complete both sentences.

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

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

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

10 MY PERSPECTIVE – SPEAKING

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

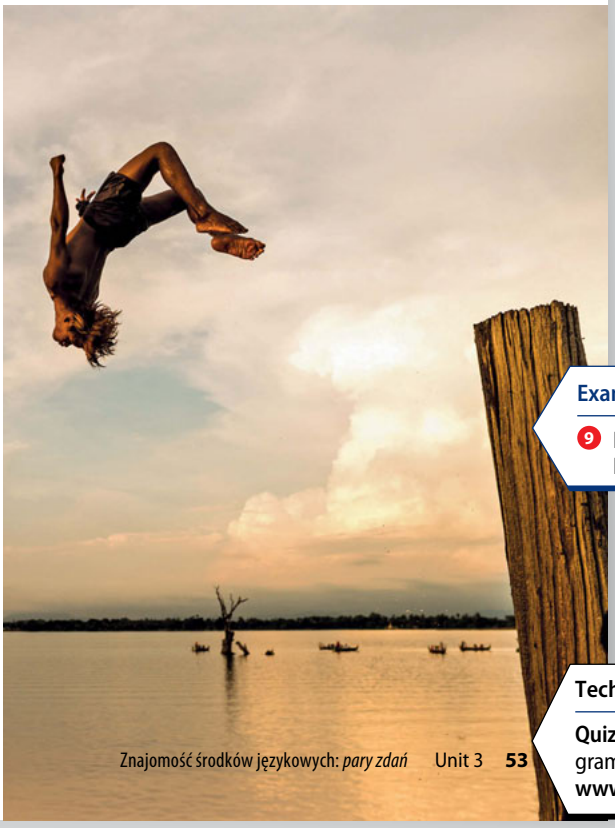
belonging to	dealing with	giving up
looking after	putting on	taking up
talking to friends about		

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

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

- cinema
- sport/physical activities
- shopping

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



Fast Finishers

Write five rules that students should obey in your school. Use one phrasal verb from pages 52–53 in each of the sentences.

6 1 looked into
2 find out
3 put (my headphones) on
4 turn (it) on
5 hang out
6 take (the rubbish) out

Life Skills guide
10 Collaboration, Communication, Critical thinking

7 watching a lot of TV, school stress, taking the rubbish out

Exam guide
11 Oral Matura

Life Skills guide
11 Critical thinking

Exam guide
9 English in Use
Lexical pairs

Technology guide
Quizizz.com – links to extra grammar quizes on **www.dlanauczyciela.pl**

8 1 Look after
2 Take up
3 Give up
4 put (your homework) off, Hand (it) in
5 Deal with
6 turn (it) off

3F Cele lekcji: Wyrażanie opinii na temat zdrowia i szczęścia.

1 What legal regulations or customs are there in different European countries which help take care of people's health? Think of smoking, bicycles, green energy, etc.
2 Which rules that are part of Polish law do you disagree with? Why?

3F Speaking

Expressing opinions about health and happiness

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

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

2 Listen to four people talking about smoking. Match each speaker (1–4) with the correct sentence (a–e). There is one extra sentence, which you do not need. 19 p. 384

This speaker:

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

1 Speaker 1: e
2 Speaker 2: a
3 Speaker 3: d
4 Speaker 4: b

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

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

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

Life Skills guide
1 Communication, Critical thinking

Exam guide
2 Listening Matching

Life Skills guide
3 Collaboration, Critical thinking, Self-development

Life Skills guide
4 Collaboration, Communication, Critical thinking Mediation, Self-development

Useful language

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

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

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

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



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

3h/week • Student's Book ex. 1–4 p. 54
5h/week • Workbook ex. 1–5 p. 49
7h/week • Extra online resources

3G Writing

A blog post

Writing a blog post about staying healthy

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

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

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

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

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

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

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

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

3 Read the Useful language box. Then read the blog post again. Find four expressions from the box in the blog post. The answers are underlined in ex. 2.

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

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

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

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

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

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

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

Useful language

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

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

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

1 Which aspects of your life are you happiest about?
2 Which nations in Europe are considered to be the most cheerful and the happiest?

Life Skills guide
1 Communication, Critical thinking, Self-development

Life Skills guide
4 Collaboration, Critical thinking

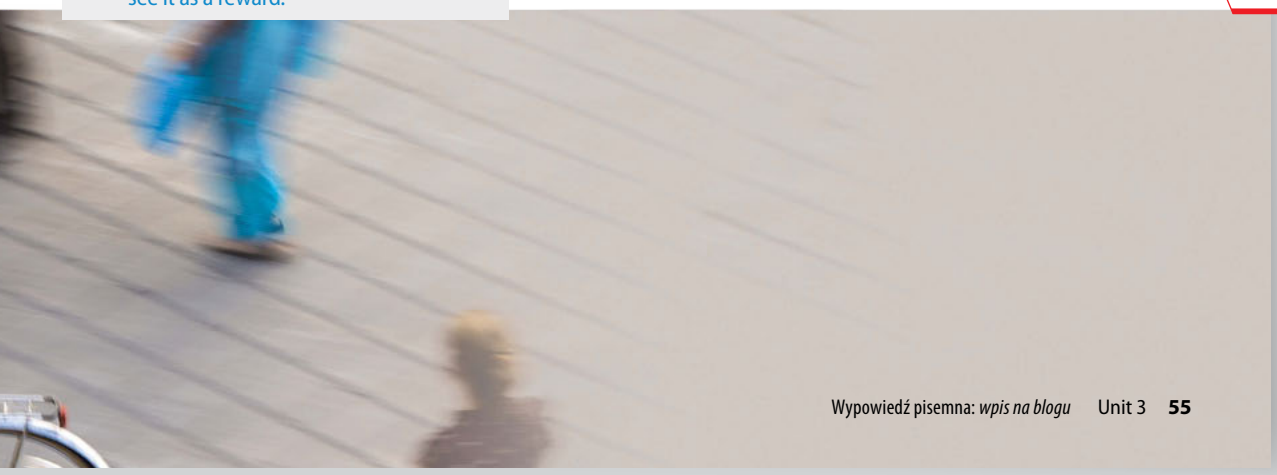
5 **a** He makes three main points. Each one is in a separate paragraph.
b I think
I believe
For me, ...

Exam guide
6 Writing
A blog post

Life Skills guide
6 Creativity, Critical thinking, Mediation, Practical skills, Self-development

Life Skills guide
7 Collaboration, Critical thinking, Practical skills, Self-development

2 1 He disagrees with it.
2 It makes them eat more, because they see it as a reward.



3h/week • Student's Book ex. 1–7 p. 55

5h/week • Workbook ex. 1–4 p. 50

7h/week • Extra online resources

Skills Review 3

ENGLISH IN USE

Uzupełnianie zdań

Exam guide
1 English in Use
Multiple choice

1 Wybierz odpowiedź, która poprawnie uzupełnia zdania.

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

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

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

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

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

Tłumaczenie fragmentów zdań

Exam guide
2 English in Use
Translations

Life Skills guide
2 Mediation

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

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

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

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

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

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

Exam guide
3 English in Use
Translations

Life Skills guide
3 Mediation

3 Przetłumacz fragment zdania w nawiasie na język angielski.

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

Exam guide
6 English in Use
Gap-filling

Pary zdań

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

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

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

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

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

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

Słowotwórstwo

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

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

Uzupełnianie luk

6 Uzupełnij luki w zdaniach wyrazem, który najlepiej pasuje.

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

5
1 unwell
2 happiness
3 weight
4 sugary
5 treatment
6 height

6
1 take
2 with
3 wrong
4 feel

3
1 How much stress
2 very little
3 didn't feel the/any pain
4 How many meals
5 I work out

3h/week • Student's Book ex. 1–9 pp. 56–57 • If short of time, assign ex. 9 for homework.

5h/week • Workbook ex. 1–9 pp. 52–53, ex. 1–5 p. 51 • If short of time, assign ex. 8 p. 53 for homework.

7h/week • English in Use photocopiable activities, TB pp. 318, 323–326 (3.5–3.8) • Extra online resources (see Technology guide)

LISTENING

7 Usłyszysz dwukrotnie cztery wypowiedzi na temat zdrowia i stylu życia. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (a–e).
Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. 20 p. 384

This speaker

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

1	2	3	4
c	e	a	b

WRITING

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

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

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

Hi Jack,

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

. . .

Take care,
XYZ

Exam guide
7 Listening
Matching

Exam guide
9 Writing
An informal email

Life Skills guide
9 Creativity,
Mediation,
Practical Skills,
Self-development

SPEAKING

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

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

Plakat 1



Plakat 2



Odpowiedz na pytania.

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

Exam guide
8 Oral Matura

Life Skills guide
8 Critical thinking,
Mediation

Technology guide
Matura Bank – extra resources available on **www.dlanauczyciela.pl**

Grammar reference 3

GRAMMAR 1 Quantifiers

Quantifiers (określniki ilościowe)

some, any

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

  *Did they give you **some** advice?*

  Yes, they did.
- *any* używamy w pytaniach i zdaniach przeczących:

  *Have you got **any** apples?*

  *They didn't buy **any** grapes.*

	Rzeczowniki policzalne	Rzeczowniki niepoliczalne
Zdania twierdzące	He took **some** vitamins.	They drank **some** tea.
Zdania przeczące	She didn't have **any** vitamins.	We didn't take **any** fish oil.
Pytania	Do you have **any** ideas?	Did you take **any** medicine?

much, many, a lot of, a little, a few

Rzeczowniki policzalne

- *a lot of* (wiele/dużo) i *a few* (kilka) używamy w zdaniach twierdzących z rzeczownikami policzalnymi w liczbie mnogiej:

  ***A lot of** doctors treat the whole person.*

  *There are **a few** types of tea that are like medicine.*
- *many* i *a lot of* (wiele/dużo) używamy w zdaniach przeczących i pytaniach:

  *I don't know **many/a lot of** natural medicines.*

  *Did your doctor give you **many/a lot of** pills?*

Rzeczowniki niepoliczalne

- *a lot of* (wiele/dużo) i *a little* (trochę) używamy w zdaniach twierdzących z rzeczownikami niepoliczalnymi:

  *I have **a lot of** milk for all of us.*

  *There's **a little** tea in the pot.*
- *much* i *a lot of* (w znaczeniu „dużo") używamy w zdaniach twierdzących i pytaniach:

  *There isn't **much/a lot of** time.*

  *Do you have **much/a lot of** work to do?*

How much? How many? (Ile?)

- *How much* używamy z rzeczownikami niepoliczalnymi, gdy pytamy o ilość:

  ***How much** sugar do you want?*
- *How many* używamy z rzeczownikami policzalnymi, gdy pytamy o liczbę:

  ***How many** doctors work here?*

Ćwiczenia 1–4

GRAMMAR 2 Phrasal verbs

Phrasal verbs (czasowniki złożone/frazowe)

- Czasowniki złożone składają się z czasownika i partykuły (przyimka, np. *down*, lub przysłówka, np. *well*).
- Niektóre czasowniki złożone możemy rozdzielić za pomocą rzeczownika lub zaimka. Rzeczownik może pojawić się przed partykułą, lub po partykule:

  *Did you **write down** the information?*

  *Did you **write** the information **down**?*
- Zaimek może się znaleźć tylko pomiędzy czasownikiem i partykułą:

  *His friend **picked** him **up** at six o'clock.*

  *His friend ~~**picked up**~~ him at six o'clock.*
- Wielu czasowników złożonych nie można rozdzielać.

  *Can you **wait for** me?*

  ~~*Can you **wait** me **for**?*~~

  *Will you **look after** my bag?*

  ~~*Will you **look** my bag **after**?*~~

  *His car **broke down** on the way to work.*

  *Did his car **break down** yesterday?*

  *Their car didn't **break down**.*

Warto zauważyć, że *down* w zdaniach powyżej nie odnosi się bezpośrednio do kierunku. Ta partykuła często nie jest stosowana w swoim podstawowym znaczeniu (w dół).

Phrasal verbs

Nierozdzielne

belong to – należeć do
come in – wejść do
complain of – skarżyć się na
deal with – zajmować się, dotyczyć
eat out – jeść poza domem
get on (with someone) – mieć dobre relacje (z kimś)
go in – wchodzić
grow up – wychowywać się, dorastać
hang out – spędzać czas
lie down – położyć się
look after – opiekować się, zajmować się
look around – rozejrzeć się
look for – szukać
look into – badać
sit down – siadać
speak about – rozmawiać o
take off (fly) – startować
wake up – budzić się
work out (at a gym) – ćwiczyć

Rozdzielne
bring back – przynosić
call back – oddzwonić
carry out – wykonywać, kontynuować
fill in – wypełniać
find out – dowiedzieć się
give up – zrezygnować, rzucić
hand in – wręczyć
keep up – nadążać, dotrzymywać kroku
pass on – przekazywać
pick up – podnosić, odebrać
put on clothes – wkładać ubrania
put on music, film – włączać, nastawiać muzykę, film
put off – odkładać
take off (clothing) – zdejmować (ubrania)
take up – zająć się
take out – wyjmować, wyciągać
turn down – odrzucać, ściszać
turn off – wyłączać, zakręcać
turn on – włączać, odkręcać
write down – zapisywać

Ćwiczenia 5–9

Grammar practice

1 Choose the correct option to complete each sentence.

1 A: Do you have *any* / *many* information about going to the doctor for our school check-up?
B: No, I don't. I'm expecting to get a letter with *much* / *some* instructions.
2 A: Did the doctor give you *any* / *many* medicine?
B: No, she didn't give me *some* / *any*.
3 A: How *much* / *many* nurses work at your school?
B: There are a *little* / *few*. Three or four, I think.

2 Complete the sentences with the words in the box.

a little	any	isn't any	many	much	some

1 I don't have … aspirin. any
2 Sorry, but do you have … time to help me? a little
3 There are … flowers growing in the garden. some
4 We have some milk, but not … . much
5 How … plants did she write about? many
6 There … food in the fridge – it's empty. isn't any

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

1 A: … doctors work in this hospital? How many
B: About 30.
2 A: … days were you sick? How many
B: Three.
3 A: … schoolwork did you miss? How much
B: A lot! I missed two tests!
4 A: … money do you have? How much
B: Sorry, I don't have any.
5 A: … brothers does she have? How many
B: Two.

4 Translate the words in brackets into English.

1 I'm taking (*mało*) … medicine.
2 Hurry up – we don't have (*dużo*) … time.
3 Experts earn (*dużo*) … money.
4 Can you give me (*jakieś*) … advice?
5 I need (*trochę*) … information.
6 How (*ile*) … days was your holiday?

5 Complete the sentences with the phrasal verbs in the box.

eat out	lie down	pick up
put on	take off	turn down

1 When I … , I try to order healthy food.
2 I need to stop at the pharmacy to … some medicine.
3 Are you feeling OK? Maybe you should … .
4 Could you … the music? I have a headache.
5 I'm tired, so I just want to … a film and relax.
6 You look hot. Would you like to … your coat?

6 Rewrite four sentences in exercise 5 with the verbs separated. Two sentences have inseparable phrasal verbs.

7 Put the words in order to make sentences. For separable phrasal verbs, write two answers.

1 pain / deal / do / with / How / you / ?
2 down / name / this / of / medicine / Write / the
3 carried / Who / out / research / the / ?
4 He / headache / of / complained / a
5 nurse / you / looking / Which / is / after / ?
6 this / in / form / Please / fill

8 Choose the correct particle to complete each sentence.

1 My dad looked *around* / *after* me when I was sick.
2 Everyone wants their kids to be healthy when they grow *up* / *over*.
3 It's cold. Would you like to put a sweater *on* / *off*?
4 Who does this medicine belong *for* / *to*?
5 I don't feel well. Can I lie *down* / *off*?
6 The helicopter bringing the doctor just took *up* / *off*.

9 Complete each dialogue with a verb or particle.

1 A: May I speak with to Dr Wilson, please?
B: He isn't here now. I'll ask him to … you back. call
2 A: I'm really tired every day. I don't sleep well.
B: What time do you wake … in the morning? up
A: About 4.30.
3 A: Excuse me. May I go … now? in
B: Yes, please do. The doctor is ready to see you.
4 A: Did you find … what the problem was? out
B: The doctor said it was a cold.
5 A: Are you OK? You look quite ill.
B: I don't feel well. Perhaps I'll … down for lie a while.

Exam guide
4 English in Use Translations

Life Skills guide
4 Mediation

4 1 little
2 much
3 a lot of/lots of
4 some
5 some
6 many

5 1 eat out
2 pick up
3 lie down
4 turn down
5 put on
6 take off

6 2 I need to stop at the pharmacy to pick some medicine up.
4 Could you turn the music down?
5 I'm tired, so I just want to put a film on and relax.
6 Would you like to take your coat off?
Sentences 1 and 3 have inseparable phrasal verbs.

7 1 How do you deal with pain?
2 Write down the name of this medicine. / Write the name of this medicine down.
3 Who carried out the research? / Who carried the research out?
4 He complained of a headache.
5 Which nurse is looking after you?
6 Please fill in this form. / Please fill this form in.

Wordlist Unit 3 21

VOCABULARY p. 47

arm (n) /ɑːm/ ręka, ramię
backache (n) /ˈbækeɪk/ ból kręgosłupa/ pleców
be well (phr) /biː ˈwel/ dobrze się czuć
body (n) /ˈbɒdi/ ciało
both (conj, pron) /bəʊθ/ zarówno … jak i …; obydwa
broken (adj) /ˈbrəʊkn/ złamany
chest (n) /ʧest/ klatka piersiowa
condition (n) /kənˈdɪʃn/ stan
deal with (phr v) /ˈdiːl wɪð/ zajmować się
ear (n) /ɪə/ ucho
elbow (n) /ˈelbəʊ/ łokieć
finger (n) /ˈfɪŋgə/ palec
flu (n) /fluː/ grypa
foot (n) /fʊt/ stopa
glasses (n) /ˈglɑːsɪz/ okulary
hand (n) /hænd/ dłoń
happiness (n) /ˈhæpinəs/ szczęście
head (n) /hed/ głowa
headache (n) /ˈhedeɪk/ ból głowy
health (n) /helθ/ zdrowie
healthy (adj) /ˈhelθi/ zdrowy
high temperature (n) /ˌhaɪ ˈtemprətʃə/ wysoka temperatura
hospital (n) /ˈhɒspɪtl/ szpital
hurt (v, adj) /hɜːt/ boleć; zranić; ranny
ill (adj) /ɪl/ chory
illness (n) /ˈɪlnəs/ choroba
injured (adj) /ˈɪnʤəd/ ranny
injury (n) /ˈɪnʤəri/ uraz, obrażenia
knee (n) /niː/ kolano
leg (n) /leg/ noga
medicine (n) /ˈmedsn/ lekarstwo
mind (n) /maɪnd/ umysł
mouth (n) /maʊθ/ usta
neck (n) /nek/ szyja
nose (n) /nəʊz/ nos
pain (n) /peɪn/ ból
patient (n) /ˈpeɪʃnt/ pacjent
reduce (v) /rɪˈdjuːs/ zmniejszać
seasickness (n) /ˈsiːsɪknəs/ choroba morska
shoulder (n) /ˈʃəʊldə/ ramię, bark
stomach (n) /ˈstʌmək/ brzuch, żołądek
stomachache (n) /ˈstʌməkeɪk/ ból brzucha/ żołądka
symptom (n) /ˈsɪmptəm/ objaw
take care (phr) /ˌteɪk ˈkeə/ opiekować się, dbać
throat (n) /θrəʊt/ gardło
treatment (n) /ˈtriːtmənt/ leczenie
unwell (adj) /ʌnˈwel/ chory
variety of (phr) /vəˈraɪəti ɒv/ wiele różnych, rozmaitych

LISTENING p. 48

check-up (n) /ˈʧekʌp/ badanie kontrolne
common (adj) /ˈkɒmən/ częsty, powszechny
cut (n) /kʌt/ skaleczenie
diet (n) /ˈdaɪət/ dieta
fix (v) /fɪks/ naprawiać
health-care (n) /ˈhelθkeə/ opieka zdrowotna
height (n) /haɪt/ wzrost
lecture (n) /ˈlekʧə/ wykład
look after (phr v) /ˌlʊk ˈɑːftə/ opiekować się
proper (adj) /ˈprɒpə/ właściwy, odpowiedni
sick (adj) /sɪk/ chory
sleep (n) /sliːp/ sen
sunscreen (n) /ˈsʌnskriːn/ krem z filtrem UV
treat (v) /triːt/ leczyć
weight (n) /weɪt/ waga
whole-person (adj) /ˌhəʊlˈpɜːsn/ holistyczny

GRAMMAR 1 p. 49

alone (adj) /əˈləʊn/ samotny
available (adj) /əˈveɪləbl/ dostępny
cancer (n) /ˈkænsə/ nowotwór
case (n) /keɪs/ przypadek
cause (v) /kɔːz/ powodować
challenge (n) /ˈʧælɪnʤ/ wyzwanie
collect (v) /kəˈlekt/ zbierać
cut down (phr v) /ˌkʌt ˈdaʊn/ wycinać
damage (n) /ˈdæmɪʤ/ uszkodzenie, zniszczenie
drug (n) /drʌg/ lek; narkotyk
fruit (n) /fruːt/ owoc, owoce
heading (n) /ˈhedɪŋ/ nagłówek
injure (v) /ˈɪnʤə/ zranić się
interview (v) /ˈɪntəvjuː/ przeprowadzać wywiad
medical care (n) /ˈmedɪkl ˌkeə/ pomoc medyczna
painful (adj) /ˈpeɪnfl/ bolesny
painless (adj) /ˈpeɪnləs/ bezbolesny
pharmacy (n) /ˈfɑːməsi/ apteka
purpose (n) /ˈpɜːpəs/ cel
quantity (n) /ˈkwɒntəti/ ilość

READING pp. 50–51

make sure (phr) /ˌmeɪk ˈʃɔː/ upewnić się
realise (v) /ˈrɪəlaɪz/ uświadomić sobie, zdawać sobie sprawę
sore (adj) /sɔː/ bolesny, obolały
turn off (phr v) /ˌtɜːn ˈɒf/ wyłączyć
vegetables (n) /ˈveʤtəblz/ warzywa
warning sign (n) /ˌwɔːnɪŋ ˈsaɪn/ sygnał, znak ostrzegawczy
yew tree (n) /ˈjuː ˌtriː/ cis

GRAMMAR 2 pp. 52–53

belong to (phr v) /bɪˈlɒŋ tʊ/ należeć do
bully (v) /ˈbʊli/ znęcać się nad kimś
carry out (phr v) /ˌkæri ˈaʊt/ przeprowadzać coś
find out (phr v) /ˌfaɪnd ˈaʊt/ dowiedzieć się
get on with (phr v) /ˌget ˈɒn wɪð/ mieć dobre relacje z
give up (phr v) /ˌgɪv ˈʌp/ rzucić coś, zerwać z czymś
hand in (phr v) /ˌhænd ˈɪn/ oddać, wręczyć
hang out with (phr v) /ˌhæŋ ˈaʊt wɪð/ spędzać z kimś czas
headphones (n) /ˈhedfəʊnz/ słuchawki nauszne
look for (phr v) /ˌlʊk fɔː/ szukać
look into (phr v) /ˌlʊk ˈɪntə/ przyjrzeć się czemuś; badać coś
mention (v) /ˈmenʃn/ wspominać, nadmieniać
part of speech (n) /ˌpɑːt əv ˈspiːʧ/ część mowy
phrasal verb (n) /ˌfreɪzl ˈvɜːb/ czasownik złożony/frazowy
pick up (phr v) /ˌpɪk ˈʌp/ odebrać (ze szkoły)
poor (adj) /pʊə/ słaby
put off (phr v) /ˌpʊt ˈɒf/ odłożyć coś na później
put on (phr v) /ˌpʊt ˈɒn/ włożyć, założyć
reason (n) /ˈriːzn/ powód; przyczyna
rubbish (n) /ˈrʌbɪʃ/ śmieci
sharp (adj) /ʃɑːp/ ostry
sugary (adj) /ˈʃʊgəri/ zawierający cukier
take out (phr v) /ˌteɪk ˈaʊt/ wyrzucać, usuwać; wyciągać
take up (phr v) /ˌteɪk ˈʌp/ zająć się czymś
tune out (phr v) /ˌtjuːn ˈaʊt/ odciąć się, wyłączyć się
turn on (phr v) /ˌtɜːn ˈɒn/ włączać
work out at the gym (phr v) /ˌwɜːk ˈaʊt ət ðə ˈʤɪm/ ćwiczyć na siłowni

SPEAKING p. 54

addiction (n) /əˈdɪkʃn/ uzależnienie
admit (v) /ədˈmɪt/ przyznać (się)
annoy (v) /əˈnɔɪ/ drażnić, denerwować
ban (v) /bæn/ zakazywać, zabraniać
be allowed to do (phr) /biː əˌlaʊd tə ˈduː/ mieć pozwolenie, żeby coś zrobić
be right (v) /biː ˈraɪt/ mieć rację
cigarette (n) /ˌsɪgəˈret/ papieros
completely (adv) /kəmˈpliːtli/ zupełnie
cough (v, n) /kɒf/ kaszleć, kaszel
cough syrup (n) /ˈkɒf ˌsɪrəp/ syrop na kaszel
forbid (v) /fəˈbɪd/ zabraniać
forbidden (adj) /fəˈbɪdn/ zabroniony, zakazany
force (v) /fɔːs/ zmuszać
illegal (adj) /ɪˈliːgl/ nielegalny
junk food (n) /ˈʤʌŋk ˌfuːd/ niezdrowa żywność
nevertheless (adv) /ˌnevəðəˈles/ niemniej, mimo to
non-smoker (n) /ˌnɒnˈsməʊkə/ osoba niepaląca
prescription (n) /prɪˈskrɪpʃn/ recepta
rule (n) /ruːl/ zasada, reguła
smell (n) /smel/ zapach
used to (adj) /ˈjuːst tʊ/ przyzwyczajony do
wellbeing (n) /ˌwelˈbiːɪŋ/ dobry stan zdrowia
whoever (prep) /huːˈevə/ ktokolwiek

WRITING p. 55

clear (adj) /klɪə/ jasny, zrozumiały
content (n) /ˈkɒntent/ zawartość, treść
fitness (n) /ˈfɪtnəs/ sprawność fizyczna
plenty (adv) /ˈplenti/ mnóstwo
result in (phr v) /rɪˈzʌlt ɪn/ doprowadzać do
reward (n) /rɪˈwɔːd/ nagroda
seatbelt (n) /ˈsiːt ˌbelt/ pas bezpieczeństwa
wear (v) /weə/ nosić na sobie

SKILLS REVIEW pp. 56–57

advertise (v) /'ædvətaɪz/ reklamować (się); promować
attitude (n) /'ætɪtjuːd/ postawa, stosunek do czegoś
complex (adj) /'kɒmpleks/ złożony
consult (v) /kən'sʌlt/ poradzić się
disease (n) /dɪ'ziːz/ choroba
elderly (adj) /'eldəli/ starszy
fall asleep (phr) /ˌfɔːl ə'sliːp/ zasnąć
gain weight (phr) /ˌgeɪn 'weɪt/ przybrać na wadze
lifestyle (n) /'laɪfstaɪl/ styl życia
meal (n) /miːl/ posiłek
wonder (v) /'wʌndə/ zastanawiać się, dziwić się

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

LEXICAL EXERCISES

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

Care challenge elderly enjoying rule treatment

The concept behind Whole-Person (1) ... is to find the best way to look after people with different needs and to consider each of them in turn. Patients often need specialised (2) ... , but there are clear rewards for those who can take up the (3) ... as many patients often end up (4) ... better, healthier lives.

2 Choose the correct option to complete both sentences.

1 That patient had a large ... on his knee.
First, you ... the material with sharp scissors.
a hurt
b cut
c belt

2 They never ... me to stay longer than I want at a party.
Using ... is always a bad solution.
a force
b need
c advise

3 Why do you ... to my ideas so often?
A knife is a useful ... to have in the kitchen.
a thing
b object
c ban

4 Her healthy attitude resulted ... her passing all of the final exams.
Let's meet ... 20 minutes! Is that OK?
a after
b for
c in

5 Who does this bag belong ... ?
Say hello ... your sister.
a to
b for
c at

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

1 Watch more comedies because crying with ... is actually very healthy.
LAUGH laughter

2 Helen fell ... while I was telling her a fairy-tale.
SLEEP asleep

3 Take care of your ... as it affects your general health.
FIT fitness

4 Adam's ... to alcohol ruined his family life.
ADDICT addiction

5 Our organisms send us different ... when something is wrong.
WARN warnings

4 For sentences 1–5, complete the second sentence so that it has the same meaning as the first. Use the words in capitals. Do not change the form of this word. You may use between two and five words in each gap.

1 My uncle must stop smoking because it's making his ilness worse.
UP
Because of an illness my uncle has ... smoking.

2 I hurt my foot while running yesterday.
INJURY
I ... now after going running yesterday.

3 The appliance stopped working after a while.
ITSELF
The appliance switched ... after a while.

4 When did you learn about the accident?
OUT
When did you ... the accident?

5 We were allowed to look at these documents.
US
They ... look at these documents.

Exam guide
3 English in Use
Word formation

Exam guide
2 English in Use
Lexical pairs

Exam guide
4 English in Use
Transformations

4 1 to give up
2 have an injury
3 itself off
4 find out about
5 let us

1 1 Care
2 treatment
3 challenge
4 enjoying

1 Where are the most prestigious universities in Europe? Where would you like to study most?

2 How is education at high school different from your education at primary school?

4 Learning



Culture guide

Global context

The students pictured are studying Spanish at Washington Waldorf School in Maryland in the United States. They're reviewing vocabulary by playing a game of 'Simon says'. According to a number of different sources, Spanish is the most commonly studied foreign language in the US today. It is also the most widely spoken non-English language in the US. In fact, according to the Instituto Cervantes, more people speak Spanish in the US than in any other country in the world besides Mexico. Overall, there are over 41 million native speakers of Spanish in the US and another 12 million people who are bilingual (speaking both Spanish and English).

IN THIS UNIT YOU LEARN

VOCABULARY
- education
- types of schools
- school subjects
- school projects
- practical life skills
- life-long learning

GRAMMAR
- comparatives and superlatives: adjectives and adverbs
- comparative forms

SKILLS

Listening
- school projects around the world
- true/false, multiple choice

Reading
- outdoor skills course
- practical life skills
- true/false, matching

Speaking
- asking about opinions
- making comparisons
- making decisions

Writing
- an enquiry email

CRITICAL THINKING
- analysing quotations

TED TALK
- important skill for success

3h/week • Student's Book ex. 1–5 p. 63 • If short of time, skip ex. 5.

5h/week • Workbook ex. 1–8 pp. 54–55 • If short of time, skip ex. 7–8.

7h/week • Photocopiable vocabulary games and activities, TB pp. 328, 332 (4.3) • Extra online resources



Students stand on their desks during a classroom activity in Maryland in the United States.

4A Vocabulary

Education

Talking about school and education

1 Work in pairs. Look at the photo. Find the items and name as many other school objects as possible.

a blackboard | a desk | a notebook | a pen | a student | a teacher

2 Match the verbs (1–6) with their objects (a–f). Use a dictionary if necessary.

1 develop	d	**a**	geography / maths / science / art
2 study	a	**b**	(good / bad) grades / an education
3 get	b	**c**	(primary / secondary / private / state) school
4 take	f	**d**	(new) skills
5 attend	c	**e**	creative / hard-working
6 be	e	**f**	a test / exams

3 Choose the correct options to complete the descriptions of three different schools.

- The Indian government provides (1) *state* / *private* schools for all children. But when students don't live near a school and can't afford to travel, it's difficult for them to get (2) *bad grades* / *an education*. The solution? Teachers travel to the students! (3) *Primary* / *Secondary* school students (up to age 12), and students in the first two years of (4) *primary* / *secondary* school (ages 13 and 14) can attend 'train platform schools'. The students are very (5) *creative* / *hard-working*. Some older students are even already at the station because they have jobs there!
- Students of the Khan Academy (6) *attend* / *study* geography, maths, science and other subjects online by watching videos. After watching, they can take short (7) *grades* / *tests* to check their progress. Most Khan Academy students are teens taking classes in addition to their usual studies. They want extra work to develop (8) *skills* / *studies* in certain subjects and to do better in exams. As the videos are online, students from around the world can (9) *take* / *get* the classes.
- Students who (10) *attend* / *get* the Zip Zap Circus School in Cape Town, South Africa, don't study maths and science; they (11) *take* / *learn* entertainment skills. Zip Zap is a private (12) *education* / *school* but it isn't expensive. In fact, unlike most private schools, it's free. The main purpose of the school is to help students learn to live and work together – and to have fun.

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

1. Why are the students standing on their desks?
2. When you study, do you prefer sitting at a desk or moving around?
3. Tell your partner about an unusual lesson you had in your school.

5 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

1. Is your school a state school or a private school? What are the differences between the two? Think about cost, class size, teachers, building(s), etc.
2. Which subjects from this list are you taking? Which classes are your favourites? Why?

arts (music, drama) | computing classes | history | language | literature | maths (algebra, geometry) | science (biology, chemistry)

3. Do any of your classes include online learning? Which one(s)?

Edukacja • Wypowiedź ustna: *opis ilustracji*

Life Skills guide
1 Mediation

Culture guide
3 Global context

In the United Kingdom, children start at primary school when they are four or five, and then change to secondary school at the age of eleven. They remain there either until they are sixteen, when they can leave and go to work, or eighteen, when they can go to university.
In the United States, children typically attend elementary school for six to eight years. Then, at around thirteen or fourteen, they go to high school for four years, after which they may go on to college (i.e. a two-year community college or four-year university).
In the UK most children attend state school (funded by the government, and free), though some may go to a fee-paying private school. The most established private schools are known (confusingly) as public schools.
In the US, public schools are run by the government, and students attend them for free. Private schools are run by a church, business or other organisation, and students usually pay to attend.

Exam guide
4 Oral Matura

Life Skills guide
4 Communication, Mediation, Self-development

Life Skills guide
5 Mediation, Self-development

4B Cele lekcji: rozumienie ze słuchu tekstów o różnych projektach szkolnych na świecie.

1 What kind of project would you like to do with students from another country?
2 Which aspects of Polish culture do you think would be most interesting for foreign students to learn about?

4B Listening

Listening to texts about different school projects around the world

1 Have you ever talked to a student from another country? If you have, what was it like? If not, would you like to? What are the benefits of talking to people from other countries?

2 Listen to two students talking about a project at school. Are the sentences true (T) or false (F)? 22 p. 384

1 Karina's class is video-chatting with students around the world. T
2 They are watching films to learn about each other's countries. F
3 They learnt about the school week in Japan. T
4 They discussed school clothes in England. F
5 Maria, in Brazil, is going to take an important examination soon. T
6 Karina says that teenagers in other countries are very different. F

3 Listen again. Complete the notes. 22 p. 384

Karina's favourite class: (1) ...
Project: video-chatting with students in Brazil, (2) ..., Japan, England and (3) ... .
People usually learn about America from (4) ... .
Some Japanese kids go to school on Saturday for sports or to (5) ... .
Kids in the UK start school at the age of (6) ... .
Maria is taking extra classes in (7) ... and (8) ... .
Teenagers everywhere have a lot in (9) ... .

4 Listen to a teacher talking to students. Choose the correct option to answer each question. 23 p. 385

1 What was the name of the project?
(a) Friends all over Europe.
b Students from four countries.
c The school from Bosnia and Herzegovina.

2 How did the students contact each other?
a They spent time together after school.
(b) They had video conferences.
c They sent letters.

3 What is the Convertible Mark?
a A style of music popular in Bosnia and Herzegovina.
(b) The money used in Bosnia and Herzegovina.
c The jungle in Bosnia and Herzegovina.

4 How many students does the teacher need for this year's project?
a six b seven (c) ten

5 The information in the following sentences is incorrect. Listen to the recording again and correct it. 23 p. 385

1 Last year's project took four months.
2 Polish students worked with students from Greece.
3 Students discussed their favourite school subjects.
4 This year, students will do the project with a school from Portugal.

6 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

1 Do you like the idea of video-chatting with students in other countries? Why?/Why not?
2 Say two or three things you know about another country – food, sports, weather, products they make, and so on. Where did you learn the information?
3 What questions would you ask a student from another country? Think of one question about school and one question about another topic.

Life Skills guide
1 Critical thinking, Mediation, Self-development

Exam guide
2 Listening True/false

Exam guide
3 Listening Gap-filling

3 1 geography
2 Poland
3 Turkey
4 movies/films
5 take exams
6 four
7 maths
8 science
9 common

Exam guide
4 Listening Multiple choice

Life Skills guide
6 Critical thinking, Mediation, Self-development

New communication technologies, like video-chatting, are helping students around the world connect and learn about each other.



5 1 Last year's project took **three** months.
2 Polish students worked with students from **Bosnia and Herzegovina**.
3 Students discussed their favourite **music and video games** and ways to spend time after school.
4 This year, students will do the project with a school from **Finland**.

3h/week • Student's Book ex. 1–6 p. 64 • If short of time, skip ex. 6.

5h/week • Workbook ex. 1–5 p. 56

7h/week • Extra online resources

Fast Finishers

Choose five of your school subjects. For each subject, write one sentence that includes some information that you have learnt about it recently.

4C Grammar 1

Comparatives and superlatives

Comparing different people, things and situations using adjectives and adverbs

1 Look at the examples in the Grammar box. Answer the questions.

Comparative and superlative adjectives

Comparative

Learning from a person is ***more interesting than*** *learning from a book.*
She's a bit ***older than*** *we are.*
Talking to someone is ***easier than*** *reading.*

Superlative

I think doing projects is ***the best*** *way to learn.*

More explanation in Grammar reference on p. 76.

1 Which form uses *than* after an adjective?

2 Which form uses *the* before an adjective?

3 What are the plain adjective forms for these items?
more interesting *easier* *older* *the best*

More practical exercises in Grammar practice on p. 77.
Do exercises 1–2.

2 Complete the sentences with the correct form of the adjectives in brackets.

1 Studying for a short time every day is ... (*useful*) than studying all night before a test.

2 Breakfast is the ... (*important*) meal.

3 A light lunch is ... (*good*) than a big one because a big lunch can make you sleepy.

4 Studying is important, but the ... (*good*) way to learn a new skill is by using it.

5 Learning a new language is ... (*easy*) than learning maths or science.

3 Look at the examples in the Grammar box. Then answer the questions.

Comparative and superlative adverbs

a *I learn* ***better*** *by talking to people than by reading.*

b *Everyone works* ***the hardest*** *before important exams.*

More explanation in Grammar reference on p. 76.

1 Which sentence is comparative? Which is superlative?

2 What is the superlative adverb form of *good*?

3 What is the comparative adverb form of *hard*?

More practical exercises in Grammar practice on p. 77.
Do exercises 3–4.

4 Complete the sentences with the comparative or superlative adverb forms of the words in the box.

careful	good	hard	often	quiet

1 I work ... in history than I do in English.

2 Jack speaks ... of all of us in class, so it's hard to hear him.

3 My grades are improving. I did ... in my final exam than in the mid-term one.

4 Pietro misses lessons ... than the other students, because he isn't very well.

5 I checked the essay section of the test ... because that's where I usually make a lot of mistakes.

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

1 Our breaks at secondary school are longer than they were at primary school.
WERE
Our breaks at primary school ... at secondary school.

2 Sylvia is the most creative girl in the arts club.
THAN
No other girl in the arts club ... Sylvia.

3 Jackie is more careful than Jimmy when they do maths tasks.
DOES
Jackie ... than Jimmy.

4 All other foreign languages at our school are more difficult than English.
THE
English is ... at our school.

6 Translate the Polish fragments of the sentences into English.

1 During a test, students sit (*ciszej niż*) ... during a regular lesson.

2 Private schools (*są droższe niż*) ... state schools, but they often provide a better education.

3 The computing club is only (*dla najpracowitszych*) ... students.

4 What are (*najważniejsze umiejętności*) ... if you want to be a teacher?

5 Of all the girls in the dance club, Sheila dances the (*najpiękniej*) ... .

1 What do you do in order to be more successful at tests and exams?

2 What would you change in the system of education to make it friendlier for students?

1 **1** comparative
2 superlative
3 interesting, easy, old, good

3 **1** **a** is comparative,
b is superlative
2 (the) best
3 harder

4 **1** harder
2 the most quietly
3 better
4 more often
5 the most carefully

5 **1** were shorter than (they are)
2 is more creative than
3 does maths tasks more carefully
4 the easiest foreign language

Exam guide

5 English in Use Transformations

2 **1** more useful
2 most important
3 better
4 best
5 easier

6 **1** more quietly than
2 are more expensive than
3 for the hardest-working / for the most hard-working
4 the most important skills
5 most beautifully

Exam guide

6 English in Use Translations

Life Skills guide

6 Mediation

Technology guide

Quizizz.com – links to extra grammar quizes on **www.dlanauczyciela.pl**

3h/week • Student's Book ex. 1–6 p. 65, ex. 1–4 p. 77

5h/week • Workbook ex. 1–4 p. 57

7h/week • Photocopiable grammar games and activities, TB pp. 327, 330 (4.1) • Extra online resources (see Technology guide)

4D Cele lekcji: Tworzenie przymiotników za pomocą przyrostków; rozumienie tekstu pisanego o znaczeniu uczenia się praktycznych umiejętności życiowych.

1 What additional courses are available at your school or in your area?
2 Do you think young people in other European countries have better conditions for studying than Polish students?



4D Reading

Nothing's impossible

VOCABULARY BUILDING Suffixes *-ful/-less*

Using suffixes to create adjectives

We can create adjectives by adding a suffix to some nouns. The suffix *-ful* means *with* and *-less* means *without*. But be careful – you can't always make opposites using *-ful* and *-less*. For example, the opposite of grateful isn't ~~*grateless*~~, but *not grateful*.

1 Read the Vocabulary building box. Choose the correct option to complete the sentences from the article. Use a dictionary if necessary.

1 The kayak trip was *stressful*/ *stress-free* because of stormy weather.
2 I am *thankful*/ *not thankful* for this amazing opportunity.
3 One *careful* /*careless* mistake could really hurt someone.
4 Working closely with students from other cultures is a great way to learn this *useful*/ *useless* lesson.
5 There were moments when she felt afraid and *hopeful* /*hopeless*.

2 Make two or three sentences about yourself using the words in exercise 1.

For me, taking exams is stressful.

READING

Understanding a text about the importance of learning practical life skills

3 Read about scanning. Then read the sentences (1–5) from the article. Scan the article to see if the sentences are true (T) or false (F).

When you answer questions about a text, you need to find specific information. Looking through a text just for this information is called *scanning*. When you scan:

- focus on the information you are looking for,
- think what type of information it is: a name, a date, a number, etc.
- let your eyes go over the text a few lines at a time. When you see useful information, stop and read closely.

1 Students in Singapore have a three- or five-day outdoor skills course as part of their education. T
2 Students learn outdoor skills as a reward for their hard work on more important school subjects like maths. F
3 A student named Angelique said the course was a terrible experience and she would never do it again. F
4 In the future, students will take the outdoor skills course with people from other schools. T
5 According to the article, one student described the course as 'impossible'. F

Exam guide
3 Reading True/false

Life Skills guide
2 Critical thinking, Self-development, Creativity

3h/week • Student's Book ex. 1–8 pp. 66–67 • If short of time, skip ex. 6.

5h/week • Workbook ex. 1–5 p. 58

7h/week • Photocopiable vocabulary games and activities, TB pp. 328, 333 (4.4) • Extra online resources

'The rocks were *really* hard to grab.
Then something magic happened.
I climbed over the rock wall and made it!
I didn't know I could make it that high.'

– A blogger named Singapore Student

24 In Singapore, primary and secondary school students take outdoor skills courses as part of their studies. They're usually three or five days long and include rope and rock climbing, going to sea in a small boat called a kayak, sleeping in a tent each night, taking long walks in the jungle and learning to start a fire. It's real life. One careless mistake could really hurt someone. So should outdoor skills really be taught at school? Why does the Singapore government think this should be part of every student's education?

Minister for Education Ng Chee Meng says that the challenge of the outdoor course helps students develop skills like critical thinking, working together and good communication – abilities that are necessary for work and life. He believes that these skills are as important as traditional subjects like maths, science, literature and so on. (**1**) b

What do the students think? 'It was so good!' said one teenager after the course. According to blogger Singapore Student, 'It makes you a more independent and caring person.' Angelique, another student in Singapore, had such a good experience that she went back for a twenty-one-day course. 'It helped me to grow stronger,' she says.(**2**) a She says there were moments when she felt afraid and hopeless – she thought the trip was too hard. But she remembered that 'smooth seas never made a skilled sailor' and felt brave enough to continue against the storm. 'I am thankful for this amazing opportunity, and I would do it again,' she says.

(**3**) e After 2020, however, all students will do the course in groups from several different schools. Why does this matter? People from China, Malaysia, India and other cultures live closely together in Singapore. Good communication skills are more important now than ever in order for people to live and work together. Working closely with students from other cultures is a great way to learn this useful lesson.

One student said it this way: 'There is nothing to be afraid of and nothing's impossible.' And that's a great lesson to learn.

4 Read the text again. Match sentences (a–e) with the gaps (1–3) in the text. There are two sentences which you do not need.

a The kayak trip was stressful because of stormy weather. 2
b Students need to learn from books, but for some lessons, reading isn't as useful as doing. 1
c Many countries are introducing this style of courses in their schools.
d But the next course was much more boring than the first experience.
e Right now, students attend courses with groups from their own school. 3

5 Listen to the recording and check your answers. 24

6 Work in pairs. Discuss the questions.

1 The article asks if outdoor skills should be taught at school. What do you think? Why?
2 Angelique says she felt afraid and hopeless at times, but that she would do it again. What difficult experience have you had that you learnt something from?
3 In the future, students from different communities and schools will take the course together. How will difficult experiences outdoors help them learn to communicate?
4 What skills does Ng Chee Meng believe students learn outdoors? Do you agree with him that they are as important as the traditional subjects? Why?

CRITICAL THINKING Analysing quotations

7 Read the Critical thinking box. Work in pairs. Discuss the questions.

> Quotations (quotes) are the original words of real people and are marked with quotation marks (Example: 'It was good,' she said). Writers use quotes to clearly show people's ideas or opinions. Writers may agree with the quotes and use them as supporting evidence, or they may argue against them. Writers sometimes use quotes from different people to show two sides of an argument.

1 How many separate quotes are used in the text?
2 What does each quote show about the outdoor skills course?
3 Why do you think the author used quotes instead of just explaining the ideas in his own words?
4 Does the article include different points of view? Why do you think the author used the quotes that are used?

8 You are going to take an outdoor skills course. You're talking to an organiser of the course and want to learn some details. Discuss the following topics:

- safety,
- skills which are practised,
- equipment you need to take,
- the cost of the course and additional fees.

Exam guide
4 Reading
Missing sentences

Life Skills guide
7 Critical thinking

Life Skills guide
6 Communication, Critical thinking, Self-development

Exam guide
8 Oral Matura

Life Skills guide
8 Communication, Critical thinking, Mediation

Fast Finishers

Make a list of four of the most useful skills everyone should learn and one skill you believe you are hopeless at.

7 **1** Six (including the heading quote, and taking Angelique's words in lines 28–32 as one quote).
2 They bring out the positive points of the course.
3 Quotes from students who have done the course are a more convincing argument for its effectiveness.
4 No, all the quotes show the same point of view, so the author was trying to convince the reader of how good the course is.

4E Cele lekcji: Stosowanie przymiotników w stopniu wyższym w rozmowach o różnych umiejętnościach życiowych.

1 Is studying abroad really such a good solution? Think of some of the pros and cons.
2 Which subjects are you good enough at in order to study them at university? Which subjects are too difficult?



Skills for life

Adults say kids today need these skills

Very important / useful
Communication
Reading

Important / useful
Maths
Working together
Writing
Logic (clear thinking)
Science

Not very important / useful
Sports
Music
Art

4E Grammar 2

Comparative forms

Using comparative forms to talk about different life skills

1 What can you remember about the outdoor skills course in Singapore?

- activities
- skills developed
- challenges faced by students

Comparative forms

a *Outdoor skills are **as important as** the traditional subjects.*
b *For some lessons, reading is**n't as useful as** doing.*
c *She thought the trip was **too hard**.*
d *She felt **brave enough** to continue against the storm.*
e *I was**n't brave enough**, so I gave up.*
f *It was **so** good!*
g *Angelique had **such** a good experience.*

More explanation in Grammar reference on pp. 76–77.

2 Look at the examples in the Grammar box. Match the comparative forms (1–7) with their meanings (a–f).

1 *as* (adjective) *as* d
2 *not as* (adjective) *as* f
3 *too* (adjective) b
4 (adjective) *enough* a
5 *not* (adjective) *enough* e
6 *so* (adjective) c
7 *such a/an* (adjective + noun) c

a just the right amount
b more than wanted/needed
c makes something stronger (two examples)
d compares two similar things
e less than wanted/needed
f says two things are not similar

3 Look at the Grammar box. For sentences (a–g) below choose the correct option so that the sentences (in the Grammar box and here) mean the same.

a Outdoor skills and traditional subjects *have* / *don't have* the same importance.
b For some lessons, reading and doing are *equal* / *not equal*.
c The trip was *the right level of difficulty* / *more difficult than she wanted*.
d She *had* / *didn't have* the right level of bravery to continue.
e I had *less* / *more* bravery than I needed.
f The expression ***It was so good*** is *stronger than* / *not as strong as* ***It was good***.
g Angelique's experience was perhaps *better* / *worse* than she expected.

More practical exercises in Grammar practice on p. 77. Do exercises 5–7.

4 Look at the information on the left. Then complete the sentences with (*not*) *as … as* and the adjective in brackets.

According to the research …

1 writing and maths skills are … (*important*) communication and reading skills.
2 science is … (*useful*) maths.
3 sports are … (*useful*) science.
4 communication is … (*important*) reading.
5 art is … (*useful*) working together.

4 **1** not as important as
2 as useful as
3 not as useful as
4 as important as
5 not as useful as

3h/week • Student's Book ex. 1–9 pp. 68–69 , ex. 5–7 p. 77 • If short of time, skip ex. 9 p. 69.

5h/week • Workbook ex. 1–8 pp. 60–61

7h/week • Photocopiable grammar games and activities, TB pp. 327, 331 (4.2) • Extra online resources (see Technology guide)

5 Work in small groups. Discuss the questions about the *Skills for life* information.

1 What do you think *useful* means? To whom? For what?
2 Do you agree with the research? Why?/Why not? Make your own comparisons of the skills using (*not*) *as … as* sentences.

6 Choose the correct option to complete the text.

Some people feel that secondary school students shouldn't study art because it (1) … to be a real school subject. But research shows that art education is (2) … to improve students' grades in their other classes. This is especially true in cases when traditional subjects are (3) … that students can't do well in them. Art classes also help students connect with each other, work together and express themselves. People make similar arguments about sport. Also, although some students find sport activities (4) … , having some physical exercise during the school week is (5) … benefit that all schools decide to keep it. Thus, they might not be (6) … other subjects, but both art and sport are obviously necessary in secondary schools.

1 **a** is too serious
b isn't serious enough
c is as serious as

2 **a** such a powerful
b too powerful
c powerful enough

3 **a** so challenging
b such a challenging
c challenging enough

4 **a** too difficult
b as difficult as
c such a difficult

5 **a** too valuable
b so valuable
c such a valuable

6 **a** as important as
b too important
c important enough

7 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

1 Do you agree with the paragraph in exercise 6? Why?/Why not?
2 Make sentences giving your opinion about art, sport and other classes using *too … and (not) … enough* sentences. Use the words in the box and other adjectives you know.

challenging important interesting serious useful

8 Complete each sentence with *such* or *so*.

1 Music is … an important part of my life. such
2 His experience with team sports was … important to him. so
3 Their art class was … good – it made them look forward to school. so
4 I had … a good maths teacher last year that I've decided I'd like to study maths at college. such
5 Working together is … a useful skill that I think everyone should learn it and practise it at school. such
6 The reading skills I learnt made me do … much better in my exams. so

9 Write two sentences that are true for you for each item. Share your ideas with a partner.

1 (*School subject*) is / isn't as (adjective) as (school subject).
Maths is as hard as science.
2 (*School subject*) is too (adjective).
3 (*School subject*) isn't (adjective) enough.
4 My (*school subject*) class is so (adjective)!
5 I had such a(n) (adjective) (*school subject*) class that I (*result*).

Students practise in a music class.



Life Skills guide
5 Communication, Critical thinking, Self-development

Life Skills guide
7 Critical thinking

Exam guide
6 English in Use Multiple choice

Technology guide
Quizizz.com – links to extra grammar quizes on **www.dlanauczyciela.pl**

Fast Finishers

Write five sentences about your teachers. Use *too*, *enough*, *such*, *so* and *as … as … .* Be careful not to write anything offensive!

Cele lekcji: Rozumienie wypowiedzi osób niebędących rodzimymi użytkownikami języka angielskiego.

Technology guide
Video available on DVD, Multibook and **www.dlanauczyciela.pl**

LearningApps.org
Matura exercises to TED Talk video

Technology guide
Alternative lesson with TED Talks video for vocational schools: economics specialist on **www.dlanauczyciela.pl**

TEDTALKS Don't eat the marshmallow

> "That child already, at four, understood the most important principle for success, which is the ability to delay gratification."
>
> **JOACHIM DE POSADA**

Life Skills guide
3 Collaboration, Mediation

AUTHENTIC LISTENING SKILLS

Understanding non-native speakers of English

English speakers with accents

About 75% of the English spoken in the world is spoken by people who speak it as a second language. This means that you will hear many different pronunciations of both vowels and consonants. Identifying features of different accents can help you understand them more easily.

1 Read the Authentic listening skills box. Then listen to two people saying the sentence below. Which sentence is spoken by a Spanish speaker? Which sentence is spoken by an English speaker? 25

*I think we have found **the** most important factor for success.*

1 The first sentence: Joachim de Posada, Spanish. The pronunciation of *the* is with /i:/ rather than /ə/.

2 Listen to the sentences. Notice the words in bold. What's the difference between Joachim's pronunciation and the English speaker's pronunciation? 26

1 Johnny, I am going to leave you here with a marshmallow for fifteen **minutes**.

2 As soon as the door closed … two out of three ate **the** marshmallow.

3 Five **seconds**, ten **seconds**, forty **seconds**, fifty **seconds** …

4 And **they** found **that** 100 percent of the children that had not eaten the marshmallow were successful.

2
1 Joachim pronounces the *u* sound in *minutes* differently: /u/.
2 He pronounces *the* as *thee*, with stressed /i:/.
3 He pronounces the *o* sound in seconds differently: /ɒ/.
4 He pronounces the *th* sound with /d/.

BEFORE YOU LISTEN

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

patience	marshmallow	equivalent	one out of three
put something back		delay	reproduce
apply	cash register	all walks of life	debt

WHILE YOU LISTEN

4 Listen to the extract from the TED Talk about the speaker. Check if you know the words and phrases in the box. TED 4.0 p. 402

principles	gratification	factor
applications	drop out	self-discipline

5 Listen to part 1 of the talk. Complete the sentences. TED 4.1 p. 403

1 A researcher worked with children who were … years old. four

2 The researcher told the children to wait for … minutes. fifteen

3 Children who did not eat the marshmallow would have … marshmallows. two

4 This is the same as an adult waiting for … for coffee. two hours

5 … out of … children looked at the marshmallow and then put it back. one (out of) three

3h/week • Student's Book ex. 1–10 pp. 70–71 + DVD • If short of time, skip ex. 10.

5h/week • Workbook ex. 1–5 p. 62

7h/week • Extra online resources (see Technology guide)



6 Listen to part 2 of the talk. Answer the questions.
TED 4.2 p. 403

1 How old were the kids when the researchers met with them again?
2 How does Joachim describe the successful kids?
3 How does he describe the unsuccessful kids?
4 What country did Joachim do his next experiment in?

7 Listen to part 3 of the talk. Are the sentences true (T) or false (F)? Correct the false sentences. TED 4.3 p. 403

1 One girl in Colombia ate only the outside of the marshmallow. F
2 Joachim says that the girl shouldn't work in a bank. T
3 Joachim says that the marshmallow principle should be taught in Korea. F

8 **VOCABULARY IN CONTEXT**
Listen to the sentences from the TED Talk. Check if you know the meaning of the phrases in the box.
TED 4.4

were in trouble	make it to	in other words	go into

9 Complete the sentences so they are true for you.

1 *I was in trouble* when …
2 I hope I can *make it to* …
3 When I finish my education, I'd like to *go into* …

AFTER YOU LISTEN

10 **MY PERSPECTIVE – SPEAKING**

Work in pairs. Discuss the following topics.

A friend asks you about the most important factor for success.

1 Choose one out of the following factors:
- patience
- following the rules
- intelligence

and give reasons for your choice.

2 Give arguments why you reject the other two options.

CHALLENGE

Make a three-slide presentation about your own experiment.
- What kind of gratification could you ask people to delay?
- What prize could you offer to those who manage to delay gratification?
- How many people would be able to do it?

Use relevant headings, texts and photos in your presentation.

Exam guide
6 Listening
Open-ended questions

Exam guide
7 Listening
True/false

Exam guide
10 Oral Matura

Life Skills guide
10 Critical thinking, Mediation

Life Skills guide
Creativity, Practical skills

Life Skills guide
9 Critical thinking, Self-development

6 1 Eighteen or nineteen.
2 They had good grades. They were doing wonderful. They were happy. They had their plans. They had good relationships with the teachers, students. They were doing fine.
3 They were in trouble. They did not make it to university. They had bad grades. Some of them dropped out. A few were still there with bad grades. A few had good grades.
4 Colombia.

4F Cele lekcji: Pytanie o opinie i dokonywanie porównań.

1 Are there any European countries where it's worth studying a particular subject more than in any other country? (Think about banking, IT, tourism, etc.)
2 Which subjects in your curriculum might you describe as cool and why?

4F Speaking

Asking about opinions and making comparisons

Life Skills guide
1 Critical thinking, Mediation

Culture guide
2 Global context

When people in the United Kingdom talk about school holidays, they are usually referring to the long summer break. This varies in length between private schools and state schools (private schools usually have a longer break). State schools start the summer break around the third week of July and return to school in the first week of September.

Exam guide
6 Oral Matura

Life Skills guide
6 Critical thinking, Mediation, Self-development

1 MY PERSPECTIVE

Work in pairs. Discuss the questions.

1 What do you think of taking classes during the school holidays? Have you done this, or would you consider it?
2 What are the pros and cons of studying during school holidays?

2 Look at the list of courses.

- Computer skills: Create a website and learn how to write code for apps and games
- Indoor climbing: Learn climbing skills on a 15-metre climbing wall
- Science lab: Do fun and exciting experiments in the laboratory
- Art camp: Drawing, painting, photography – anything you're interested in
- Sports: Play football, baseball, basketball and other sports
- Video-making: Write and produce short films

3 Then listen to two students talking about choosing a summer school course. Which four courses do they mention? 27 p. 385

3 computer skills, indoor climbing, sports, video-making

Useful language

Asking about opinions
Which ones look the most interesting / useful / exciting?
Is it too boring / long / expensive?
Do you think it's fun / useful / exciting enough?

Making comparisons
(The sports classes) look more interesting.
(Science lab) isn't as interesting / useful / exciting as (Art camp).
(Computer skills) looks the most interesting / useful / exciting.

Making a decision
I think (Art camp) is the best choice.
(Indoor climbing) is the most interesting.

4 Complete the sentences. Then listen again and check your answers. 27 p. 385

better choice	fun enough
more interesting	most interesting
such a cool	too much like school

1 Which ones look the ... ? most interesting
2 I'm not sure about computer skills. It's ... ! too much like school
3 The sports classes look ... . more interesting
4 Do you think it's ... for a two-week course? fun enough
5 Video-making is ... subject. such a cool
6 That's a ... than indoor climbing! better choice

5 What course do the students decide to take? video-making

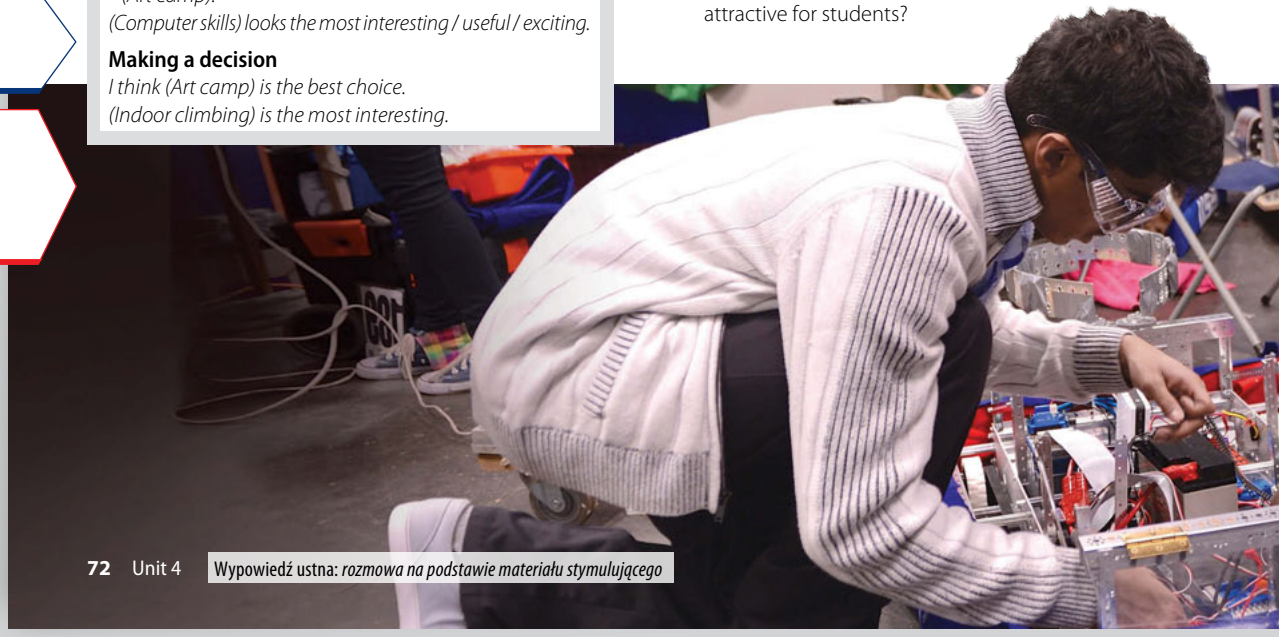
6 You're looking for some new ways to spend your free time in an interesting way. The youth centre in your town offers some new courses for teenagers. Look at the offer and choose one activity that suits you best. Give reasons for your choice, then explain why you reject the other two options.







Answer the following questions:
1 What kind of activities are the most popular among young people these days? Why?
2 What could your school do to make its offer more attractive for students?



Wypowiedź ustna: *rozmowa na podstawie materiału stymulującego*

3h/week • Student's Book ex. 1–6 p. 72
5h/week • Workbook ex. 1–3 p. 63
7h/week • Extra online resources

4G Writing

An enquiry email

Writing an enquiry email to summer school

1 Read the email asking for information about a course. Which elements (a–j) can you see in the email? Number them in the correct order.

Email Message

Dear City Summer School,

I saw your ad for the two-week course in video-making on vacationcourses.com. I am writing because I would like to ask some questions.

First, does each student make a video, or do students work in groups to produce projects?
Second, can you tell me if students have to choose to make a story or a documentary, or is it possible to do both?

Thank you in advance for any information you can give me. I look forward to hearing from you.

Yours sincerely,

Alex Alongi

a the reason for the email ✓ 3
b the main message of the email ✓ 4
c greeting √ 1
d thanking the person for helping the writer ✓ 5
e where the writer saw the advertisement ✓ 2
f the writer's address
g the writer's name ✓ 8
h closing statement asking for a reply ✓ 6
i the writer's reason for wanting to do the course
j polite closing expression ✓ 7

2 **WRITING TIPS** Using polite expressions

a Read the email in exercise 1 again. Find the polite expressions in the email.
b How could you write these expressions in an email to a friend?

3 Read the Useful language box. Use the expressions in the box to write an email asking questions about the course you chose. Use the email in exercise 1 as a model.

Include the following information:
- how you learnt about the course,
- why you chose to join,
- ask about the cost of the course and accessories,
- ask about dates/times of meetings/classes.

Write between 80 and 130 words.

More about an enquiry email in Writing guide on p. 153.

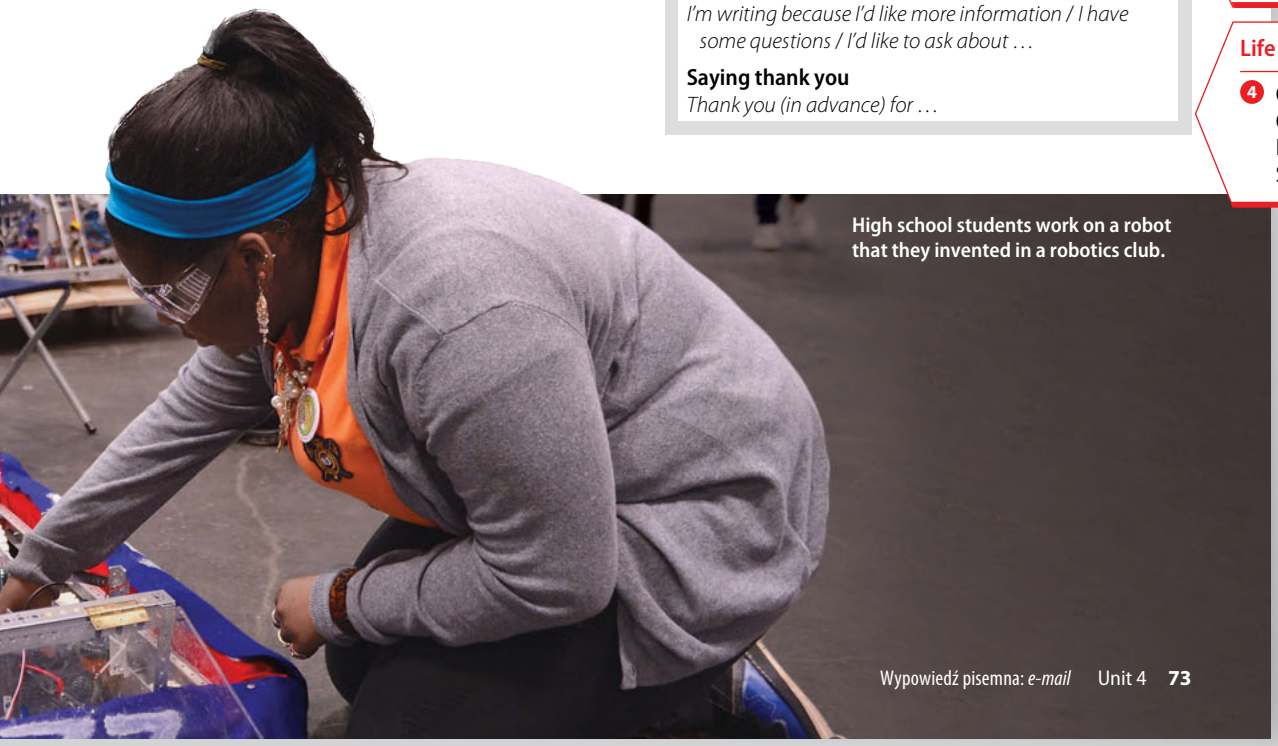
4 Exchange emails with a partner. Check each other's work. Does it use the structure from exercise 1 and the language from the Useful language box? Is it polite enough?

Useful language

Saying how you know about the person or company you're writing to
I saw your ad / website / poster…

Saying why you're writing
I'm writing because I'd like more information / I have some questions / I'd like to ask about …

Saying thank you
Thank you (in advance) for …



High school students work on a robot that they invented in a robotics club.

1 Imagine you want to sign up for an interesting course. What three questions would you like to ask the organisers?
2 What made you choose the school you attend now? How much did you know about your school before you started there?

2 a The polite expressions are circled in the text in ex. 1.
b Suggested answers:
Hi
Can I ask you ...?
Can students choose ...?
Thanks (a lot)
Write soon
Bye for now

Exam guide
3 Writing
A formal email

Life Skills guide
3 Creativity, Mediation, Practical skills

Life Skills guide
4 Collaboration, Critical thinking, Practical skills, Self-development

3h/week • Student's Book ex. 1–4 p. 73
5h/week • Workbook ex. 1–5 p. 64
7h/week • Extra online resources

Skills Review 4

ENGLISH IN USE

Parafrazy zdań

Exam guide
1 English in Use
Transformations

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

1 *I can't afford to study* at the best school in the city.
(a) I don't have enough money to study
b I'm not talented enough to study
c I can't decide whether to study

2 At this summer camp you can develop the skills that are *necessary* for life.
a useless b wanted (c) needed

3 *The exam was the right level of difficulty for us.*
a We found the exam too difficult for us.
b The exam wasn't easy enough for us.
(c) We expected the exam to be as hard as it was.

4 The project the teacher asked us to do was *challenging* for us.
a easy (b) hard c useful

Exam guide
4 English in Use
Sentence formation

2 Uzupełnij drugie zdanie, używając podanego wyrazu w niezmienionej formie, tak żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany.

2 1 as important as
2 is the best
3 was too difficult
4 not short enough
5 the most quietly

1 Maths is important. Foreign languages are important, too.
AS
Maths is ... foreign languages.

2 No other student in school is a better volleyball player than Brian.
IS
Brian ... volleyball player at school.

3 Lucy didn't expect the exam to be so difficult.
TOO
The exam ... for Lucy.

4 The book was too long to read in one day.
ENOUGH
The book was ... to read in one day.

5 Nobody in the class speaks as quietly as Peter.
THE
Peter speaks ... of all the students in the class.

Exam guide
2 English in Use
Transformations

Exam guide
5 English in Use
Word formation

Uzupełnianie zdań

Exam guide
3 English in Use
Multiple choice

3 Wybierz odpowiedź, która poprawnie uzupełnia zdania.

1 The main ... of the school is to educate children.
(a) purpose b reason c subject

2 Next week I'm ... a very important exam.
a passing (b) taking c making

3 The government ... schools for all children.
a decides b chooses (c) provides

4 What subjects does this school ... ?
a learn b study (c) teach

5 Steve graduated ... Harvard University last year.
a with (b) from c on

Exam guide
6 English in Use
Gap-filling

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

4 1 classes are your
2 is taking a course
3 to improve my grades
4 Did you make friends
5 is the busiest

1 Which of these (*class / be / you*) ... favourite ones?

2 Mike (*take / course*) ... in English this semester. He likes it a lot.

3 I promised my parents (*improve / I / grade*) ... in all subjects.

4 (*you / make / friend*) ... when you were at primary school?

5 Nick (*be / busy*) ... person I know.

Słowotwórstwo

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

1 Carol is an intelligent and ... student. CREATE
2 It makes no ... to me whether we stay or go. DIFFER
3 Joanne is a ... driver. That's why she needs some more driving lessons. CARE
4 I'm ... that you helped me yesterday. What can I do for you in return? THANK
5 It was ... for the teacher to read my friend's terrible handwriting. POSSIBLE
6 Can any of you suggest a ... to the problem? SOLVE
7 Ron's situation seems to be ... . Unfortunately, we can't help him. HOPE

5 1 creative
2 difference
3 careless
4 thankful
5 impossible
6 solution
7 hopeless

Uzupełnianie luk

6 Uzupełnij zdania wyrazem, który najlepiej pasuje.

1 Mrs Wilson always tries to help her students ... good grades.
2 In some countries children go to school at the ... of five.
3 Is studying ... better than studying in a group?
4 What does the word *primary* ... ?
5 Do you think that art should be a ... of every student's education?

6 1 get 2 age 3 alone
4 mean 5 part

3h/week • Student's Book ex. 1–9 pp. 74–75 • If short of time, assign ex. 9 for homework.

5h/week • Workbook ex. 1–9 pp 66–67, ex. 1–5 p. 65 • If short of time, assign ex. 8 p. 67 for homework.

7h/week • English in Use photocopiable activities, TB pp. 329, 334–337 (4.5–4.8) • Extra online resources (see Technology guide)

READING

7 **Przeczytaj trzy teksty związane ze szkołą. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu.**

Tekst 1

One afternoon after school, I found a live mouse in the drawer of my desk. Later, I told my students and other teachers about my reaction. When I came into the classroom a few days afterwards, I saw a beautiful rose on my desk. I looked for a card to find out who the rose was from. However, instead of a card there was a paper mouse. I laughed when I discovered who had done it. I was surprised that it was the quietest girl in my class! When I looked at her, she was sitting there with a big smile on her face. I smiled back.

1 The text is about
- **a** a trick played by a teacher on a student.
- **b** an incident that turned out to have a funny ending.
- **c** a situation which angered a teacher.

Tekst 2

Are you interested in increasing your vocabulary, improving your spelling or developing general English skills? If you are, why don't you take part in the *Spelling Bee Competition*?

The competition is open to all students.

Send us an application form by Monday, May 7th.

The first part will be held during school hours on May 21st.

The highest scorers in the classroom competitions will then compete the next afternoon, May 22nd, at 1.00 pm in the school hall.

The school winner will be awarded a prize and qualify for the *National Spelling Bee Competition*.

2 Which is true about the *Spelling Bee Competition*?
- **a** Students must apply for the contest by May 21st.
- **b** All participants at school level will receive an award.
- **c** Two parts of the competition are held at school.

Tekst 3

Dear Kevin,

I'm writing to you because I think you have come across such a situation in the past. Whenever we are writing a test in English, we have to struggle, not with the content but with the time. We always seem to run out of time. The best students sometimes manage to get over half of the paper done but still leave many questions unanswered. We feel that something should be done to change the situation, yet we don't want to hurt our teacher. She is such a nice person and is, in fact, an excellent teacher. Her lessons are wonderful. What is the best solution?

Take care,

Robert

3 Robert has written the letter to Kevin to
- **a** ask him for advice.
- **b** offer him help with learning English.
- **c** complain about his English lessons.

Exam guide
7 Reading
Multiple choice

SPEAKING

8 **Rozmawiasz z kolegą/koleżanką na temat organizacji balu na zakończenie nauki w szkole. Poniżej podane są cztery kwestie, które musisz omówić.**

- wybór miejsca na bal
- menu
- muzyka
- koszty organizacji balu

Rozmowę rozpoczyna kolega/koleżanka.

Exam guide
8 Oral Matura

Life Skills guide
8 Communication, Mediation

WRITING

9 **Założyłeś/Założyłaś szkolną gazetkę wraz z innymi uczniami szkoły. Napisz list do kolegi z Glasgow.**

- Podaj tytuł i powód założenia gazetki.
- Przedstaw funkcje, jakie przydzieliliście sobie.
- Opisz, jakie tematy będziecie poruszać w gazetce.
- Poinformuj o planach na przyszłość związanych z gazetką.

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

Hi, Harry.

I've got some great news! Together with my school friends, I've set up a school magazine…

Take care,

XYZ

Exam guide
9 Writing
An informal letter

Life Skills guide
9 Creativity, Mediation, Practical skills

Technology guide
Matura Bank – extra resources available on **www.dlanauczyciela.pl**

Grammar reference 4

GRAMMAR 1 Comparatives and superlatives

Comparatives and superlatives (stopniowanie przymiotników i przysłówków)

Stopniowanie przymiotników

- Przymiotników w stopniu wyższym używamy wraz z *than* do porównywania ludzi i rzeczy:

  My grandfather is ***older than*** *my father.*

- Przymiotników w stopniu najwyższym poprzedzonych przedimkiem *the* używamy do porównywania jednej osoby lub rzeczy z dwiema lub więcej podobnymi osobami lub rzeczami:

  Raul is ***the oldest*** *of my cousins.*

Przymiotniki krótkie

Przymiotnik	stopień wyższy	stopień najwyższy
old	*old**er***	*the old**est***
big	*bigg**er***	*the bigg**est***
easy	*easi**er***	*the easi**est***

Zasady ortograficzne

- do krótkich przymiotników, dodajemy *-er/-est*:

  *short – short**er** – the short**est***

- do krótkich przymiotników, zakończonych na *-e*, dodajemy *-r/-st*:

  *safe – saf**er** – the saf**est***

- w przypadku krótkich przymiotników, zakończonych na *-y*, zamieniamy *-y* na *-i* i dodajemy *-er/-est*:

  *noisy – noisi**er** – the noisi**est***

- w przypadku krótkich przymiotników, zakończonych na pojedynczą spółgłoskę po pojedynczej samogłosce, podwajamy ostatnią spółgłoskę i dodajemy *-er/-est*:

  *big – bigg**er** – the bigg**est***

Przymiotniki długie

Przymiotnik	stopień wyższy	stopień najwyższy
difficult	***more** difficult*	*the **most** difficult*
important	***more** important*	*the **most** important*
interesting	***more** interesting*	*the **most** interesting*

Przymiotniki nieregularne

Przymiotnik	stopień wyższy	stopień najwyższy
bad	*worse*	*the worst*
far (distance)	*farther*	*the farthest*
far (extent)	*further*	*the furthest*
good	*better*	*the best*
late	*later*	*the latest/last*
little	*less*	*the least*
many/much	*more*	*the most*

Ćwiczenia 1–2

Stopniowanie przysłówków

Konstrukcji „przysłówek w stopniu wyższym + czasownik" używamy do porównywania dwóch działań.

Formę stopnia wyższego jednosylabowych przysłówków tworzymy przez dodanie końcówki *-er*.

Przysłówek	stopień wyższy	stopień najwyższy
fast	*fast**er***	*the fast**est***
late	*lat**er***	*the lat**est***
slowly	***more** slowly*	*the **most** slowly*

Przysłówki nieregularne

Przysłówek	stopień wyższy	stopień najwyższy
well	*better*	*the best*
badly	*worse*	*the worst*

Ćwiczenia 3–4

GRAMMAR 2 Comparative forms

COMPARATIVE FORMS

as ... as – tak ... jak

- Jeśli chcemy powiedzieć, że dwie rzeczy lub osoby są takie same, używamy konstrukcji:

  ***as** + przymiotnik w stopniu równym + **as**.*

  Maths is ***as difficult as*** *science.*

- Jeśli chcemy powiedzieć, że jedna rzecz lub osoba różni się od innej, używamy konstrukcji:

  ***not as** + przymiotnik w stopniu równym + **as**.*

  The primary school ***isn't as big as*** *the secondary school.*

too and ***(not) enough*** – ***zbyt*** i ***(nie) dość***

- Konstrukcja „*too* + przymiotnik" oznacza zbyt … np. *too big* – zbyt duży

  Konstrukcji tej używamy, żeby powiedzieć, że opisywana cecha jest wyższej wartości niż ta oczekiwana:

  I didn't finish my homework. It was ***too difficult****.*

- W zdaniach przeczących używamy *not* przed *too*:

  I finished my homework. It ***wasn't too difficult****.*

- Konstrukcji „przymiotnik + *enough*" używamy, żeby powiedzieć, że opisywana cecha jest dokładnie taka, jakiej oczekujemy:

  The teacher's instructions were ***clear enough****.*

- Konstrukcji „przymiotnik + *not enough*" używamy, żeby powiedzieć, że opisywana cecha nie jest wystarczająca:

  We didn't finish the project. The class ***wasn't long enough****.*

- Wyrażenia z *too* i *enough* często poprzedzają zdania podrzędne, które dostarczają dodatkowych informacji o tej sytuacji. Zdania te rozpoczynają się od konstrukcji „*to* + bezokolicznik":

  The weather ***wasn't good enough*** *to use the kayak.*

so, such

- *So* używamy przed przymiotnikiem w celu jego wzmocnienia:

  My outdoor skills class was ***so exciting****.*

- *Such* używamy przed połączeniem przymiotnik + rzeczownik w celu wzmocnienia tego połączenia. Przed rzeczownikiem policzalnym w liczbie pojedynczej dodajemy przedimek *a/an*:

  I had ***such a good science teacher*** *last year.*

- *So* i *such* mogą również poprzedzać zdanie podrzędne, które pokazuje skutek czynności z pierwszego zdania. Zdanie drugie zaczyna się od *that*:

  My outdoor skills class was ***so exciting that*** *I decided to stay for another hour.*

Ćwiczenia 5–7

Grammar practice

1 Write sentences with comparatives that give your opinion.

1 studying / watching TV (enjoyable)
I think *studying is more enjoyable than watching TV*.
2 languages / science (*important*)
I think … .
3 reading / writing (*hard*)
I think … .
4 information on the internet / information in books (*interesting*)
I think … .
5 studying late at night / studying early in the morning (*good*)
I think … .

2 Complete the sentences with the superlative form of the adjectives in brackets.

1 … (*hard*) part of the school year is final exams.
2 For me, … (*bad*) part of PE is running.
3 … (*important*) subject in primary school these days is information technology.
4 Friday is … (*good*) day of the week.
5 English is … (*popular*) foreign language.

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

1 than at night / I study / in the morning / better
2 more quickly than / Dave finished / I did / the science exam
3 than the other / on the project / harder / groups / Our group worked
4 his maths test / than in / He did worse / in his science test
5 learnt French / faster than / They learnt German / they

4 Complete the sentences with the superlative form of the adverbs in the box.

badly	fast	hard	late	slowly	well

1 A: I have a test tomorrow. How can I learn a list of vocabulary words … ?
B: You should try flash cards. But you learn … by studying a little bit every day for several weeks.
2 A: The heavy rain caused a lot of traffic delays. Who arrived at school … ?
B: I did. I think my bus driver drove … .
3 A: I work … in maths, because it's the most difficult subject.
B: Me, too. I always do … in maths tests. I never get good marks.

5 Write sentences *with (not) as … as* that are true for you.

1 playing sports / watching TV (*relaxing*)
2 taking a test / writing an essay (*stressful*)
3 the weekend / weekdays (*busy*)
4 walking / taking the bus (*enjoyable*)
5 speaking English / reading English (*easy*)

6 Complete the second sentence so that it has the same meaning as the first. Use the words in the box.

enough (x2)	too short	too difficult	too wet

1 The weather wasn't dry enough to play outside.
The weather was … outside.
2 There's the right amount of space in the classroom for two more desks.
There's … .
3 The exam wasn't easy enough for me to complete in an hour.
The exam … .
4 Was there the right number of textbooks for the whole class?
Were there … ?
5 We aren't tall enough to join the basketball team.
We're … .

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

1 That was *such* an interesting lesson.
That lesson was … interesting. so
2 The test was … difficult. so
It was … a difficult test. such
3 The assignment was … long that I couldn't finish it. so
It was … a long assignment that I couldn't finish it. such
4 It was … a good outdoor skills course that I wanted to do it again. such
The outdoor skills course was … good that I wanted to do it again. so

4 1 (the) best, (the) fastest
2 the latest, the most slowly
3 (the) hardest, (the) worst

6 1 too wet to play
2 enough space in the classroom for two more desks
3 was too difficult for me to complete in an hour
4 enough textbooks for the whole class
5 too short to join the basketball team

2 1 The hardest
2 the worst
3 The most important
4 the best
5 the most popular

3 1 I study better in the morning than at night.
2 Dave finished the science exam more quickly than I did.
3 Our group worked harder on the project than the other groups.
4 He did worse in his science test than in his maths test.
5 They learnt German faster than they learnt French.

Wordlist Unit 4 28

VOCABULARY p. 63

afford (v) /əˈfɔːd/ mieć na coś pieniądze, stać kogoś na coś
attend (v) /əˈtend/ uczęszczać, chodzić do
attend state school (phr) /əˈtend ˈsteɪt ˌskuːl/ uczęszczać do szkoły państwowej
certain (adj) /ˈsɜːtn/ pewny
computing classes (n) /kəmˈpjuːtɪŋ ˌklɑːsɪz/ zajęcia z kodowania
cost (n) /kɒst/ koszt
develop (v) /dɪˈveləp/ rozwijać
develop new skills (phr) /dɪˈveləp ˌnjuː ˈskɪlz/ rozwijać nowe umiejętności
get an education (phr) /ˌget ənˌedjʊˈkeɪʃən/ zdobywać wykształcenie
get good grades (phr) /ˌget ˌgʊd ˈgreɪdz/ dostawać dobre stopnie
grade (n) /greɪd/ ocena
hard-working (adj) /ˌhɑːdˈwɜːkɪŋ/ pracowity
move around (phr v) /ˌmuːv əˈraʊnd/ przemieszczać się
platform (n) /ˈplætfɔːm/ peron
primary school (n) /ˈpraɪməri ˌskuːl/ szkoła podstawowa
private school (n) /ˈpraɪvət ˌskuːl/ szkoła prywatna
progress (n) /ˈprəʊgres/ postęp
provide (v) /prəˈvaɪd/ zapewniać
science (n) /ˈsaɪəns/ przedmioty przyrodnicze
secondary school (n) /ˈsekndəri ˌskuːl/ szkoła średnia
short test (n) /ˌʃɔːt ˈtest/ kartkówka
state school (n) /ˈsteɪt ˌskuːl/ szkoła państwowa
study (v) /ˈstʌdi/ studiować, uczyć się
take a test/exam (phr) /ˌteɪk ə ˈtest/ ɪgˈzæm/ podchodzić do testu/egzaminu

LISTENING p. 64

connect (v) /kəˈnekt/ łączyć
convertible (adj) /kənˈvɜːtəbl/ wymienialny
cooperate (v) /kəʊˈɒpəreɪt/ współpracować
cycling trip (n) /ˈsaɪklɪŋ trɪp/ wycieczka rowerowa
elementary school (n) /elɪˈmentəri ˌskuːl/ szkoła podstawowa (AmE)
extra class (n) /ˌekstrə ˈklɑːs/ dodatkowa lekcja
guess (v) /ges/ przypuszczać, sądzić
have something in common (phr) /ˈhæv ˌsʌmθɪŋ ɪn ˈkɒmən/ mieć coś wspólnego
public school (n) /ˌpʌblɪk ˈskuːl/ szkoła prywatna (BrE), szkoła państwowa (AmE)
record (v) /rɪˈkɔːd/ nagrywać
relate (v) /rɪˈleɪt/ odnosić się
ski-jumping (n) /ˈskiːˌdʒʌmpɪŋ/ skoki narciarskie

GRAMMAR 1 p. 65

comparative (n) /kəmˈpærətɪv/ stopień wyższy
final exam (n) /ˈfaɪnəl ɪgˈzæm/ egzamin końcowy
graduate from (v) /ˈgrædʒueɪt frəm/ kończyć studia/szkołę
hard (adj) /hɑːd/ trudny, ciężki
improve (v) /ɪmˈpruːv/ poprawiać, udoskonalać
light (adj) /laɪt/ lekki
mid-term exam (n) /ˈmɪdˌtɜːm ɪgˈzæm/ egzamin semestralny
sleepy (adj) /ˈsliːpi/ senny
superlative (n) /suːˈpɜːlətɪv/ stopień najwyższy

READING pp. 66–67

additional fee (n) /əˌdɪʃənl ˈfiː/ dodatkowa opłata
argue against (phr) /ˈɑːgjuː əˈgenst/ argumentować przeciwko czemuś
argument (n) /ˈɑːgjʊmənt/ spór, dyskusja
at a time (adv) /ət ə ˈtaɪm/ na raz, za jednym razem
careful (adj) /ˈkeəfl/ uważny, ostrożny
careless (adj) /ˈkeələs/ nieostrożny, niedbały; lekkomyślny
caring (adj) /ˈkeərɪŋ/ troskliwy
evidence (n) /ˈevɪdns/ dowód, dowody
grab (v) /græb/ chwytać, łapać
grateful (adj) /ˈgreɪtfl/ wdzięczny
hopeful (adj) /ˈhəʊpfl/ pełen nadziei
hopeless (adj) /ˈhəʊpləs/ beznadziejny
matter (v) /ˈmætə/ mieć znaczenie
opportunity (n) /ˌɒpəˈtjuːnəti/ okazja
quotation marks (n) /kwəʊˈteɪʃn ˌmɑːks/ znak cudzysłowu
quotation/quote (n) /kwəʊˈteɪʃn/kwəʊt/ cytat
rope (n) /rəʊp/ lina
safety (n) /ˈseɪfti/ bezpieczeństwo
sailor (n) /ˈseɪlə/ żeglarz
smooth (adj) /smuːð/ spokojny
start a fire (phr) /ˌstɑːt ə ˈfaɪə/ rozpalić ognisko
stormy (adj) /ˈstɔːmi/ burzowy
tent (n) /tent/ namiot
thankful (adj) /ˈθæŋkfl/ wdzięczny
useful (adj) /ˈjuːsfl/ użyteczny, przydatny
useless (adj) /ˈjuːsləs/ bezużyteczny

GRAMMAR 2 pp. 68–69

although (conj) /ɔːlˈðəʊ/ chociaż
brave (adj) /breɪv/ odważny
bravery (n) /ˈbreɪvəri/ odwaga
challenging (adj) /ˈtʃælɪndʒɪŋ/ wymagający
equal (adj) /ˈiːkwəl/ równy
express oneself (phr) /ɪkˈspres wʌnˈself/ wyrażać siebie
expression (n) /ɪkˈspreʃn/ wyrażenie
face (v) /feɪs/ stanąć przed, wobec
importance (n) /ɪmˈpɔːtns/ znaczenie
important (adj) /ɪmˈpɔːtnt/ ważny
in a music class (phr) /ɪn ə ˈmjuːzɪk ˌklɑːs/ na lekcji muzyki
look forward to (phr v) /ˌlʊk ˈfɔːwəd tʊ/ oczekiwać na coś z niecierpliwością
obviously (adv) /ˈɒbviəsli/ oczywiście, w oczywisty sposób
powerful (adj) /ˈpaʊəfl/ silny, wpływowy
practise (v) /ˈpræktɪs/ ćwiczyć, trenować
valuable (adj) /ˈvæljʊbl/ wartościowy

TED TALK pp. 70–71

application (n) /ˌæplɪˈkeɪʃən/ zastosowanie
apply (v) /əˈplaɪ/ mieć zastosowanie
be in trouble (phr) /ˌbiː ɪn ˈtrʌbəl/ mieć kłopoty
cash register (n) /ˈkæʃ ˌredʒɪstə/ kasa sklepowa
consonant (n) /ˈkɒnsənənt/ spółgłoska
debt (n) /det/ dług
delay (v) /dɪˈleɪ/ opóźniać
drop out (phr v) /ˌdrɒp ˈaʊt/ rezygnować; porzucać
equivalent (n) /ɪˈkwɪvələnt/ odpowiednik
factor for (n) /ˈfæktə fɔː/ czynnik
follow a rule (phr) /ˌfɒləʊ ə ˈruːl/ postępować zgodnie z regułą
go into (phr v) /ˌgəʊ ˈɪntʊ/ obrać jako zawód
goal (n) /gəʊl/ cel
gratification (n) /ˌgrætɪfɪˈkeɪʃn/ wynagrodzenie
in other words (phr) /ɪn ˌʌðə wɜːdz/ innymi słowy
make it (phr) /ˈmeɪk ɪt/ dać radę
marshmallow (n) /ˌmɑːʃˈmæləʊ/ pianka cukrowa
patience (n) /ˈpeɪʃəns/ cierpliwość
principle (n) /ˈprɪnsəpl/ zasada
pronunciation (n) /prəˌnʌnsiˈeɪʃn/ wymowa
put something back (phr v) /ˈpʊt ˌsʌmθɪŋ ˈbæk/ odkładać coś (z powrotem)
reproduce (v) /ˌriːprəˈdjuːs/ powielać, kopiować
salesperson (n) /ˈseɪlzˌpɜːsn/ sprzedawca
self-discipline (n) /ˌselfˈdɪsɪplɪn/ samodyscyplina
vowel (n) /ˈvaʊəl/ samogłoska
walk of life (phr) /ˌwɔːk əv ˈlaɪf/ zawód, zajęcie

SPEAKING p. 72

choice (n) /tʃɔɪs/ wybór
climbing wall (n) /ˈklaɪmɪŋ ˌwɔːl/ ściana wspinaczkowa
consider (v) /kənˈsɪdə/ rozważać
edit (v) /ˈedɪt/ edytować
indoor climbing (n) /ˌɪnˈdɔː ˈklaɪmɪŋ/ wspinaczka na sztucznych ściankach
screen time (n) /ˈskriːn ˌtaɪm/ czas przed monitorem (telewizora, komputera)
sign up (phr v) /ˌsaɪn ˈʌp/ zapisać się
suit (v) /suːt/ pasować komuś
website (n) /ˈwebsaɪt/ strona internetowa
youth centre (n) /ˈjuːθ ˌsentə/ ośrodek młodzieżowy

WRITING p. 73

closing (adj) /ˈkləʊzɪŋ/ kończący, zamykający
documentary (n) /ˌdɒkjʊˈmentəri/ film dokumentalny
enquiry (n) /ɪnˈkwaɪəri/ zapytanie
in advance (adv) /ɪn ədˈvɑːns/ z góry
polite (adj) /pəˈlaɪt/ grzeczny
reply (n) /rɪˈplaɪ/ odpowiedź
Yours sincerely (phr) /jɔːz sɪnˈsɪəli/ Z poważaniem

SKILLS REVIEW pp. 74–75

anger (v) /ˈæŋgə/ rozgniewać, zezłościć
application form (n) /ˌæplɪˈkeɪʃn ˌfɔːm/ podanie o przyjęcie
apply for (v) /əˈplaɪ fɔː/ ubiegać się o, składać wniosek o
care (v) /keə/ dbać
come across (phr v) /ˌkʌm əˈkrɒs/ natknąć się (na)

compete (v) /kəm'piːt/ konkurować
contest (n) /'kɒntest/ konkurs, zawody
differ (v) /'dɪfə/ różnić się
drawer (n) /'drɔː/ szuflada
foreign language (n) /ˌfɒrɪn 'læŋgwɪdʒ/ język obcy
get over (phr v) /ˌget 'əʊvə/ przejść przez; poradzić sobie z
handwriting (n) /'hænd,raɪtɪŋ/ charakter pisma
in return (phr) /ɪn rɪ'tɜːn/ w zamian
magazine (n) /ˌmægə'ziːn/ czasopismo
paper (n) /'peɪpə/ arkusz egzaminacyjny
participant (n) /pɑː'tɪsɪpənt/ uczestnik
qualify (v) /'kwɒlɪfaɪ/ zakwalifikować się
run out of (phr v) /ˌrʌn 'aʊt ɒv/ wyczerpać się
solve (v) /sɒlv/ rozwiązywać
spelling (n) /'spelɪŋ/ pisownia, ortografia
struggle (v) /'strʌgl/ zmagać się

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

LEXICAL EXERCISES

1 Complete each sentence with the correct option.

1 In the UK, children start ... school at the age of 11.
a private **b** primary **c** secondary

2 Dennis has got the best ... in physics this year.
a grade **b** quote **c** reward

3 I'm afraid of ... people because they often break things.
a hopeless **b** careless **c** painless

4 Young people should understand the ... of regular learning.
a evidence **b** difference **c** importance

5 Our form teacher was ... in the staffroom.
a obviously **b** especially **c** completely

2 Choose the correct option that best reflects the meaning of the word or phrase in italics.

1 The *battery on my laptop died* while I was using it during the break.
a the laptop screen went black
b the laptop needs to be replaced
c the laptop worked more slowly

2 Henry often *makes spelling mistakes*.
a has bad pronunciation
b doesn't care about grammar
c writes words incorrectly

3 When you *are a student attending a boarding school*, you usually wear a school uniform.
a attend a state school
b live and study at a school
c participate in extra classes

4 Our head teacher *rejected* my application for an additional art class.
a did not accept
b delayed making a decision
c understood

5 Before you decide to *skip classes*, try to find a better solution.
a be late for school
b miss some lessons
c stay longer at school

3 Complete each sentence with the word that best fits the gap.

1 Students should focus ... understanding the subject rather than learning things by heart. on

2 I guess that every student ... forward to the summer holidays. looks

3 How often do you listen to authentic recordings in a foreign ... class? language

4 It is a better idea to sign ... for an outdoor course than play computer games. up

5 Why do some teachers not inform us about the short tests ... advance? in

4 Translate the Polish fragments of the sentences into English.

1 Ann wanted (*uczęszczać do szkoły państwowej*) ... in her neighbourhood.

2 Do you know that you can (*podjąć dodatkowe zajęcia*) ... in the school canteen?

3 When we went camping, everybody (*musiał rozpalić ognisko*) ... if they wanted a hot meal.

4 Sometimes you must (*stanąć przed najtrudniejszym*) ... challenge and simply accept it. It won't be easy.

5 Complete the sentences with the correct form of the words in the box.

do	make

1 Betty ... some progress in maths last year.

2 Simon always ... his best in PE classes.

3 I hate ... mistakes during tests.

4 Greg ... fine in the previous chemistry class.

5 She prefers ... exercises to learning by heart.

Exam guide
1 English in Use
Multiple choice

Exam guide
3 English in Use
Gap-filling

Exam guide
4 English in Use
Translations

Life Skills guide
4 Mediation

4
1 to attend a state school
2 take up/attend extra classes
3 had to start a fire
4 face the most difficult

Exam guide
2 English in Use
Transformations

5
1 made
2 does
3 making
4 did / was doing
5 doing

1 Who are the most distant relatives in your family that you keep in touch with?
2 Do you know someone whose family members live abroad? How do they keep in touch?

5 Family and friends



Culture guide

Profile

The three friends in the photo are members of the performance group WAFFLE, started by Andrew Saunders (Goofy), Yushon Stroughn (Sonic) and Joel Leitch (Aero Ace). They all share a love of music and dance, and started WAFFLE (We Are Family For Life Entertainment) in New York City, where they frequently entertain commuters on the subway with their acrobatic moves. The trio has also performed in other places in the United States, and around the world, including the United Kingdom, Turkey and Argentina.

IN THIS UNIT YOU LEARN

VOCABULARY
- family
- friends
- events and celebrations
- feelings and emotions
- everyday activities
- leisure time
- traditions
- suffix *-al*

GRAMMAR
- present perfect and past simple
- present perfect with *since*, *for*, *already*, *just*, *yet*

SKILLS
Listening
- greetings around the world
- family traditions
- family conflicts
- multiple choice, matching

Reading
- important birthday
- important cultural traditions
- main idea/topic of the text
- true/false

Speaking
- inviting someone
- accepting and rejecting invitations

Writing
- informal invitations

A group of friends perform on a subway car in New York City, US.

3h/week • Student's Book ex. 1–5 p. 81 • If short of time, skip ex. 2.

5h/week • Workbook ex. 1–9 pp. 68–69 • If short of time, skip ex. 8–9.

7h/week • Photocopiable vocabulary games and activities, TB pp. 339, 343 (5.3) • Extra online resources



5A Vocabulary

How's it going?

Talking about family and friends

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

1 Why are they performing in this place?
2 Do you enjoy performances of artists in public places?
3 Tell your partner about a situation when you saw a group of people doing unusual things in public.

2 **MY PERSPECTIVE – SPEAKING**

Work in pairs. Which of your friends and family members are important if you want to talk about difficult things? If you need advice? If you want to have fun? If you want to learn about something?

When I need help with my homework, I usually ask my dad.

3 Copy the table below. Write the words in the correct column. Use a dictionary if necessary. Add one or two words of your own to each column.

aunt, best friend, bow, brother, classmate, colleague, cousin, friend of a friend, grandfather, grandmother, hug, kiss, neighbour, say hello, shake hands, sister, stranger, teammate (sports), uncle, wave

Family	Other people	Greetings
...	...	...

4 Follow the steps. Then compare your ideas with a partner.

1 Choose three words from the 'Family' column. Then write a definition for each family member.

Your aunt is your mother or father's sister.

2 Put the people in the 'Other people' column in order of closeness to you (1 = the closest).
3 Which greeting do you use for each person? Are there any greetings you use that aren't on the list?

I usually greet my best friend with a hug. When I meet a stranger for the first time, we usually just say hello.

5 Describe a person in your life using the following information. Can your partner guess who it is?

- male or female?
- how you greet them
- where they live
- age
- something you usually do together

He's 45 years old. He lives in a town two hours from here. I usually greet him with a hug. When I see him, we usually play football.

Is he your cousin?

No, he isn't. My cousins are all my age.

Is he your uncle?

Yes, that's right!

Exam guide
1 Oral Matura

Life Skills guide
1 Communication, Critical thinking, Mediation

Life Skills guide
2 Collaboration, Communication, Mediation

3 **Family:** aunt, brother, cousin, grandfather, grandmother, sister, uncle + other
Other people: best friend, classmate, friend of a friend, neighbour, partner, stranger, teammate + other
Greetings: bow, hug, kiss, say hello, shake hands, wave + other

Life Skills guide
5 Communication, Mediation

5B Cele lekcji: Rozumienie ze słuchu tekstu o powitaniach stosowanych na całym świecie.

1 How do you usually greet people when you meet them? Is there any difference between the ways you greet your friends, teachers and relatives?
2 Which nations are known for being more affectionate/ reserved in their relations with other people?

5B Listening

Listening to people talking about greetings around the world

Exam guide
3 Listening
Multiple choice

1 The table shows how we greet the people around us. Listen to the podcast and match each column of the table with a speaker. Write the number of the speaker at the bottom. 29 p. 385

People	Types of greetings		
Strangers	kiss	shake hands	bow, wave
People I've met	kiss	shake hands	bow, wave
Friends	kiss and hug	wave	bow, wave
Best friends	kiss and hug	hug	bow, wave, say hello
Family	kiss and hug	shake hands, hug, kiss	show respect
Speaker	Luiza (2)	Hugh (3)	Chen (1)

2 Listen again. Choose the correct option to complete each sentence. 29 p. 385

1 In Chen's family, respect *is more important than* / *isn't as important as* hugs and kisses.
2 Chen's parents *talk about* / *show* their love with their actions.
3 Bowing is a way of showing *respect* / *agreement*.
4 Luiza doesn't kiss her friends when *she says hello* / *she's in a hurry*.
5 Luiza *kisses* / *doesn't kiss* her sister.
6 Hugh *hugs* / *doesn't hug* his cousins.
7 Hugh always shakes hands with his *teachers at school* / *tennis coach*.

Exam guide
4 Listening
Matching

3 Listen to a radio programme. Choose the correct option to complete each sentence. 30 p. 385

1 The Nowaks and the Kowalskis live in ... .
a a city in Italy
b a city in Poland
c a village in Poland

2 Jan's and Adam's sons fought over ... .
a a girl
b a car
c a garden

3 After the fight, Krystyna ... .
a broke her arm
b left the village
c became Jan's and Adam's enemy

4 It's true that ... .
a Julia and Piotr are family members
b Julia and Piotr went to the same school
c Julia and Piotr are married

5 The story is told in order to show that ... .
a love is stronger than other feelings
b love stories always have their happy end
c people never change their feelings

4 Listen to four people and decide which of the individuals mentioned in the story in exercise 3 might say these words. 31 p. 386

Speaker 1: Jan
Speaker 2: Julia
Speaker 3: Krystyna
Speaker 4: Piotr



3h/week • Student's Book ex. 1–4 p. 82
5h/week • Workbook ex. 1–4 p. 70
7h/week • Extra online resources

Fast Finishers

Make a list of phrases that are used in different languages to say either hello or goodbye. How many phrases can you find? Decide whether they are formal or informal.

5C Cele lekcji: Stosowanie czasów present perfect i past simple w rozmowach o sytuacjach, które wydarzyły się w przeszłości, bez podawania dokładnej daty lub z jej podaniem.

5C Grammar 1

Present perfect and past simple

Using present perfect and past simple to talk about unspecified/specified past

1 Look at the Grammar box and read the sentences from the podcast. Match each sentence (a–d) with the best description (1–4).

Present perfect and past simple

a *I've never hugged my dad.* 2
b *They've given me the things I need.* 3
c *When she first arrived from Japan, Yuki was uncomfortable with all the hugging and kissing.* 4
d *But she's learnt to hug and kiss like a Brazilian now!* 1

More explanation in Grammar reference on p. 92.

The sentence refers to …

1 an action in the past with a result in the present.
2 a situation that started in the past and continues to the present.
3 an experience or experiences that happened at an unspecified time.
4 a completed action that happened at a specified time in the past.

More practical exercises in Grammar practice on p. 93.
Do exercises 1–4.

2 Choose the correct option to complete each sentence.

1 I *took* / *have taken* a few different foreign language courses.
2 Have you ever *be* / *been* to Brazil?
3 They've *always* / *ever* lived in this town.
4 *We've* / *We* never tried Japanese food in our lives.
5 On our holiday to India last year *we met* / *we've met* some interesting people.
6 I *haven't travelled* / *didn't travel* to many different countries.

3 Complete the text with the present perfect forms of the verbs in brackets.

Hi Jack, we (1) … (*be*) here in Olsztyn for only two days but we (2) … (*already see*) so many great places. On the first day we went to the Planetarium; the sky shows were amazing. Today has also been a busy day: we (3) … (*just come*) back from the Warmia Chapter Castle. What a magnificent building it is! And I (4) … (*learn*) that Nicolas Copernicus used to live there. Cool, huh? And here's the best part: my dad (5) … (*book*) a trip to Grunwald for tomorrow. (6) … (*you hear*) about the re-enactment of the famous battle that they organise there every July? Well, I'm going to see it live! More news soon, take care.

4 Choose the correct option to complete the text.

I first (1) *took* / *have taken* part in the staging of the battle of Grunwald six years ago, and I (2) *didn't miss* / *haven't missed* a single event since then. It (3) *became* / *has become* an international event now – Grunwald attracts knights from Germany, Italy, France, Czechia, Slovakia, Hungary, Russia, Belarus, Ukraine and even the USA, who come here every July to re-enact the battle that (4) *took* / *has taken* place here in 1410. It's an expensive hobby – I (5) *spent* / *have spent* a few thousand zlotys on armour and weapons, but it's a fantastic experience to be here and recreate past times. Additionally, I (6) *made* / *have made* dozens of friends from all over Europe who share the same passion as me, and that's what really matters!

5 Use the words to make questions about experiences. Use the past simple or the present perfect.

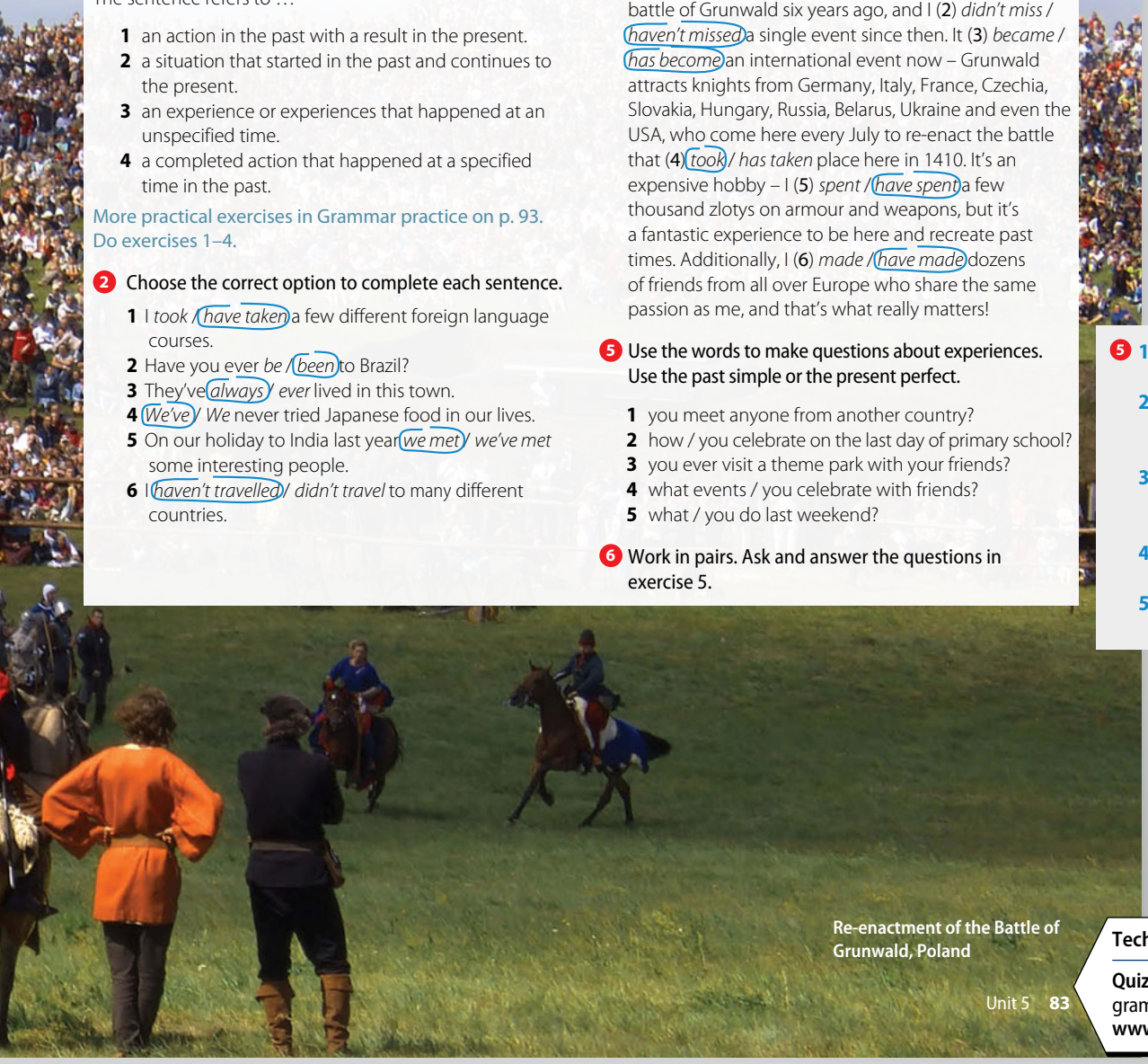
1 you meet anyone from another country?
2 how / you celebrate on the last day of primary school?
3 you ever visit a theme park with your friends?
4 what events / you celebrate with friends?
5 what / you do last weekend?

6 Work in pairs. Ask and answer the questions in exercise 5.

1 Have you ever visited an interesting place abroad? What was it like?
2 Which annual events celebrated in Poland are also celebrated elsewhere in Europe?

3
1 have been
2 have already seen
3 have just come
4 have learnt
5 has booked
6 Have you heard

5
1 Have you met anyone from another country?
2 How did you celebrate on the last day of primary school?
3 Have you ever visited a theme park with your friends?
4 What events have you celebrated with friends?
5 What did you do last weekend?



Re-enactment of the Battle of Grunwald, Poland

Technology guide

Quizizz.com – links to extra grammar quizes on **www.dlanauczyciela.pl**

3h/week • Student's Book ex. 1–6 p. 83, ex. 1–4 p. 93 • If short of time, skip ex. 6 p. 83.

5h/week • Workbook ex. 1–4 p. 71

7h/week • Photocopiable grammar games and activities, TB pp. 338, 341 (5.1) • Extra online resources (see Technology guide)

5D Cele lekcji: Rozumienie tekstu pisanego o ważnych urodzinach.

1 What are you legally able to do when you turn eighteen in Poland? Are there any other important ages in the country?
2 Which countries in Europe traditionally have large families of at least three generations living together under one roof?

5D Reading

VOCABULARY BUILDING Suffix *-al*

The suffix *-al* usually means *related to*. For example, *national* means *related to a nation*.

1 Read the sentences from the article (1–4). Match the words in bold with the correct meaning (a–d).

1 A girl's fifteenth birthday is a huge **social** occasion for many Latin American families. d
2 The tradition has become **international**, spreading through Central and South America. a
3 It marks a time of important **personal** change. c
4 The event has both personal and **historical** importance. b

Connected with …
a many countries
b the past
c a person
d groups of people

2 Complete the sentences with the adjectives in the box.

cultural	emotional	traditional	typical

1 The *fiesta de quince años* is hundreds of years old. It's a … Mexican celebration. traditional
2 Certain things are expected at most parties. At a … party, the girl's father removes her shoes. typical
3 The party brings out strong feelings. The shoe-changing can be a very … moment. emotional
4 It's part of the Mexican way of life, but many countries don't have a … tradition like this. cultural

3 What adjectives can you make from the nouns in the box? Be careful. You need to remove a letter from some nouns.

centre	music	nature	politics	profession
central	musical	natural	political	professional

READING

Understanding a text about important birthday

4 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

1 What are the most important celebrations in your family?
2 What do you think is the most important birthday in a person's life? Why?
3 Are there any unique social celebrations in your city or country?

5 Read the article and choose the topic and the main idea.

1 Topic
a Latin American celebrations
b The *fiesta de quince años*
c Becoming an adult

2 Main idea
a The culture of ancient Mexico has affected all of Latin America.
b The *fiesta de quince años* shouldn't be more important than a wedding.
c A girl's fifteenth birthday is one of the most important celebrations for Latin American families.

6 Read the article again. Are the sentences true (T) or false (F)?

1 According to the article, *fiesta de quince años* is one of the biggest celebrations for Latin American families. T
2 In the US, the *fiestas* usually aren't as big as weddings. F
3 The history of the *fiesta* goes back more than 500 years. T
4 The celebration usually has an informal beginning. F
5 New shoes show that the girl has become a young woman. T

7 Read the comments on the article. Write one of your own, making some connection with your own life or culture.

Comments

BeijingGuy Interesting post! I'm Chinese, and I've just celebrated my *Guan Li* – a twentieth birthday celebration for boys. We also celebrate a girl's fifteenth birthday. We call it *Ji Li*. Both of these are like the fiesta de quince años – we celebrate becoming men and women.

Agnieszka In Poland, we don't have a cultural tradition like this, but for us, eighteen is a big birthday. We usually have a party with friends. You can vote and drive a car when you're eighteen. I haven't had my eighteenth birthday yet – one more year!

Haruto We have a celebration in Japan called *Seijin-no-Hi*. It's on the second Monday in January, and twenty year olds wear traditional clothes, receive gifts and have parties. My sister has already celebrated this, but I'm not old enough yet.

8 Design your perfect party. Where is it held? Who do you invite? What do you do?

Culture guide
5 Historical background

The *Aztecs* were a group of people with a powerful empire that spanned most of Mexico and parts of Central America. They ruled from the city state of Tenochtitlan, which is modern-day Mexico City, until the Spanish conquest in 1521. *Latin America* is often used to refer to countries in Central and South America and the Caribbean, where Spanish, Portuguese or French is the official language. In the USA, the term *Latino* (or *Latina* if the person is a woman) is often used to refer to a person of Latin American descent.

Exam guide
6 Reading True/false

Life Skills guide
7 Mediation

Life Skills guide
4 Critical thinking, Mediation, Self-development

Life Skills guide
8 Creativity, Mediation

3h/week • Student's Book ex. 1–8 p. 84 • If short of time, skip ex. 4.

5h/week • Workbook ex. 1–5 p. 72

7h/week • Photocopiable vocabulary games and activities, TB pp. 339, 344 (5.4) • Extra online resources



A father and daughter celebrate at a *fiesta de quince años*.

Culture guide

Global context

In many cultures, a certain birthday traditionally marks the point at which a child comes of age, or becomes a young adult. This birthday is often celebrated with a special ceremony and/or a party to mark the occasion. In some cultures, this birthday may coincide with a person also becoming a legal adult (at which point they may do things like vote, marry, etc.). In other cultures, the coming-of-age ceremony, e.g. the American 'Sweet Sixteen,' may be celebrated a few years before a person is a legal adult.

From **child** to **adult** – in one day

32 Delilah Bermejo, a New Yorker with family history in Puerto Rico and Colombia, says that 'it's the most important day' of a girl's life. The *fiesta de quince años* – a girl's fifteenth birthday celebration – is a huge social occasion for Latin American families, and is one of life's biggest celebrations. Friends and relatives come together to celebrate a girl's passing from childhood into the adult world. It marks a time of important personal change. According to Ed Hassel, manager of a company that provides food for parties in New York, the celebrations are now 'bigger than the weddings I do. We're talking 125, 150, 175 people. And they're taking Saturday night, my most expensive night.'

The event has both personal and historical importance. Families have held special celebrations for fifteen year olds for at least 500 years – since the time of the Aztecs in Mexico. At age fifteen, Aztec boys became warriors – men old enough to fight in a war – and girls became women with adult rights and duties.

In the past, parties were usually small, with a few friends and family members. It was a chance for the young woman to meet young men. Only very rich families had big *fiestas*. Since the arrival of Europeans in the Americas, the tradition has become international, spreading through Central and South America and into North America. Nowadays, big celebrations are popular with the nearly 60 million Latinos in the US and Canada.

Friends and family take an active part in a traditional Mexican *fiesta de quince años*. A 'man of honour', usually a member of the girl's family, accompanies the *quinceañera* throughout the celebration. She also chooses a 'court', often fourteen girls and fourteen boys, one for each year of her life. They stay near the *quinceañera*, join all of the dances, and look after her on her special day. The celebration often begins with a formal ceremony before it becomes a more usual birthday party with food and dancing. Families with more money usually have bigger parties. A typical ceremony ends with the girl's father removing the flat shoes that she wore to the party and replacing them with a pair of more grown-up shoes with a high heel. This can be an emotional moment. It means that the person who walked into the party as a girl leaves the party as a young woman.

Fast Finishers

Think of a cultural event, an international event and a historical event that still take place or used to take place in Poland. Describe each of the events with 1–2 sentences.

5E Cele lekcji: Stosowanie czasu present perfect z określeniami *since*, *for*, *already*, *just* oraz *yet*.

1 How long has Poland been a member of the European Union? How many countries have joined the EU since then?
2 Which countries have been popular destinations for Polish tourists in the last few years?



Many young people celebrate *Coming of Age Day* in Japan when they turn 20.

5E Grammar 2

Present perfect

Using present perfect with since, for, already, just and yet

1 Look at the Grammar box. Choose the correct option to complete the explanation for each sentence in the Grammar box.

Present perfect with *for*, *since*, *already*, *just* and *yet*

a *Families* ***have celebrated*** *the fiesta de quince años* ***for*** *about 500 years.*
b ***Since*** *the arrival of Europeans in the Americas, the tradition* ***has become*** *international.*
c *I'm Chinese, and I'****ve just celebrated*** *my 'Guan Li.'*
d *I* ***haven't had*** *my eighteenth birthday* ***yet*** *– one more year.*
e *My sister* ***has already celebrated*** *this.*

More explanation in Grammar reference on pp. 92–93.

a This sentence refers to *a period of time* / *a certain time in the past*.
b This sentence refers to a certain event in the *past* / *present* and the situation afterwards.
c This event happened *in the recent past* / *a long time ago*.
d This *has* / *has not* happened up to now.
e This has happened, *but we don't know* / *and we know* when.

More practical exercises in Grammar practice on p. 93. Do exercises 5–8.

2 Complete the dialogues with *for* and *since*.

1 A: I haven't seen my cousins ... last month. since
B: Really? I haven't seen mine ... almost three years. for
2 A: We've been friends ... ten years. for
B: Yeah, I guess you're right. We've known each other ... we were five years old. since
3 A: Has your brother been in the running club ... long? for
B: Not really. He's been a member ... January. since

3 Complete the questions with *you* and the correct form of the verbs in brackets. Then work in pairs to answer each question with *for* and *since*.

1 How long ... (*know*) your best friend? have you known
2 How long ... (*live*) in the home you now live in? have you lived
3 How long ... (*study*) English? have you studied
4 How long ... (*attend*) the school you go to now? have you attended

4 Complete the text with *just*, *already* or *yet*.

'Comedy is kind of a language, so you're connected and relating.' – Gad Elmaleh

Moroccan-born comedian Gad Elmaleh has taken a lot of English lessons in his life, but jokes that he doesn't really speak English (1) ... . However, that hasn't stopped him from performing comedy for American audiences. Although he arrived in the US fairly recently, he's (2) ... done shows in New York, Los Angeles and lots of cities in between. He's (3) ... completed a tour of more than ten US cities, and plans to continue performing.

Although Gad has (4) ... started his comedy career in America, he's (5) ... been a superstar in Europe – especially France. In the US, he hasn't become that popular (6) ... . His career, like his English, is a work in progress.

Culture guide

4 Profile

Gad Elmaleh is a stand-up comedian and actor who has appeared in several films. He was born in Morocco and speaks Moroccan Arabic, Hebrew, English and French. Outside of Morocco he has lived in Montreal, Paris and New York, and he performs his comedy around the world.

4 1 yet
2 already
3 just
4 just
5 already
6 yet

3h/week • Student's Book ex. 1–8 pp. 86–87, ex. 5–8 p. 93 • If short of time, skip ex. 8 p. 87.

5h/week • Workbook ex. 1–9 pp. 74–75

7h/week • Photocopiable grammar games and activities, TB pp. 338, 342 (5.2) • Extra online resources (see Technology guide)

5 1 I've just heard
2 I've already heard
3 haven't heard yet
4 has already told me

5 Put the words in the correct place in each sentence.

1 A: I've heard a really funny joke. (*just*) Why is *U* the happiest letter?
2 B: Because it's in the middle of *fun*. Sorry, but I've heard that one! (*already*)
3 A: OK, here's one you probably haven't heard. (*yet*) Why is six afraid of seven?
4 B: Because seven ate nine! My brother has told me that one! (*already*)

6 For sentences 1–5, complete the second sentence so that it has the same meaning as the first. Use the words in capitals. Do not change the form of this word. You may write between two and five words in each gap.

1 The Wilsons moved in here in January and they still live here.
SINCE
The Wilsons ... January.

2 The window was closed a moment ago. Now it is open.
JUST
Someone ... the window.

3 When did you first meet your best friend?
LONG
... your best friend?

4 Mum asked me to take out the rubbish. It's still in the corridor.
YET
I haven't ... .

5 My neighbour isn't very polite. The last time he said hello to me was a week ago.
FOR
My neighbour isn't very polite. He hasn't ... a week.

7 Translate the Polish fragments of the sentences into English.

1 (*Właśnie znalazłem*) ... the perfect place to organise my fifteenth birthday party!
2 Peter has been my best friend (*odkąd przyszedł*) ... to our school.
3 (*Jak długo znasz*) ... your teammates?
4 (*Świętowałem już*) ... my birthday this year. How about you?

8 **MY PERSPECTIVE – SPEAKING**

Work in pairs. Answer the questions. Use the present perfect.

1 What have you done recently that you're proud of?

My homework is due next week, and I've already finished writing it.

I've just passed my grade three piano test.

2 What have you done for a long time that you're proud of?

I've been on the football team for five years.

I've taken art classes on Saturdays since I was eleven years old.

3 What haven't you done yet, but would like to do?

I haven't learnt to play a musical instrument yet, but I'd like to.

I haven't read a novel in English yet, but I want to read one.

Exam guide
7 English in Use Translations

Life Skills guide
7 Mediation

7 1 I've just found
2 since he came
3 How long have you known
4 I've already celebrated

Exam guide
6 English in Use Transformations

6 1 have lived here since
2 has just opened
3 How long have you known
4 taken out the rubbish yet
5 said hello to me for

Life Skills guide
8 Communication, Mediation



Birthday celebrations are important get-togethers for many families around the world. This family is celebrating in Brazil.

Technology guide
Quizizz.com – links to extra grammar quizes on **www.dlanauczyciela.pl**

Fast Finishers

Write about three things you still have to do in your life (but most probably will do in the future) and three things you have been doing for a long time.

5F Cele lekcji: Zapraszanie, przyjmowanie zaproszenia i odmawianie przyjęcia zaproszenia.

1 What family events have you been invited to recently?
2 What might be acceptable reasons for refusing an invitation to an official event?

5F Speaking

Life Skills guide
1 Critical thinking

2 graduation

Exam guide
4 Oral Matura

Life Skills guide
4 Communication, Mediation

Life Skills guide
5 Collaboration, Communication

Useful language

Asking if someone is available
Are you busy next Saturday?
Are you around / free on Sunday?
Are you doing anything on Tuesday night?

Saying if you are available or not
I (don't) think so.
It depends.
I'm not sure.
I'll have to ask my parents.
I need to check my schedule.

Accepting an invitation
Sure, I'd love to.
That sounds great!

Saying *no* to an invitation
Thanks for inviting me, but I'm afraid I'm busy.
Sorry, I can't make it. But thank you for inviting me.

Inviting someone, saying 'yes' and 'no' to invitations

1 **MY PERSPECTIVE**

How do you think the students in the photo feel? Why? What exactly has happened?

2 Listen to the dialogue. What important life event is mentioned? 33

p. 386

3 Listen again. Which things have the students done? Discuss them. 33

✓ **1** order the food and drinks
2 sort out the music
✓ **3** send out the invitations
✓ **4** buy the balloons
5 decorate the room
6 schedule a meeting with Davina

They've ordered the food and drinks, but …

4 Work in pairs. You're going to have a party to welcome a new student, Delia in your school. Discuss the following aspects of the party:

- day and time
- location
- type of food
- attractions

5 Work in pairs. Take turns to invite each other and say whether you can or can't go. Use expressions from the Useful language box.

Students celebrate their graduation.



3h/week • Student's Book ex. 1–5 p. 88

5h/week • Workbook ex. 1–3 p. 79

7h/week • Extra online resources

5G Writing

Informal invitations and replies

1 Read the three notes A, B and C. Match each one with the correct purpose (1–3).

1 making an invitation A
2 saying 'no' to an invitation C
3 accepting an invitation B

A

Hey Sylvia,
I'm having a birthday party on Saturday the 25th from 5.00 to 10.00 at my house. We're going to have pizza and watch a film. Can you make it?
RSVP
Joanna

B

Hi Davina,
Thanks for inviting me to your graduation party. I'd love to come. What should I wear? Should I bring anything? Let me know ASAP!
Lena

C

Anders,
Thank you for the invitation to your New Year's party. I'm sorry, but I can't make it. I've already made other plans.
Lucas
PS I hope you have a great time!

2 In each note, point to the expressions used for making, accepting or saying '*no*' to an invitation.

3 In informal notes, we sometimes use abbreviations. Find an abbreviation in each note. Which one means the following?

1 Let me know if you can come. RSVP
2 as soon as possible ASAP
3 I also want to say … PS

2 The expressions are underlined in ex. 1.

Writing strategies

Politely making and replying to invitations

- When you write an invitation, give the time, date, location and type of event. Remember to ask the person to let you know if they can come.
- When you accept an invitation, begin by saying *thank you*. It can be polite to offer to bring something (food or drinks, for example).
- When you say *no* to an invitation, begin by saying *thank you*. Apologise that you can't make it, and say why – without giving too many details. It can be polite to end by saying you hope they enjoy the event and offering to make plans another time.

4 **WRITING TIPS** Politely making and replying to invitations

Work in pairs. Read the invitation below and the Writing strategies box. Together, write one sentence inviting someone to a celebration, one sentence accepting and one sentence saying '*no*'.

Hi Sylvia,
Hope everything's well with you. I'm writing to invite you to my birthday party. I'm 16 next week, and it's a big day for me: all my classmates have already had their birthdays and I was the only 15-year-old left in class. The party is next Saturday (the 25th) from 5.00 to 10.00 pm at my house. It's going to be fun, there'll be about 15 people. I've invited Mitch, so you'll have an opportunity to chat him up :)
Do you know how to get to my place? If you take a number 35 bus from the centre, the fifth stop is right in front of my house.
It will be great to see you on Saturday! Hope you can make it.
RSVP
Joanna

5 **Think of a celebration you would like to have. Write an informal invitation to your partner.**

Include the following information:
- place and time of the celebration,
- why is the occasion important to you,
- who else has been invited,
- directions how to get to the place.

Write between 80 and 130 words.

More about invitations in Writing guide on p. 154.

6 **Exchange invitations. Then write a reply to your partner's invitation. Check each other's work.**

1 Which famous and important people (heads of states, presidents, celebrities, etc.) have paid official visits to Poland recently?
2 If you could have five famous people at your birthday party, who would you invite?

Life Skills guide
4 Collaboration, Creativity, Practical skills

Culture guide
3 Interesting facts

The abbreviations have different origins.
RSVP, in note A, is short for *Répondez s'il vous plaît*, i.e. the French for 'please respond'. This dates back to when French was used in aristocratic circles in the UK. You can accept or refuse the invitation, but it is considered rude not to respond at all.
ASAP, in note B is the initial letters of *as soon as possible*.
PS, in note C, is the abbreviation of the Latin *post scriptum* (= after writing). It is used at the end of something written to indicate that you have one more thing to say.

Exam guide
5 Writing
An informal invitation

Life Skills guide
5 Creativity, Mediation
Practical skills

Life Skills guide
6 Collaboration, Critical thinking, Practical skills, Self development

3h/week • Student's Book ex. 1–6 p. 89
5h/week • Workbook ex. 1–5 p. 80
7h/week • Extra online resources

Skills Review 5

ENGLISH IN USE

Słowotwórstwo

Exam guide
1 English in Use
Word formation

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

1 I feel these two countries will never come to an ... .
AGREE agreement
2 My family got together at a party organised in ... of our grandpa's 70th birthday.
CELEBRATE celebration
3 Can I ask you something very ... ?
PERSON personal
4 Our teachers often tell us about the ... of education.
IMPORTANT importance
5 We are waiting for our uncle's ... .
ARRIVE arrival
6 The head teacher made a very ... speech on graduation day.
EMOTION emotional
7 What are your funniest memories from ... ?
CHILD childhood

Parafrazy zdań

Exam guide
2 English in Use
Trasformations

2 Uzupełnij drugie zdanie, używając podanego wyrazu w niezmienionej formie, tak żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany.

1 People in Poland started celebrating Halloween in the 1990s.
SINCE
People in Poland ... the 1990s.
2 We haven't seen our cousin Anthony since May.
TIME
The last ... our cousin Anthony was in May.
3 Robert turned eighteen last week. We had a big party.
BECAUSE
We had a big party ... eighteen last week.
4 The last time my parents visited Paris was five years ago.
NOT
My parents ... Paris for five years.
5 We have been friends since 2015.
IN
We ... 2015.

2 1 have celebrated / have been celebrating Halloween since
2 time we saw
3 because Robert turned
4 have not visited
5 made/became friends in

Exam guide
5 English in Use
Gap-filling

Uzupełnianie zdań

3 Wybierz odpowiedź, która poprawnie uzupełnia zdania.

1 When you greet someone, you should ... hands with them from two to five seconds.
a wave **b** shake **c** bow
2 Sit the people around the table in ... of importance.
a order **b** line **c** system
3 The Americans celebrate Thanksgiving Day ... the fourth Thursday of November.
a in **b** at **c** on
4 Their emotional reunion ... some strong feelings.
a brought out **b** handed in **c** put on
5 I always stay ... all night to celebrate the New Year.
a wake **b** awake **c** woke

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

1 I started reading the book last Sunday. I (*already / read / 155 / page*) ... .
2 When we first (*arrive / London*) ... , we didn't know our way around. It's a huge city.
3 In Japan bowing is (*way / greeting*) ... each other.
4 My (*sister / eighteen / birthday*) ... was a huge occasion to get together for my family.
5 How long (*you / work*) ... for this company?

4 1 have already read 155 pages
2 arrived in London
3 a way of greeting
4 sister's eighteenth birthday
5 have you worked

Uzupełnianie luk

5 Uzupełnij luki w zdaniach wyrazem, który najlepiej pasuje.

1 Mary and Lucy have known each other for at ... ten years.
2 I don't understand how some women can spend all day wearing high-... shoes. It must hurt their feet.
3 Jimmy ... taken part in many sports competitions since he's started going to his new school.
4 I've never been ... Greece. I hope to go there this summer.
5 Where ... you spend last winter?

5 1 least
2 heeled
3 has
4 to
5 did

3h/week
• Student's Book ex. 1–9 pp. 90–91 • If short of time, assign ex. 9 for homework.

5h/week
• Workbook ex. 1–9 pp. 82–83, ex. 1–5 p. 81 • If short of time, assign ex. 8 p. 83 for homework.

7h/week
• English in Use photocopiable activities, TB pp. 340, 345–348 (5.5–5.8) • Extra online resources (see Technology guide)

Tłumaczenie fragmentów zdań

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

1 Mum (*przytuliła*) ... her little son and then went to work.
a waved
b bowed
c hugged

2 Young people should show more (*szacunek*) ... to the elderly.
a favour
b respect
c agreement

3 I took hundreds of photos (*podczas*) ... my visit to India.
a during
b when
c while

4 Mr Johnson runs a company that (*dostarcza*) ... the catering for parties.
a spreads
b organises
c provides

5 Ken speaks Italian very well (*chociaż*) ... he moved to Italy only a year ago.
a however
b although
c since

LISTENING

7 **Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.** 34 p. 386

1 The speaker is talking ... .
a at a birthday party
b during a graduation day ceremony
c at a class meeting

2 What did both speakers like about the party?
a the choice of music.
b the selection of dishes.
c the decoration of the room.

3 Maggie is calling Mark to ... .
a invite him to a meeting
b ask him to help Monica
c inform him about a change in plans

SPEAKING

8 **Opisz zdjęcie.**



1 Do you think the people are enjoying one another's company? Why?/Why not?
2 Do you make friends easily? Why?/Why not?
3 Describe the last time you got together with your friends.

WRITING

9 **Niedawno uczestniczyłeś/uczestniczyłaś w zjeździe rodzinnym. W e-mailu do koleżanki napisz:**

- z jakiej okazji zorganizowany został zjazd,
- jak przebiegały przygotowania do zjazdu,
- co sprawiło ci największą radość podczas zjazdu,
- o twoich planach zorganizowania zjazdu absolwentów twojej szkoły.

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

Dear Susan,
I had a wonderful weekend. My family had a reunion.

Take care,
XYZ

Exam guide
6 English in Use
Translations

Life Skills guide
6 Mediation

Exam guide
8 Oral Matura

Life Skills guide
8 Communication, Mediation

Exam guide
9 Writing
An informal email

Life Skills guide
9 Creativity, Mediation
Practical skills

Exam guide
7 Listening
Multiple choice

Technology guide
Matura Bank – extra resources available on **www.dlanauczyciela.pl**

Grammar reference 5

GRAMMAR 1 Present perfect and past simple

Present perfect

Czasu *present perfect* używamy, gdy mówimy o sytuacjach, które wydarzyły się z przeszłości, bez podawania ich dokładnych dat.

Czasu *present perfect* używamy do opisywania:

- sytuacji w przeszłości, których skutki dostrzegamy w teraźniejszości:

  *I'**ve lost** my keys and can't get into my house.*

- sytuacji, które zaczęły się w przeszłości i trwają do chwili obecnej:

  *We'**ve** always **lived** in this house.*

- doświadczeń, które miały miejsce w bliżej nieokreślonym czasie w przeszłości:

  *She'**s travelled** to Canada several times.*

- sytuacji, które zaistniały w przeszłości, ale nie mówimy kiedy:

  *He'**s changed** school many times.*

Czas *present perfect* tworzymy za pomocą *have/has + past participle* (imiesłów bierny) czasownika głównego.

Imiesłów bierny tworzymy, dodając do formy podstawowej czasownika regularnego końcówkę *-ed*. Istnieje grupa czasowników nieregularnych i te mają różne formy, np. *gone, done, sung, written*.

Zdania twierdzące	Zdania przeczące
*I/You/We/They **have travelled** a lot.*	*I/You/We/They **haven't travelled** a lot.*
*He/She/It **has travelled** a lot.*	*He/She/It **hasn't travelled** a lot.*

Pytania	Krótkie odpowiedzi
***Have** I/you/we they **travelled** a lot?*	*Yes, I/you/we/they **have**.* *No, I/you/we/they **haven't**.*
***Has** he/she/it **travelled** a lot?*	*Yes, he/she/it **has**.* *No, he/she/it **hasn't**.*

ever (kiedykolwiek), ***never*** (nigdy), ***always*** (zawsze)

- Przysłówka *ever* używamy w pytaniach, gdy chcemy odnieść się do sytuacji, która miała miejsce w całym dotychczasowym życiu. *Ever* zawsze stoi przed czasownikiem głównym:

  *Have you **ever** tried Indonesian food?*

- Przysłówka *never* używamy, gdy chcemy zaznaczyć, że dana sytuacja nigdy nie wydarzyła się w całym dotychczasowy życiu. *Never* zawsze stoi przed czasownikiem głównym:

  *I've **never** been to Peru.*

- Uwaga: Przysłówka *never* nie używamy w pytaniach:

  ~~*Have you never been to China?*~~

  A: *Have you **ever** been to China?*

  B: *No, I've **never** been to China.*

- Przysłówka *always* używamy, żeby powiedzieć, że jakaś sytuacja ma miejsce przez całe czyjeś życie:

  *We've **always** lived in this house.*

Present perfect i past simple

- Czasu *present perfect* używamy w odniesieniu do przeszłości, gdy nie podajemy, kiedy sytuacja się wydarzyła:

  *He'**s travelled** abroad many times.*

- Gdy chcemy dokładnie podać datę wydarzenia z przeszłości, używamy czasu *past simple*:

  *He'**s travelled** abroad many times.*
  *He **was** in Norway **last year**.*

Have been i ***have gone***

- Obie formy mogą oznaczać, że ktoś gdzieś przebywał, lecz różnią się kontekstem:

  gone oznacza, że ktoś pojechał gdzieś i jeszcze nie wrócił;

  been oznacza, że ktoś już wrócił:

  *Tom **has gone** to Italy. (He's on his holiday there now.)*

  *Jean **has been** to Italy. (She's now back home.)*

Ćwiczenia 1–4

GRAMMAR 2 Present perfect with *for*, *since*, *already*, *just* and *yet*

Present perfect z *for* (od) i *since* (od)

- Przyimka *for* używamy, gdy mówimy, jak długo dana czynność/sytuacja trwa:

  *I'**ve known** Layla **for** four years.*

- Przyimka *since* używamy, gdy mówimy o tym, od jakiego momentu coś się zaczęło:

  *He'**s lived** in Warsaw **since** 2016.*

Present perfect z *just* (właśnie), *already* (już) i *yet* (już/jeszcze nie)

W czasie *present perfect* używamy:

- ***just***, gdy mówimy o czymś, co wydarzyło się przed chwilą:

  *We'**ve just heard** a very funny joke.*

- ***already***, gdy mówimy o czymś, co już się wydarzyło, nie wspominając kiedy:

  *We'**ve already invited** our friends to the party.*

- ***yet*** w pytaniach, gdy chcemy się dowiedzieć, czy coś już się wydarzyło:

  ***Have** you **bought** the snacks **yet**?*

1 1 been
2 Has, taken
3 Has, seen
4 Has, played
5 Have, kissed
6 Have, met

- ***yet*** w zdaniach przeczących, gdy mówimy, że coś jeszcze się nie wydarzyło, ale jest oczekiwane:

  *They **haven't arrived yet**. But don't worry, they should be in five minutes.*

Ćwiczenia 5–8

Grammar practice

1 Complete the questions with the present perfect of the verbs in the box.

be	kiss	meet	play	see	take

1 *Have* you ever ... to a big wedding?
2 ... Michaela ... the car?
3 ... Erika ... your new house?
4 ... your brother ... football with my friend Jakob?
5 ... your grandparents ever ... you?
6 ... I ... your uncle before?

2 Complete the answers. Then match each answer with a question in exercise 1.

a No, she ... . Ricardo took it to go to work. 2
b Yes, of course they ... – every time I've visited them! 5
c Yes, I ... . I have a lot of older cousins, so I've been to five or six huge ones. 1
d No, you ... . That was my older brother. 6
e Yes, he ... . They've played together a few times. 4
f No, she ... . I haven't invited her over yet. 3

3 Complete the dialogue with one word in each gap.

A: Have you (1) ... been abroad on holiday?
B: Yes, I (2) ... . I (3) ... to Turkey last year.
A: You're lucky. I've (4) ... been out of the country.
B: (5) ... you had holidays here, though?
A: Oh, yes. My aunt and uncle live in the mountains, and my family (6) ... stayed with them a few times.
B: That's great. I (7) ... never been to the mountains. I'd love to go.
A: Well, my uncle (8) ... bought an apartment there. Perhaps your family could rent it.

4 Translate the Polish fragments of the sentences into English.

1 (*Czy kiedykolwiek widziałeś*) ... my cousin from LA?
2 (*Spotkaliśmy ją*) ... when we went to Rob's wedding.
3 (*Czy byłeś*) ... at the seaside last year?
4 (*Właśnie wróciliśmy*) ... from the best holidays ever.
5 Tom's sister (*nauczyła się już*) ... three foreign languages.

3 1 ever
2 have
3 went
4 never
5 Have
6 have/has
7 have
8 has

5 Put the words in order to make sentences.

1 gone / Sarah / just / has / out
2 primary school / known / We've / since / each other
3 I / seen / Jaime / yet / haven't
4 for / rained / hasn't / It / three weeks
5 that / already / film / seen / We've

5 1 Sarah has just gone out.
2 We've known each other since primary school.
3 I haven't seen Jaime yet.
4 It hasn't rained for three weeks.
5 We've already seen that film.

6 Choose the correct option to complete each sentence.

1 Have you been friends *for* / *since* a long time?
2 They've had the same teacher *for* / *since* three years.
3 So you've lived in Singapore *for* / *since* 2010?
4 Her grandmother has called every year on her birthday *for* / *since* Layla was born.
5 You've been my next-door neighbour *for* / *since* my whole life.
6 We've made each other laugh *for* / *since* the first time we met.

7 Complete the sentences with the present perfect of the verbs in brackets and *for* or *since*.

1 My cousin ... (*live*) in Madrid ... fifteen years.
2 They ... (*know*) Ed ... he was a baby.
3 We ... (*be*) friends ... primary school.
4 You ... (*have*) the same friends ... ten years.
5 I ... (*not see*) you ... last summer.
6 I ... (*meet*) him every Friday ... three months.

7 1 has lived, for
2 have known, since
3 have been, since
4 have had, for
5 haven't seen, since
6 have met, for

8 Choose the correct option to complete the dialogues.

1 *already / yet*
A: Have you met your new neighbour ... ? yet
B: Yes, I have ... met him. already

2 *yet / just*
A: I've ... seen Rory. just
B: Oh, really? I haven't seen him ... . yet

3 *already / just*
A: I've ... had lunch today. How about you? already
B: I've ... finished it. just

4 *just / yet*
A: I haven't celebrated my fifteenth birthday ... . Has your brother? yet
B: Yes, he's ... celebrated it. His birthday was last week. just

2 a hasn't
b have
c have
d haven't
e has
f hasn't

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4 1 Have you ever seen
2 We met her
3 Were you
4 We have just returned
5 has already learnt

Wordlist Unit 5 35

VOCABULARY p. 81

bow (v) /baʊ/ kłaniać się
closeness (n) /'kləʊsnəs/ bliskość
colleague (n) /'kɒliːg/ kolega/koleżanka z pracy
female (adj) /'fiːmeɪl/ żeński, kobiecy
greet (v) /griːt/ witać
hug (v, n) /hʌg/ przytulać, uścisk
in order (adv) /ɪn 'ɔːdə/ w kolejności/porządku
male (adj) /meɪl/ męski
member (n) /'membə/ członek/członkini
perform (v) /pə'fɔːm/ występować na scenie; wykonywać utwór
performance (n) /pə'fɔːməns/ występ
say hello (phr) /ˌseɪ he'ləʊ/ pozdrawiać
shake hands (phr) /ˌʃeɪk 'hændz/ podać sobie dłonie
stranger (n) /'streɪndʒə/ nieznajomy
subway car (n) /'sʌbweɪ ˌkɑː/ wagon metra (AmE)
teammate (n) /'tiːmmeɪt/ kolega/koleżanka z zespołu
wave (v) /weɪv/ machać ręką

LISTENING p. 82

agreement (n) /ə'griːmənt/ zgoda, porozumienie
announce (v) /ə'naʊns/ ogłaszać, oświadczać
approve of (phr v) /ə'pruːv ɒv/ akceptować, pochwalać
be in a hurry (phr) /'biː ɪn ə 'hʌri/ śpieszyć się
cheek (n) /tʃiːk/ policzek
coach (n) /kəʊtʃ/ trener
conquer (v) /'kɒŋkə/ podbić, pokonać
enemy (n) /'enəmi/ wróg
faithful to (adj) /'feɪθfl tʊ/ wierny
fence (n) /fens/ płot; ogrodzenie
go out with (phr v) /ˌgəʊ 'aʊt wɪð/ chodzić z kimś
hate (n, v) /heɪt/ nienawiść, nienawidzić
jealous (adj) /'dʒeləs/ zazdrosny
luckily (adv) /'lʌkɪli/ na szczęście
make up (phr v) /ˌmeɪk 'ʌp/ pogodzić się
proof (n) /pruːf/ dowód
refer (v) /rɪ'fɜː/ odnosić się
respect (n, v) /rɪ'spekt/ szacunek, szanować
wish (v, n) /wɪʃ/ życzyć (sobie), życzenie

GRAMMAR 1 p. 83

armour (n) /'ɑːmə/ zbroja
attract (v) /ə'trækt/ przyciągać
battle (n) /'bætl/ bitwa
book (v) /bʊk/ zarezerwować
dozen (n) /'dʌzn/ tuzin
knight (n) /naɪt/ rycerz
magnificent (adj) /mæg'nɪfɪsənt/ wspaniały
passion (n) /'pæʃn/ pasja
recreate (v) /ˌriːkri'eɪt/ odtwarzać
re-enact (v) /ˌriːɪ'nækt/ rekonstruować, odtwarzać
re-enactment (n) /ˌriːɪ'næktmənt/ rekonstrukcja
sky show (n) /'skaɪ ʃəʊ/ pokaz gwiazd w planeterium
stage (v) /steɪdʒ/ wystawiać, inscenizować
weapon (n) /'wepən/ broń

READING pp. 84–85

accompany (v) /ə'kʌmpəni/ towarzyszyć
affect (v) /ə'fekt/ wpływać na
ancient (adj) /'eɪnʃənt/ starożytny
arrival (n) /ə'raɪvl/ przybycie, przyjazd
bring out (phr v) /ˌbrɪŋ 'aʊt/ wywoływać np. uczucia
celebrate (v) /'seləbreɪt/ obchodzić, świętować
celebration (n) /ˌselə'breɪʃn/ świętowanie
ceremony (n) /'serɪməni/ uroczystość, ceremonia
court (n) /kɔːt/ dwór
cultural (adj) /'kʌltʃrəl/ kulturowy; kulturalny
duty (n) /'djuːti/ obowiązek
emotional (adj) /ɪ'məʊʃənəl/ emocjonalny
flat shoes (n) /ˌflæt 'ʃuːz/ buty na płaskim obcasie
grown-up (adj) /'grəʊnʌp/ dorosły
high heels (n) /ˌhaɪ 'hiːlz/ wysokie obcasy
historical (adj) /hɪ'stɒrɪkl/ historyczny
hold (v) /həʊld/ organizować, odbywać
international (adj) /ˌɪntə'næʃnəl/ międzynarodowy
mark (v) /mɑːk/ zaznaczać
nation (n) /'neɪʃn/ naród
national (adj) /'næʃnəl/ narodowy
nearly (adv) /'nɪəli/ prawie, niemal
occasion (n) /ə'keɪʒn/ okazja
personal (adj) /'pɜːsnəl/ osobisty
politics (n) /'pɒlətɪks/ polityka
profession (n) /prə'feʃn/ zawód, profesja
relative (n) /'relətɪv/ krewny
remove (v) /rɪ'muːv/ zdejmować; usuwać
replace (v) /rɪ'pleɪs/ zastępować
right (n) /raɪt/ prawo (do czegoś)
social (adj) /'səʊʃl/ towarzyski
spread (v) /spred/ rozprzestrzeniać się
typical (adj) /'tɪpɪkl/ typowy, charakterystyczny
warrior (n) /'wɒriə/ wojownik
wedding (n) /'wedɪŋ/ ślub

GRAMMAR 2 pp. 86–87

audience (n) /'ɔːdiəns/ publiczność, widownia
career (n) /kə'rɪə/ życie zawodowe; kariera
come of age (phr) /ˌkʌm əv 'eɪdʒ/ osiągnąć pełnoletniość
comedian (n) /kə'miːdiən/ komik; satyryk
corridor (n) /'kɒrɪdɔː/ korytarz
fairly (adv) /'feəli/ dosyć, dość
get-together (n) /ˌgettə'geðə/ spotkanie (np. rodzinne)
in progress (adv) /ɪn 'prəʊgres/ w toku
in the middle of (prep, adv) /ˌɪn ðə 'mɪdl ɒv/ pośrodku; w środku
joke (n) /dʒəʊk/ dowcip, żart
letter (n) /'letə/ litera
novel (n) /'nɒvl/ powieść
period (n) /'pɪəriəd/ okres
proud of (adj) /praʊd ɒv/ dumny z
recently (adv) /'riːsntli/ niedawno, ostatnio
tour (n) /tʊə/ podróż, objazd, wycieczka
turn (18) (phr) /ˌtɜːn eɪ'tiːn/ skończyć (18) lat

SPEAKING p. 88

attraction (n) /ə'trækʃn/ atrakcja
depend (v) /dɪ'pend/ zależeć
order (v) /'ɔːdə/ zamawiać
schedule (v, n) /'ʃedjuːl/,'skedʒuːl/ zaplanować, harmonogram
send out (phr v) /ˌsend 'aʊt/ rozsyłać
set up (phr v) /ˌset 'ʌp/ rozstawiać
sort out (phr v) /ˌsɔːt 'aʊt/ uporządkować

WRITING p. 89

abbreviation (n) /əˌbriːvi'eɪʃn/ skrót
apologise (v) /ə'pɒlədʒaɪz/ przepraszać
ASAP (as soon as possible) (adv) /ˌeɪ es eɪ 'piː/ jak najszybciej
chat somebody up (phr v) /'tʃæt ˌsʌmbədi 'ʌp/ podrywać kogoś
get to (phr) /'get tʊ/ dostać się do, dojechać
graduation party (n) /ˌgrædʒu'eɪʃn ˌpɑːti/ przyjęcie z okazji ukończenia szkoły
RSVP (z francuskiego: répondez s'il vous plaît) (phr) /ˌɑːr es viː 'piː/ uprasza się o odpowiedź
stop (n) /stɒp/ przystanek

SKILLS REVIEW pp. 90–91

get together (phr v) /ˌget tə'geðə/ spotykać się
high-heeled (adj) /ˌhaɪ'hiːld/ na (wysokich) obcasach
importance (n) /ɪm'pɔːtns/ znaczenie
reunion (n) /ˌriː'juːniən/ zjazd
speech (n) /spiːtʃ/ przemówienie
stay awake (phr) /steɪ ə'weɪk/ nie spać

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

LEXICAL EXERCISES

1 Choose the correct option to complete each sentence.

1 Can you believe that half of my … friends are called Steve?
(a) male
b female
c strange

2 You don't often talk about your … matters if you are shy.
a typical
b certain
(c) personal

3 Honest partners, such as husbands and wives, are … to each other.
a proud
(b) faithful
c jealous

4 More and more young people want to … historic events.
a perform
(b) re-enact
c conquer

5 Every … had their own horse and sword.
a battle
b weapon
(c) knight

2 Choose the correct option to complete both sentences.

1 Who … you all the best?
I want to thank you for your kind … .
a hugs
(b) wishes
c greetings

2 Don't forget to … a table in advance.
Why don't you get her a nice … as a present?
(a) book
b trip
c mark

3 She thinks she is … but she's wrong.
You have a … to vote when you turn 18.
a fair
b duty
(c) right

4 Girls ought to wear … shoes more often instead of high heels.
If you are looking for a bigger …, try posting an advertisement online.
(a) flat
b light
c outdoor

5 Please … smoking in the corridor.
Get off the bus at the fifth … .
(a) stop
b start
c step

3 For sentences 1–5, complete the second sentence so that it has the same meaning as the first. Use the words in capitals. Do not change the form of this word. You may write between two and five words in each gap.

1 They are continuing the research on their family.
PROGRESS
The research on their family … .

2 Greg first started performing in the theatre when he turned 18.
OF
After Greg …, he started performing in the theatre.

3 Poles celebrate Independence Day on November 11th.
HELD
In Poland, Independence Day … on November 11th.

4 Luckily, my neighbours have stopped arguing and are friends again.
UP
Luckily, my neighbours … .

5 Sandra has been Tom's girlfriend ever since his last birthday.
OUT
Sandra … Tom since his last birthday.

4 Complete the text with the correct form of the words in the box. Two words do not match any of the gaps.

accept approve child member relative speech

Ann has always wanted to have a magnificent wedding ever since her (1) … . As a result, she has planned to invite all of her (2) … to the ceremony. (3) … of her family love celebrating different occasions. She was happy because all of them (4) … of her decision and liked the boy she had fallen in love with.

Exam guide
1 English in Use
Multiple choice

Exam guide
3 English in Use
Transformations

3 1 is in progress
2 came of age
3 is held
4 have made up
5 has gone/been going out with

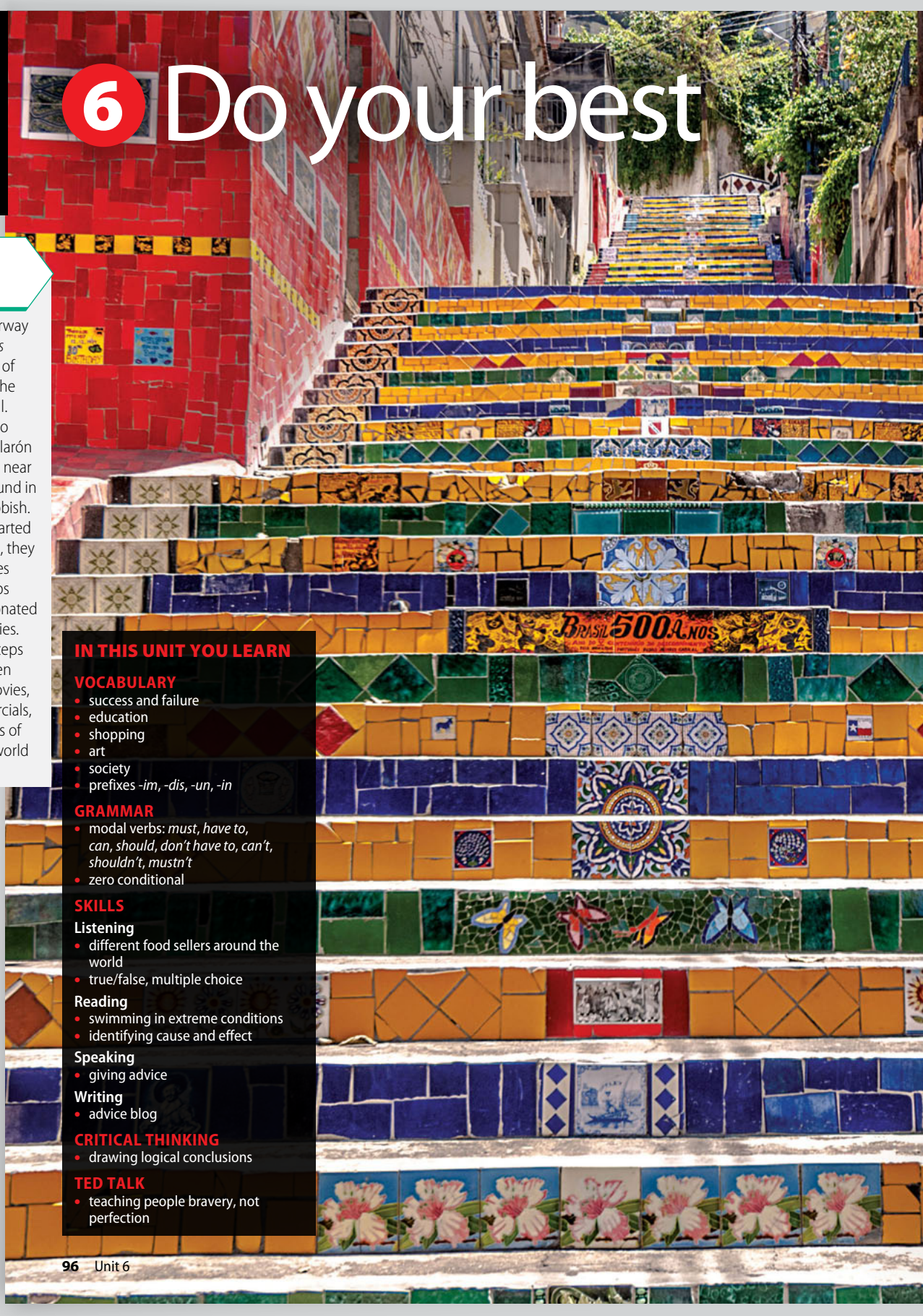
Exam guide
2 English in Use
Lexical pairs

Exam guide
4 English in Use
Gap-filling

4 1 childhood
2 relatives
3 Members
4 approved

1 Which of the arts are people most successful at in Poland?
2 What would be your choice of location for a perfect holiday in Poland?

6 Do your best



Culture guide

Historical background

The colourful outdoor stairway known as the *Selaron Steps* joins the neighbourhoods of Lapa and Santa Teresa in the city of Rio de Janeiro, Brazil. A few years after moving to Rio, Chilean artist Jorge Selarón started repairing the steps near his home using tiles he found in shops or rescued from rubbish. In time, as more people started learning about the project, they began sending Selarón tiles to use. Today, the 215 steps contain over 2,000 tiles donated from more than 60 countries. *Escadaria Selarón*, as the steps are called in Brazil, has been featured in magazines, movies, music videos and commercials, and is visited by thousands of tourists from around the world every year.

IN THIS UNIT YOU LEARN

VOCABULARY
- success and failure
- education
- shopping
- art
- society
- prefixes *-im, -dis, -un, -in*

GRAMMAR
- modal verbs: *must, have to, can, should, don't have to, can't, shouldn't, mustn't*
- zero conditional

SKILLS

Listening
- different food sellers around the world
- true/false, multiple choice

Reading
- swimming in extreme conditions
- identifying cause and effect

Speaking
- giving advice

Writing
- advice blog

CRITICAL THINKING
- drawing logical conclusions

TED TALK
- teaching people bravery, not perfection

3h/week • Student's Book ex. 1–5 p. 97 • If short of time, skip ex. 5.

5h/week • Workbook ex. 1–9 pp. 84–85 • If short of time, skip ex. 8–9.

7h/week • Photocopiable vocabulary activities, TB pp. 350, 354 (6.3) • Extra online resources



The Selaron Steps in Rio de Janeiro, Brazil, are made from pieces of tile found around the city and donated from around the world.

6A Vocabulary

Goals and expectations

Discussing success and failure, talking about being perfect

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

1 Do you think this place attracts tourists? Why?/Why not?
2 Would you like to go there? Why?/Why not?
3 Tell your partner about your last visit to a place that impressed you.

2 Match the words in bold with their definitions.

1 'I have not **failed**. I've just found 10,000 ways that won't work.' – Thomas Edison b
2 'The only place where **success** comes before work is in the dictionary.' – Anonymous d
3 'Have no fear of **perfection**; you'll never reach it.' – Salvador Dali a
4 'Beauty is about being comfortable in your own skin. It's about knowing and **accepting** who you are.' – Ellen DeGeneres g
5 'Practice makes **perfect**.' – Anonymous c
6 'Practice doesn't make perfect. Practice reduces the **imperfection**.' – Toba Beta f
7 'True success is overcoming the fear of being **unsuccessful**.' – Paul Sweeney e

a having no mistakes or problems (n)
b finished without success (v)
c without mistakes (adj)
d the correct or wanted result (n)
e not getting the correct or wanted result (adj)
f not being exactly right (n)
g feeling that something is OK or normal (v)

3 Match the opposites. Use a dictionary if necessary.

1 perfection d	**a** unsuccessful
2 success f	**b** fail
3 perfect c	**c** imperfect
4 succeed b	**d** imperfection
5 accept e	**e** reject
6 successful a	**f** failure

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

1 She's not afraid of ... (*fail*).
2 If he wants to ... (*success*), he has to work hard.
3 There are some small ... (*imperfect*) on the painting but it is still very beautiful.
4 Thomas Edison was a ... (*success*) inventor.
5 His first three experiments were all ... (*success*) and he had to try again.
6 It's an excellent example of the 19th century painting. It's ... (*perfection*).
7 The copy is ... (*perfect*), you can see a few small differences.

5 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

1 Have you ever failed? What did you do next? Do you think failure can lead to success?
2 Can someone be 'too perfect?' Why?/Why not?

Exam guide
1 Oral Matura

Life Skills guide
1 Communication, Critical thinking, Mediation

Exam guide
4 English in Use Word formation

4 1 failure
2 succeed
3 imperfections
4 successful
5 unsuccessful
6 perfect
7 imperfect

Life Skills guide
5 Communication, Critical thinking, Mediation, Self-development

6B Cele lekcji: Rozumienie audycji radiowej o sprzedawcach owoców i warzyw w świecie.

1 Which fruit and vegetables are most popular in Poland? How often do you eat them?
2 What's your favourite fruit or vegetable dish?

6B Listening

Listening to podcasts about different fruit and vegetable sellers around the world

1 Work in pairs. Discuss the questions.

1 Can you think of a food that doesn't look good but tastes delicious?
2 Have you ever eaten a food that looked perfect but didn't taste very good?
3 Have you ever been surprised by a food or drink? For example, something that looked sweet but tasted spicy?

2 Listen to a podcast about a fruit seller in Tokyo. Are the sentences true (T) or false (F)? 36 p. 386

1 Senbikiya is a small grocery shop in Tokyo. F
2 Senbikiya isn't a very expensive shop. F
3 In Japan, giving fruit as a gift started recently. F
4 In Japan, fruit is a popular gift because it is something you don't need. F
5 The carrots on this page probably don't come from Senbikiya. T

3 Listen to a podcast about a fruit and vegetable seller in France. Choose the correct option to complete each sentence. 37 p. 386

1 Intermarché sells fruit and vegetables that are
(a) ugly and popular. **b** perfect but not popular. **c** ugly and not popular.
2 Customers like the Intermarché's fruit and vegetables because of the
a funny way they look. **b** price alone. (c) taste and price.
3 In many countries, most 'ugly' fruit and vegetables are
a given to animals. (b) thrown away. **c** sold to supermarkets.
4 Rejecting imperfect fruit and vegetables ... food.
(a) wastes **b** lowers the price of **c** improves the flavor of
5 Now, ... are choosing to eat imperfect fruit and vegetables.
a only very hungry people **b** most farmers (c) more people

4 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

1 Do you think Senbikiya would be successful in your country? Why?/Why not?
2 Which shop would you prefer: Senbikiya or Intermarché? Why?
3 Are there any interesting or unusual shops in your neighbourhood?
4 Is fruit a luxury in your country, or would it be a very strange gift?
5 Does it matter if vegetables and fruit don't look perfect? Why?/Why not?

5 CHOOSE

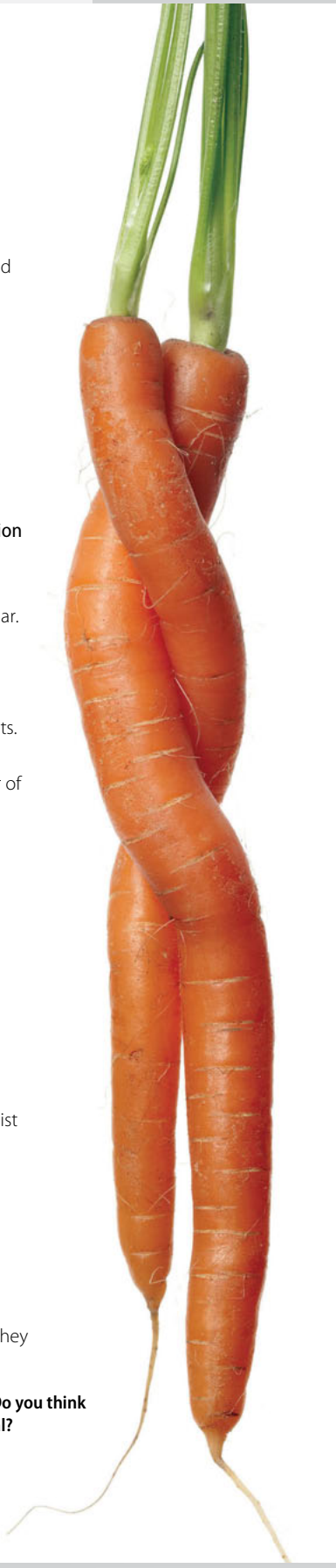
1 Think of products other than food where a perfect appearance is important. Make a list of three or four things. Then think of products where an imperfect appearance is acceptable. Make a list of three or four things. Compare your lists with a partner.

Perfect appearance important: *new cars*, ...

Imperfect appearance acceptable: *soap*, ...

2 In pairs, make a list of situations where a person's appearance is important. When do people dress nicely and try to look as perfect as possible?
3 In small groups, think about how people present themselves on social media. Do you think people try to present themselves as more perfect and successful than they are in real life? Do you feel pressure to do this?

Look at the carrots. Do you think they still taste normal?



Life Skills guide
1 Communication, Critical thinking

Exam guide
2 Listening
True/false

Culture guide
2 Global context

Gift giving is an important cultural tradition in Japan. Sembikiya is Japan's oldest fruit shop, which started in 1834. They specialise in selling the highest quality fruit, packaged beautifully for gifts.

Exam guide
3 Listening
Multiple choice

Culture guide
3 Interesting facts

To battle against food waste, Intermarché launched an extremely successful ad campaign in 2014 featuring fruit and vegetables like 'the ugly carrot' and 'the failed lemon' – selling them at a 30% discount for foods that look different but taste the same and are just as good in terms of nutrition.

Life Skills guide
4 Critical thinking, Mediation

Life Skills guide
5 Communication, Collaboration, Critical thinking, Mediation

3h/week • Student's Book ex. 1–5 p. 98 • If short of time, skip ex. 4.

5h/week • Workbook ex. 1–5 p. 86

7h/week • Extra online resources

Fast Finishers

Which aspects are the most important for successful marketing of a product: appearance, price, advertising, packaging, functions? Put them in order from the most to the least important. Compare the lists in pairs or groups.

6C Grammar 1

Modals

Understanding and using modal verbs

1 Work in pairs. Discuss the questions.

1 What social media sites and apps do you use?
2 What kind of photos of yourself do you put online?
3 How do people use social media to make their lives look more interesting than they are? Do you do this?

2 Read the text about social media. What is it important to do? What is it important not to do?

Rules for the perfect profile?

According to the rules, you have to be at least thirteen years old to open an account on Instagram, Facebook, Snapchat and other social media apps, but of course anyone eighteen or over can join. Although the rules say younger kids can't join, you don't have to prove your age, so a lot of them still join. This worries some experts. Research shows that the 'perfect lives' kids see on social media can cause them to feel bad about their own lives. Parents should explain to kids that what people show online isn't the whole picture, and they mustn't take it too seriously. The Imperfect Tribe, a group that started on Instagram, agrees. They say we shouldn't try to look perfect on social media. In fact, members of the group must show themselves as real people online.

Modal verbs

Obligation
a *You **have to** be at least thirteen to open an account.*
b *Members of the group **must** show themselves as real people online.*

Prohibition
c *The rules say younger kids **can't** join.*
d *They **mustn't** take it too seriously.*

Permission
e *Anyone eighteen or over **can** join.*

Lack of obligation
f *You **don't have to** prove your age.*

Advice
g *Parents **should** explain to kids that what people show online isn't the whole picture.*
h *They say we **shouldn't** try to look perfect on social media.*

More explanation in Grammar reference on p. 110.

3 Look at the examples (a–h) in the Grammar box. Match them with the correct meanings (1–7).

1 It would be a good idea to do this.
2 It would be a good idea NOT to do this.
3 You are allowed to do this.
4 You are NOT allowed to do this. (two examples)
5 You personally think that something is necessary to do.
6 It is necessary to do this.
7 It isn't necessary to do this.

More practical exercises in Grammar practice on pp. 110–111. Do exercises 1–5.

4 Choose the correct options to complete the quotes.

'We have a strict uniform policy at my school. Boys (1) *have to* / *can't* wear black pants, but girls (2) *shouldn't* / *can* choose a skirt or pants. Girls' skirts (3) *mustn't* / *must* cover the knees. You (4) *can't* / *don't have to* loosen your tie at school during the day, and girls (5) *have to* / *mustn't* let their socks fall down.' – Park, Korea

'We don't have a uniform, so we (6) *can't* / *don't have to* wear a tie or jacket. We (7) *can* / *should* wear mostly what we like, though we (8) *have to* / *mustn't* come to school in beach clothes or something like that. The rules aren't specific, but they say we (9) *mustn't* / *should* look neat.' – Sofia, Italy

5 Work in pairs. Are there rules about how to dress at your school? What advice would you give a new student about what to wear?

6 Complete the text with the words in the box.

can	can't	have to	must	should

Dressing for the temples of Thailand

Visitors to Thailand (1) ... visit the amazing temples. But there are some rules you (2) ... follow to be respectful. First, you (3) ... wear shoes in the temples. Second, you (4) ... wear clothes that cover your shoulders and arms, and your knees. But in most temples there are no rules about covering your head – you (5) ... enter without a hat or headscarf.

7 Complete the second sentence so that it has the same meaning as the first one.

1 It's forbidden for students to leave school without permission.
Students ... leave school without permission. mustn't
2 There's no need for you to wear official clothes every day.
You ... wear official clothes every day. don't have to
3 It's not a good idea to spend a lot of time on your mobile.
You ... spend a lot of time on your mobile. shouldn't
4 Students have the option to stay for extra lessons if they want.
Students ... stay for extra lessons if they want. can
5 It is necessary for all students to complete homework on time.
All students ... complete homework on time. have to

Life Skills guide
1 Communication, Critical thinking, Mediation

Life Skills guide
5 Critical thinking, Mediation

Exam guide
7 English in Use Transformations

Technology guide
Quizizz.com – links to extra grammar quizes on **www.dlanauczyciela.pl**

1 What are the rules of travelling in the European Union? Think about money, borders, languages, etc.
2 What advice would you give to a foreigner visiting Poland?

6
1 should
2 must / have to
3 can't
4 must / have to
5 can

3
1 should (**g**)
2 shouldn't (**h**)
3 can (**e**)
4 can't, mustn't (**c**, **d**)
5 must (**b**)
6 have to (**a**)
7 don't have to (**f**)

3h/week • Student's Book ex. 1–7 p. 99, ex. 1–5 pp.110–111 • If short of time, skip ex. 5–6 p. 99.

5h/week • Workbook ex. 1–5 p. 87

7h/week • Photocopiable grammar activities, TB pp. 349, 352 (6.1) • Extra online resources (see Technology guide)

6D Cele lekcji: Zmienianie znaczenia wyrazów za pomocą przedrostków; rozumienie tekstu pisanego o pływaniu w ekstremalnych warunkach; rozpoznawanie przyczyn i rezultatów; wyciąganie logicznych wniosków i rozumienie kontekstowe znaczenia wyrazów.

1 Are there any Polish sportspeople who have been involved in social awareness campaigns?
2 Have you ever heard about a Polish sportsperson who was unsuccessful in their attempts to do well in their sport?

6D Reading

Not so fast



Lewis Pugh swims in Lake Imja, Mount Everest.

Culture guide

Interesting facts

The Himalayan mountain range spans the countries of Pakistan, India, Nepal, Bhutan and China. One of the mountains in this range is Mount Everest. It runs along the border of China (Tibet) and Nepal, and at 8,848 metres (over 29,000 feet) is the world's highest peak. Lake Imja, mentioned in the photo caption, is in Nepal and was formed by melting ice.

VOCABULARY BUILDING Prefixes

Using prefixes to change the meaning of words

A prefix can be added to the beginning of a word to change the meaning. Some prefixes give words the opposite meaning, for example:

im- (*imperfect* = not perfect)

dis- (*disagree* = not agree)

un- (*unsuccessful* = not successful)

in- (*informal* = not formal)

1 Work in pairs. Read the information about prefixes. Then complete the words below with *im-*, *dis-*, *in-* or *un-*. Use a dictionary if necessary.

Why being comfortable can be bad for your career

CEO Kathy Bloomgarden says that if you want to succeed, you need to be (1) uncomfortable. She believes that it's (2) impossible to grow unless you have challenges. She realised that only speaking one language was a (3) disadvantage in business, so she learnt Arabic and Chinese.

Why being patient may not help you learn a new language

Blogger Benny Lewis believes that the best way to learn a language is to be (4) impatient. If you really want to succeed, you must be (5) unable to wait. He says that if you start talking to people, your fear will (6) disappear. And talking to people is an (7) inexpensive way to learn!

2 Complete the sentences in your notebook so they are true for you. Share your ideas with a partner.

1 I feel *comfortable / uncomfortable* when ...
2 For me, it would be *possible / impossible* to ...
3 One *advantage / disadvantage* of the place I live in is ...
4 I feel *patient / impatient* when ...
5 I'm usually *able / unable* to ...
6 Something I would like to see *appear / disappear* is ...
7 For me, it's *perfect / imperfect* that ...
8 I *agree / disagree* with ...

I feel comfortable when I'm relaxing with my friends.

READING

Understanding a text about swimming in extreme weather conditions, identifying cause and effect

3 Work with a partner. Look at the photo and describe it, then answer the questions.

1 How do you think the man is feeling? Why?
2 Would you ever try something like this?
3 Tell your partner about a situation when your success cost you a lot of effort.

4 Read the article. Answer the questions.

1 Why does Lewis Pugh swim?
2 Where did he plan a high-altitude swim?
3 What style of swimming was successful for him for most of his career?
4 What style of swimming was successful for the Lake Imja swim?
5 What lesson did Pugh learn through failure?

Exam guide

3 Oral Matura

Life Skills guide

3 Communication, Critical thinking, Mediation

Exam guide

4 Reading Open-ended questions

4 Suggested answers:
1 To share his passion for the environment.
2 Lake Imja near Mount Everest.
3 As fast as possible.
4 Slow and steady.
5 To try new things.

3h/week • Student's Book ex. 1–8 pp. 100–101 • If short of time, skip ex. 8.

5h/week • Workbook ex. 1–4 p. 88

7h/week • Photocopiable vocabulary activities, TB pp. 350, 355 (6.4) • Extra online resources

38

What are you really good at? What would you do if all of a sudden you failed at it? For 'pioneer swimmer' and National Geographic Adventurer of the Year Lewis Pugh, swimming has been a way to share his passion for the environment with the world. He has swum in every ocean in the world and in some dangerous places where people thought swimming would be impossible.

He swims to raise awareness for issues like global warming, but the swims often take place in extremely cold temperatures. After one scary and dangerous swim at the North Pole, Lewis reached a conclusion: no more cold-water swimming.

But in 2010, he heard about the snow disappearing from the Himalayas and wanted to tell the world about it. He made the decision to swim two kilometres (1.2 miles) across Lake Imja, a very cold lake near Mount Everest, at 5,300 metres (17,388 feet) above sea level. On his first attempt, he failed.

Unable to breathe normally at the high **altitude***, he almost drowned. The experience was frightening.

However, Pugh learnt something. He usually swims as fast as possible, fighting against the water. After all, don't all athletes try to be the fastest? But that was a disadvantage at high altitude. Members of his team said that he must forget everything he knew about swimming and swim slowly. Instead of struggling against the water, he must stay relaxed and move easily through it.

Two days after his near-death experience, Pugh returned to the lake for another try. He remained calm and slowly swam across it successfully. From his failure, he learnt an important lesson: if at first you don't succeed, try something different – especially when you think you already know everything.

altitude *how high something is above the level of the sea*

5 Read about identifying cause and effect. Then read the article again and match the causes with the effects.

Readings often present causes and effects – events that lead to other situations or results. Understanding cause and effect can help you understand how the ideas in the reading are connected.

Lewis was afraid, so he decided he wouldn't swim in cold water ever again.

1 Pugh was afraid. b
2 Pugh wanted people to know about global warming. a
3 Pugh failed to swim across Lake Imja. d
4 Pugh changed his swimming style. c

a He went swimming near Mount Everest.
b He decided he wouldn't swim in cold water ever again.
c He succeeded in swimming across Lake Imja.
d He changed his swimming style.

6 Match the pairs of synonyms from the article.

1 fight d
2 frightening a
3 calm e
4 try c
5 conclusion b

a scary
b decision
c attempt
d struggle
e relaxed

CRITICAL THINKING Making inferences

Learning to draw logical conclusions and understanding the meaning that isn't directly stated

Making inferences means drawing logical conclusions.

Inference helps readers understand a meaning that isn't directly stated. For example, the article tells us that Lewis did two very difficult swims.

It doesn't say directly that he's a strong swimmer, but we can draw conclusions that he is a strong swimmer.

7 Choose the correct adjective describing Pugh and finish the sentences. Find the information in the article.

Pugh is hard-working because he has swum in every ocean in the world.

1 Pugh is *confident* / *shy* …
2 Pugh is *successful* / *unsuccessful* because …
3 Pugh is *afraid* / *brave* because …
4 Pugh is *weak* / *strong* because …

8 MY PERSPECTIVE – SPEAKING

Work in groups. What do you think about Lewis Pugh's extreme swimming? Is it brave to do something like that for a good cause? Or is it too dangerous?

Life Skills guide
Critical thinking

Life Skills guide
8 Critical thinking, Mediation, Self-development

Fast Finishers

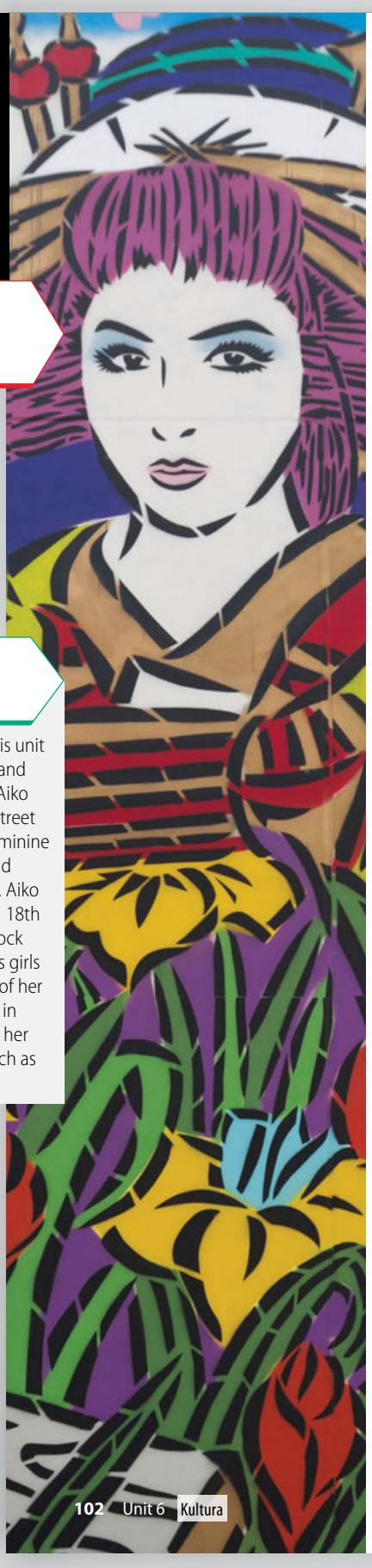
Write the opposites of the following adjectives: *polite*, *honest*, *fair*, *secure*, using appropriate prefixes. Then write definitions of the new words (e.g. *An impolite person is someone who …*).

6E Cele lekcji: Stosowanie zerowego okresu warunkowego w celu wyrażania prawd i reguł ogólnych oraz udzielania rad.

1 What places do people visit if they want to go on a sightseeing tour around Warsaw?
2 What are some of the most famous pieces of street art in Poland?

Life Skills guide

1 Communication, Mediation



Culture guide

3 Profile

The main topic focus of this unit is on the artists Lady Aiko and Jorge Selarón. Lady Aiko (Aiko Nakagawa) is a Japanese street artist. Her beautiful and feminine artworks stand out in a field that is dominated by men. Aiko draws her inspiration from 18th century Japanese woodblock printing and often features girls and women at the centre of her street art. Although based in Brooklyn, you can also see her art in other major cities such as Rome and Shanghai.

6E Grammar 2

2 1 present simple
2 present simple

Zero conditional

Using Zero conditional to express general truths, ideas and giving advice

1 Work in pairs. Answer the questions.

1 What do you really enjoy doing for fun?
2 Can you imagine a job that would pay you to do something you love?

Zero conditional

The zero conditional with *if* and *when* is used to talk about things that are generally or always true. The result clause can include main verbs and modals.

*When you **do** what you love, you **love** what you do.*
*If you **don't risk** failure, you **can't succeed**.*
*When you **make** mistakes, you **can learn** a lot.*

More explanation in Grammar reference on p. 110

2 Look at the examples in the Grammar box. Then answer the questions.

1 In each sentence, what verb tense is used in the *if* or *when* clause?
2 What verb tense is used in the result clause of each sentence?

More practical exercises in Grammar practice on p. 111. Do exercises 6–10.

3 Complete the text with clauses (a–f).

a you travel to New York
b you aren't stopped from painting on walls
c it doesn't feel like work
d people want to buy an artist's work
e if you work hard
f art galleries can sell it

When you love your job, (1) c. That's definitely the case with street artist Lady Aiko. If (2) a , you may see her work on buildings – and in art galleries. Some street artists have to work in secret, but when your work is as good as Lady Aiko's, (3) b . In fact, you get paid to paint on them. And if a street artist's work becomes popular, (4) f . When (5) d , the artist is doing something right.

Lady Aiko is successful because of bravery and persistence. When she started out, most street artists were men, and people were surprised to see a woman street artist. Lady Aiko shows that (6) e , you can change people's expectations.

Zero conditional to give advice

The zero conditional with *if* and *when* is used with the imperative to give advice.
*If you **love** street art, **go** to Rio de Janeiro.*
*When you **go**, **visit** the Selaron Steps.*

The zero conditional with *if* and *when* is also used with *should* + infinitive without *to* to give advice.
*When you **go** to Rio, you **should try** speaking a little Portuguese.*
*If you **visit** the Selaron Steps, you **should take** a lot of photos.*

4 Look at the Grammar box. Complete the sentences with the correct form of the verbs in brackets.

1 If you want to be an artist, ... (*do*) it – just start painting.
2 When you aren't sure what to do, you should just ... (*keep*) painting – don't stop.
3 If you ... (*want*) to grow as an artist, ... (*look*) at other people's work.
4 When you ... (*be*) ready for people to see your work, you can ... (*put*) your photos on the internet.
5 When you feel like you're failing, ... (*try*) to learn from the experience.

4 1 do
2 keep
3 want, look
4 are, put
5 try

Lady Aiko painted this image in Dubai in 2016.

3h/week • Student's Book ex. 1–8 pp. 102–103, ex. 6–10 p. 111 • If short of time, skip ex. 1, 8 pp. 102–103.

5h/week • Workbook ex. 1–8 pp. 90–91

7h/week • Photocopiable grammar activities, TB pp. 349, 353 (6.2) • Extra online resources (see Technology guide)

5 Choose the correct options to complete the text.

Escadaria Selaron

If you (1) *go* / *will go* to Rio de Janeiro, you (2) *visit* / *should visit* the Escadaria Selarón – the Selarón Steps. Artist Jorge Selarón started work on the steps as a hobby in 1990, but soon learnt that if you (3) *love* / *should love* something, it can become your life's work. Before starting the steps, Selarón was a struggling painter. But soon, the steps became popular with both locals and tourists. When you first see the steps, you immediately (4) *notice* / *noticed* a lot of green, yellow, and blue – the colours of the Brazilian flag. According to Selarón, originally from Chile, the steps are his gift to the people of Brazil. When you (5) *can look* / *look* closely, you can see hundreds of words and pictures in the tiles. Selarón said that each tile tells a story. If that's true, then the stairs, made with thousands of tiles, (6) *had* / *have* thousands of stories to tell.



Culture guide

5 Profile

Jorge Selarón was a Chilean painter and sculptor who travelled, lived and worked in over fifty countries. He moved to Rio de Janeiro in 1983 and started repairing the steps near his home in 1990 as a side project. At first his neighbours laughed at his use of colourful tiles, which he usually found at construction sites or in rubbish. Later, they grew to love the steps. As the steps became internationally famous people began to donate tiles to Selarón's project. The 215 steps contain tiles from more than 60 countries. Selarón continued to work on the steps until his death in 2013.

6 Complete the sentences with the words in the box.

If	like	should	try	When	work

1 If you … street art, you should look for Lady Aiko's work.
2 … street artists become famous, they can make a lot of money.
3 If you … hard at something, your ability usually improves.
4 When you fail, … to learn from it.
5 … an artist wants a bigger audience, they can put their artwork on the internet.
6 When you find something you love doing, you … make time for it.

7 Choose the correct option so that it has the similar meaning to the first sentence.

1 If you don't practise, you don't improve your skills.
a You should practise to become better.
b You can be good at something without practising.
c If your skills don't improve, you should stop practising.

2 If you want to be famous, you should put your work on the internet.
a You won't become famous if you put your work on the internet.
b Putting your work on the internet is a good idea if you want to be famous.
c Don't put your work on the internet if you want to be famous.

8 CHOOSE

1 Tourists enjoy seeing the work of Lady Aiko in New York and Jorge Selarón in Rio de Janeiro. Work in pairs. Think of things in Poland that tourists enjoy seeing. Tell people to see them using zero conditional sentences. Then present your work to another pair.

When you visit Poland, you should see …

2 Exercise 4 gives tips for street artists. Think of something you know about – learning a language, doing a sport, taking photographs – and write tips for doing it. Use zero conditional sentences.

When you want to learn photography, you should start by …

3 Jorge Selarón used broken tiles to create beauty. Think of a place in your area that isn't beautiful. Imagine how you could use recycled materials to make it beautiful. Work in groups and discuss the ideas for improvement. Use zero conditional sentences.

When an area is ugly and dirty, people don't go there. When you make it beautiful, …

Life Skills guide

8 Collaboration, Communication, Creativity, Mediation, Self-development

Exam guide

7 English in Use Transformations

Technology guide

Quizizz.com – links to extra grammar quizes on **www.dlanauczyciela.pl**

6 1 like
2 When
3 work
4 try
5 If
6 should

Fast Finishers

What advice could you give to a new student at your school? Make a list. Use zero conditional forms.

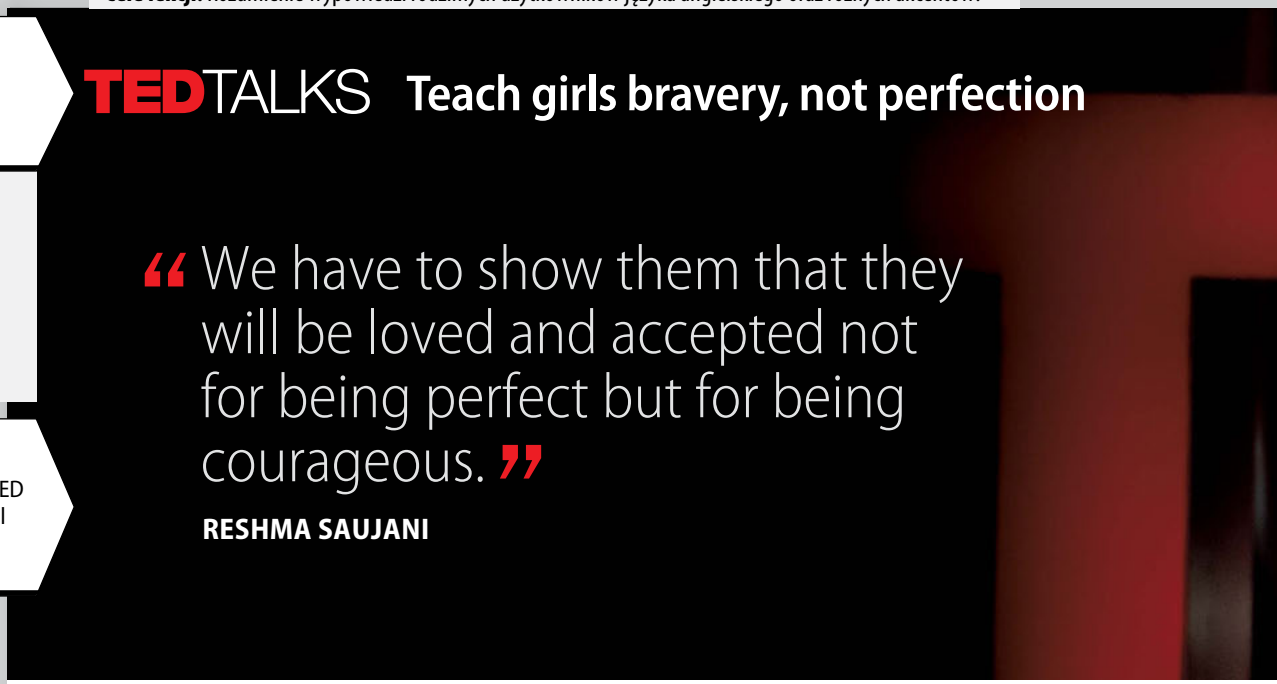
Cele lekcji: Rozumienie wypowiedzi rodzimych użytkowników języka angielskiego oraz różnych akcentów.

Technology guide
Video available on DVD, Multibook and **www.dlanauczyciela.pl**

LearningApps.org
Matura exercises to TED Talk video

Technology guide
Alternative lesson with TED Talks video for vocational schools: IT specialist on **www.dlanauczyciela.pl**

TEDTALKS Teach girls bravery, not perfection



"We have to show them that they will be loved and accepted not for being perfect but for being courageous."

RESHMA SAUJANI

Life Skills guide
3 Collaboration, Mediation

AUTHENTIC LISTENING SKILLS

Understanding authentic speakers and different accents

Contrast

A contrast is when a speaker shows that two ideas, facts, or situations are different. Words and phrases such as *but, however* and *on the other hand* often mark contrasts.

We're taught to smile pretty, play it safe, get all As. Boys, on the other hand, are taught to play rough.

1 Read the Authentic Listening Skills box. Match the contrasting ideas in the extracts from the TED Talk.

1 She tried, she came close, but d
2 She'd think that her student spent the past twenty minutes just staring at the screen. But a
3 Girls are really good at coding, but c
4 We have to begin to undo the socialisation of perfection, but b
5 This was my way to make a difference … The polls, however, e

a if she presses 'undo' a few times, she'll see that her student wrote code and then deleted it.
b we've got to combine it with building a sisterhood* that lets girls know that they are not alone.
c it's not enough just to teach them to code.
d she didn't get it exactly right.
e told a very different story.

sisterhood *a group of girls or women who work together and help each other*

2 Listen to the extracts and check your answers in exercise 1. 39

Exam guide
5 Listening
Multiple choice

BEFORE YOU LISTEN

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

assignment	avoid	blank	disrupt the status quo
failure	fundraiser	humiliating	polls
election	require	rewarded	risk
stare at	trial	votes	working career

WHILE YOU LISTEN

4 Listen to the extract from the TED Talk about the speaker. Check if you know the words in the box. TED 6.0 p. 404

code	support	socialise	perseverance	brave

5 Listen to part 1 of the talk. Choose the correct option to complete each sentence. TED 6.1 p. 404

1 Reshma Saujani started her career working in … .
(a) politics
b banking
c marketing

2 She wanted to have a more active role in government to … .
a make more money
(b) change things
c raise money for other people

3 She tried for an elected job in government … .
a and won
b but changed her mind
(c) and lost badly

3h/week • Student's Book ex. 1–9 pp. 104–105 + DVD • If short of time, skip ex. 8–9.

5h/week • Workbook ex. 1–5 p. 92

7h/week • Extra online resources (see Technology guide)



Culture guide

Global context

In the United States, ***Congress*** is the elected group of people who make national laws. In Congress, there are two groups: the ***Senate*** (which has 100 members) and the ***House of Representatives*** (which has 435 members). People in the House of Representatives are often referred to as a ***congressman*** or ***congresswoman***. They run for office every two years. There are two main political parties: ***Democrats*** and ***Republicans***. Most people in Congress belong to one of these parties.

4 She tells the story about running for government to show that ...
- **a** she was perfect
- **b** she was brave for the first time in her life
- **c** she was always brave

6 Listen to part 2 of the talk. Which sentences refer to boys and which to girls? TED 6.2 p. 404

1 *Girls* are taught to avoid risk and failure.

2 ... are taught to smile pretty, play it safe, get all As.

3 ... are taught to play rough, swing high, crawl to the top of the monkey bars and then just jump off headfirst.

4 ... are rewarded for taking risk.

5 ... are raised to be perfect.

6 ... are raised to be brave.

7 **VOCABULARY IN CONTEXT**

Listen to the sentences from the TED Talk. Check if you know the meaning of the words and phrases in the box. TED 6.3

run	struggling	supportive network
potential		courageous

8 Work in pairs. Discuss the questions.

1 Think of a time when you had to be *courageous*. What happened?

2 Have you ever *run* for a position, for example, captain of a sports team? What was it? What would you like to run for?

3 Have you ever seen a person's *supportive network* in action? What was the reason?

4 Do you think everyone has the *potential* to do something good or brave? What do you have the *potential* to do?

5 Is there anything that you have to *struggle* to achieve? What?

Life Skills guide

8 Communication, Mediation, Self development

AFTER YOU LISTEN

9 **MY PERSPECTIVE – SPEAKING**

Think of something you have learnt to do – speak a language, play a musical instrument, play sport or something else. Work in groups and discuss.

1 What was the skill or activity?

2 What challenges did you face?

3 What kind of mistakes did you make while learning it?

4 What advice would you give to someone learning the activity?

Life Skills guide

9 Communication, Critical thinking, Mediation, Self-development

6 **2** Girls **3** Boys **4** Boys **5** Girls **6** Boys

1 In what kind of situations do you turn to your friends for advice?
2 Are there any institutions in Poland which help people when they have problems?

6F Speaking

Life Skills guide
1 Communication, Critical thinking, Mediation Self-development

Useful language

Requested advice

*When you don't understand something in class, **you should** ask your teacher for help.*

*If you need more maths practice, **try** downloading a maths app.*

Why don't you …

Uninvited advice

*If the computer isn't working, **you might want to try** restarting it.*

*I can see you don't have a phone signal. I got a signal near the window, and **that may work for you**.*

***I'm not sure, but I think** this door is locked after 6.00.*

***You may / might** need to use the side entrance.*

Giving advice

1 Discuss the questions with a partner.

1 Who do you usually ask for advice? Why?
2 Have you ever given advice? What about?

2 English

2 Read the question and advice. What word do you think is missing?

Q&A

SS **Sam S:** My friend is good at …, but won't speak in class or use her … because she's afraid of making a mistake. She wants her … to be perfect before she uses it. What should I say to her?

AP **Ania P:** If she wants to speak …, she should just start speaking …. Nobody notices mistakes.

SR **Sixtos R:** She should learn to love mistakes. The only way to improve is to make mistakes, especially when you have a teacher there to correct you.

RD **Ron D:** Why not start an … film club? When you watch a film, you naturally want to talk about it. You could have an '…-only' rule for the club.

IM **Igor M:** I agree that she shouldn't worry about mistakes, just keep trying. If you want to improve your …, try speaking it often.

Life Skills guide
3 Communication, Critical thinking, Mediation, Self-development

3 Work in pairs. Discuss the questions.

1 Which advice do you think is the most helpful?
2 Can you think of other advice that would be useful for improving your English?
3 Have you ever heard any advice for speaking English that didn't work for you?

Life Skills guide
4 Communication, Critical thinking, Mediation

4 Look at the Useful language box. Work in small groups and take turns giving advice for the situations below.

1 You can see that someone is trying to work out where to put the coins in a drinks machine. You know the correct place to put them in.
2 A friend asks you what kind of smartphone you think they should buy.
3 You notice that someone in a shop is having problems carrying their shopping. They probably don't realise that the shop has baskets they can use.

Life Skills guide
5 Collaboration, Communication, Critical thinking, Mediation

5 Work in groups A and B. Group A make a list of problems and ask group B for advice. Then change roles.

Exam guide
6 Oral Matura

6 Work in pairs. Describe the photo, then answer the questions:

1 Do you think he learns for an exam and needs some advice?
2 Would you like to learn for an exam? Why?/Why not?
3 Tell your partner about your last preparation for an exam.

Life Skills guide
6 Communication, Critical thinking, Mediation



3h/week • Student's Book ex. 1–6 p. 106 • If short of time, skip ex. 5.

5h/week • Workbook ex. 1–3 p. 93

7h/week • Extra online resources

6G Writing

An advice blog

Writing an advice blog

1 Work in pairs. Discuss the questions.

1 How do you prepare for exams?
2 How do you feel before or during exams? Do you often feel worried or stressed?
3 What do you do to reduce your worry or stress?

2 Read the advice blog. Answer the questions below.

Dealing with exam stress

It's natural to feel stressed when you have an exam. In fact, if you don't feel at least a little stressed, you probably aren't working hard enough. Stress can help make us study, but if we have too much stress, it can make us sick and reduce our chances of success. I asked my friends how they deal with exam stress. Here are their top six tips.

- No one is perfect. Do your best, but remember: it won't help you to have a lot of stress and worry about getting 100 percent every time.
- When you're preparing for an exam, eat well. Your brain needs food! Eat plenty of fresh fruit and vegetables.
- If you feel stressed out, talk to another student about it. It helps remind you that your feelings are normal.
- You may want to stay up late studying, but you should get plenty of rest. If you're too tired, you won't learn as well, and you may get ill.
- Exercise is one of the best ways to fight stress and clear your mind. When you're planning your exam preparation, you should include regular physical activity.
- On exam day, remember to breathe. When you breathe deeply, you feel more relaxed!

If you follow these tips, you'll improve your chances of exam success. Good luck!

1 What problem does the text talk about? …
2 How many solutions does the text give? …
3 Have you ever used any of these tips? If so, which ones? …
4 Which two tips do you think are the most important or useful? …

2 1 Exam stress
2 Six
3 Sample answer: When I feel stressed, I talk to other students about it.
4 Sample answer: I think doing physical exercises and having enough sleep are the most important tips.

Writing strategies

Explaining problems and solutions in a blog entry

A problem-solution paragraph usually begins with a sentence that introduces the topic. Then it answers these questions.

- What is the problem?
- Why is it a problem?
- What is the solution / are the solutions?

It will often include a concluding sentence.

3 **WRITING TIPS** Explaining problems and solutions

Does the blog in exercise 2 include all of the information mentioned in the Writing strategies box?

4 Choose one of the problems. Ask your classmates for possible solutions.

- You are often late meeting friends, arriving at school, etc.
- You spend too much time on social media when you should be studying.
- You do too many activities – sports, music, etc. You enjoy them all, but you're too busy.

1 What exactly is the problem? Give details.
2 Why is it a problem? Give two or three reasons.
3 What are the possible solutions?

5 Work in pairs, write a short blog entry where you discuss a problem that affects young people and give some advice or solutions to it.

Include the following information:
- What is the problem and who is affected?
- Why is it a problem?
- What are possible solutions to the problem?
- Offer three to five solutions.
- Share your personal experience in dealing with the problem.

Write between 80 and 130 words.

More about advice blog in Writing guide on p. 155.

6 Work in pairs. Exchange your blogs and check each other's work. Does your partner answer the questions in the Writing strategies box?

1 Do you look for help or advice on the internet? Is it a good idea?
2 How stressful were your eighth-grader's exams? How do you deal with stress in such situations?

Life Skills guide
1 Communication, Mediation, Self-development

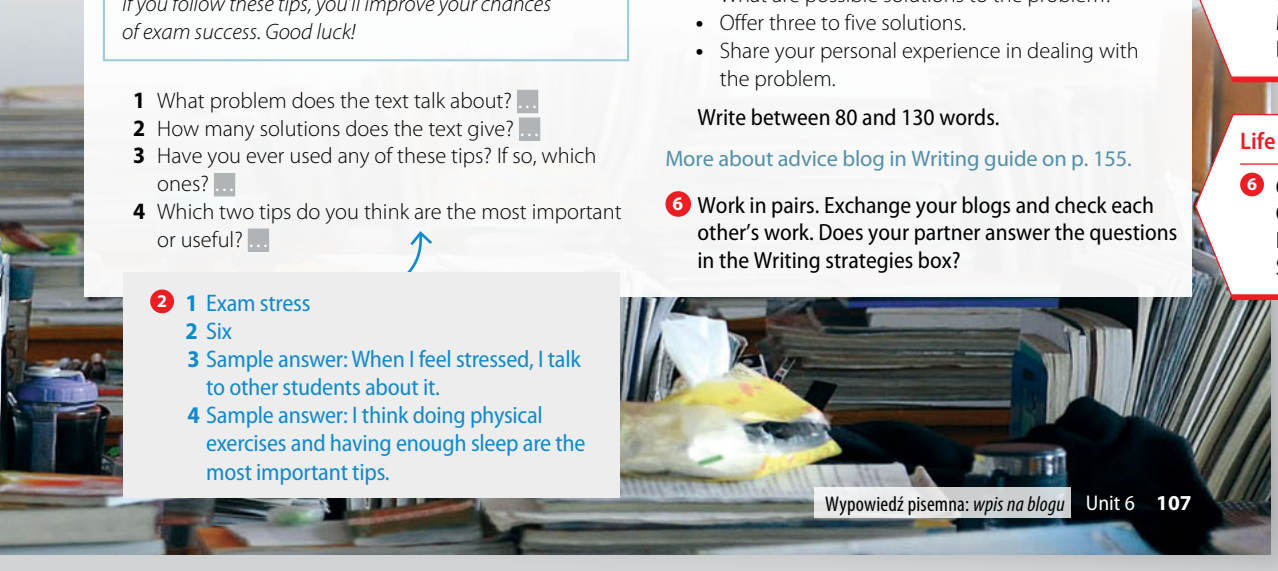
Exam guide
2 Reading
Open-ended questions

Life Skills guide
4 Communication, Critical thinking, Mediation, Self-development

Exam guide
5 Writing
A blog entry

Life Skills guide
5 Creativity, Critical thinking, Mediation, Practical skills

Life Skills guide
6 Collaboration, Critical thinking, Practical skills, Self-development



3h/week • Student's Book ex. 1–6 p. 107

5h/week • Workbook ex. 1–4 p. 94

7h/week • Extra online resources

Skills Review 6

ENGLISH IN USE

Pary zdań

Exam guide
1 English in Use
Lexical pairs

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

1 Scientists have invented a mind-reading machine; however, it still doesn't … all that well.
How does our sense of taste … ?
a act **b** work **c** do

2 National Energy Day is celebrated every year to … attention to the benefits of saving energy and money.
He is a good judge, so I think he will soon … a conclusion.
a take **b** draw **c** bring

3 After all the interviews I'd had, I finally succeeded … getting a job.
Party leaders discussed issues connected with current affairs … secret.
a in **b** for **c** at

4 Happiness is … enjoying all of the simple things that life can offer.
Professor Smith gave a lecture … life in India.
a on **b** for **c** about

5 Do you want to buy this bike? I'll give you a good … .
What's the … of the ticket?
a cost **b** price **c** pay

Parafrazy zdań

Exam guide
2 English in Use
Transformations

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

1 There is a lift in this office building, so the employees *don't have to* climb the stairs if they don't want to.
a can't **b** mustn't **c** needn't

2 You *aren't allowed to* drive on the right in Australia.
a mustn't **b** don't need **c** needn't

3 *It might be a good idea to* buy your own book but it isn't essential because you can always borrow mine.
a You should **b** You can **c** You must

4 We will never discover new countries *if we don't have* the necessary courage to travel.
a if we have
b unless we have
c until we have

5 Have you ever *run for the position of* school representative?
a been chosen
b helped to choose
c tried to be

Exam guide
3 English in Use
Transformations

3 Uzupełnij drugie zdanie, używając podanego wyrazu w niezmienionej formie, tak żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany.

1 She wants to be a painter. She must enroll for art classes.
IF
… to be a painter, she must enroll for art classes.

2 You should take a risk. Then you will succeed.
NOT
You won't succeed … a risk.

3 It's forbidden for students to use the internet during the exams.
MUST
Students … the internet during the exams.

4 It's not necessary for you to show your passport when you cross the border.
HAVE
You … show your passport when you cross the border.

5 If you want to be good at maths, try doing more exercises.
WHY
… try doing more exercises if you want to be good at maths?

Słowotwórstwo

Exam guide
4 English in Use
Word formation

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

1 Our school uniforms are very … . That's why we don't like wearing them.
COMFORTABLE uncomfortable

2 It's getting warmer. I think the snow will soon … .
APPEAR disappear

3 The bus driver got a little … with the noisy passengers.
PATIENT impatient

4 It was an … party, so we didn't have to wear elegant clothes.
FORMAL informal

5 The … of living in this town is that there's nothing to do at weekends.
ADVANTAGE disadvantage

3 1 If she wants
2 if you do not take
3 must not use
4 don't have to
5 Why not

3h/week • Student's Book ex. 1–7 pp. 108–109 • If short of time, assign ex. 7 for homework.

5h/week • Workbook ex. 1–8 pp. 96–97, ex. 1–5 p. 95 • If short of time, assign ex. 7 p. 97 for homework.

7h/week • English in Use photocopiable activities, TB pp. 351, 356–359 (6.5–6.8) • Extra online resources (see Technology guide)

READING

5 Przeczytaj tekst, z którego usunięto trzy zdania. Wpisz w luki 1–3 litery, którymi oznaczono brakujące zdania (a–e), tak aby otrzymać logiczny i spójny tekst.
Uwaga: dwa zdania zostały podane dodatkowo i nie pasują do żadnej luki.

How Emily started her business

Like a lot of teenagers, Emily dreamt of having her own car. She asked her parents to buy her one when she was sixteen. (1) e They told her she should work to save up the money herself. It upset her, but she understood she would have to work for everything in life. She started babysitting. After a few months, she saved only $350, not enough money to buy a car. (2) c When she complained to her parents about that, they suggested she should start her own business. She thought it was ridiculous, but her parents were serious. So she had to look for ideas of things to do. Since she always loved making jewellery, she decided to set up a company selling *custom-made* jewellery, that is pieces of jewellery specially made for a particular person. Emily used the babysitting money she had and an extra $350 her parents gave her to start a small company. (3) a Together they began selling the jewellery items at a kiosk in the shopping mall. The demand for the unique jewellery helped the company grow faster than she expected.

Emily's ambition was a success. It also helped her achieve her original goal – to buy a car.

a Her mother agreed to help her run it and became her business partner.
b They realised that a car was a must in the business and decided to buy one.
c It was clear to Emily that in that way she would never make her dream come true.
d Soon the jewellery started to be more and more popular.
e However, they didn't want to buy her a car.

SPEAKING

6 Popatrz na Zdjęcie 1, Zdjęcie 2 i Zdjęcie 3. Przygotowujesz prezentację na temat współczesnej sztuki, w której możesz zamieścić jedno zdjęcie przedstawiające mural. Masz do wyboru trzy zdjęcia.

- Wybierz zdjęcie, które będzie, twoim zdaniem, bardziej odpowiednie i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe zdjęcia.







WRITING

7 Mimo swoich obaw podjąłeś/podjęłaś się zadania, dzięki któremu odniosłeś/odniosłaś sukces. Zredaguj na ten temat wpis na swoim blogu.

- Opisz zadanie, które miałeś/miałaś wykonać.
- Wyjaśnij, dlaczego obawiałeś/obawiałaś się podjęcia wykonania tego zadania.
- Uzasadnij, dlaczego nie należy obawiać się podejmowania nowych wyzwań.
- Przedstaw, jak odniesiony przez ciebie sukces wpłynie na twoje plany na przyszłość.

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

Hi everybody,
We are often afraid to do things which finally turn out to be our success. It was like that in my case. …
So next time you have to do something you believe is too difficult for you, take the risk. It will pay off.
XYZ

Exam guide
5 Reading
Missing sentences

Exam guide
6 Oral Matura

Life Skills guide
6 Critical thinking,
Mediation

Exam guide
7 Writing
A blog entry

Life Skills guide
7 Critical thinking,
Mediation,
Practical skills
Self-development

Technology guide
Matura Bank – extra resources available on **www.dlanauczyciela.pl**

Grammar reference 6

GRAMMAR 1 Modals: obligation, prohibition, permission, advice

Czasowniki modalne wyrażające: nakaz, zakaz, pozwolenie i rady

must, have to

Nakaz lub konieczność wyrażamy za pomocą czasowników modalnych **must**, **have to**.

Must używamy, kiedy osoba mówiąca odczuwa wewnętrzną potrzebę zrobienia czegoś.

*I **must** remember to call David.* (I think it's very important.)

Have to używamy dla wyrażenia konieczności wynikającej z czynników zewnętrznych, reguł, nakazów i przepisów.

*I **have to** hand in my homework by 3.00.*

*All students **have to** take final exams to graduate.*

Have to używamy, jeśli chcemy zapytać, czy coś jest konieczne.

*Do **I have to** buy a ticket?*

*Do we **have to** arrive at 8.00?*

don't/doesn't have to

Don't/doesn't have to wyraża, że coś nie jest konieczne, lub ktoś nie musi czegoś robić.

*You **don't have to** wear shoes here.* (But it's OK if you want to wear shoes.)

*You **don't have to** come to the meeting – it's optional.*

mustn't, can't

Zakaz wyrażamy za pomoca czasowników modalnych **mustn't** i **can't.**

*You **mustn't** enter this part of the building.* (It isn't allowed.)

*You **mustn't** wear shoes in the temple.* (It's very important that you don't wear shoes.)

*You **can't** park here.* (It's against the rules.)

Mustn't wyraża silniejszy zakaz niż **can't**.

can

Can oznacza pozwolenie.

*You **can** use this computer to check your email.* (It's allowed.)

***Can** I use my phone here?* (Is it allowed?)

should, shouldn't

Should i **shouldn't** używamy do udzielania rad.

*You **should** hire a private tour guide at the museum. You'll learn a lot more that way.*

*You **shouldn't** go on a group tour – it's too noisy.*

Ćwiczenia 1–5

GRAMMAR 2 Zero conditional

Zerowy tryb warunkowy stosujemy do:

- **wyrażania ponadczasowych prawd oraz przedstawiania zjawisk, które są stałe, jeśli spełnione są określone warunki:**

  If you practise, you improve.

  If you don't practise, you don't improve.

- **udzielania rad:**

  If you want to win, try harder.

  If you see a painting by Banksy, take a picture of it.

  Don't forget to visit some art galleries when you go Buenos Aires.

Zerowy tryb warunkowy tworzymy za pomocą czasów teraźniejszych. Kolejność zdań jest dowolna. Jeśli zdanie rozpoczyna się od *if/when*, wtedy drugie zdanie oddzielamy przecinkiem.

*You can't succeed **if/when** you don't try.*

***If/When** you don't try, you can't succeed.*

Ćwiczenia 6–10

Grammar practice

1 Choose the correct option to complete each sentence.

1 You *don't have to* / *can't* use your phone here. It's against the rules.
2 According to the rules, you *shouldn't* / *have to* say how old you are when you sign up for a social media account.
3 *Should* / *Can't* I wear a tie on Friday evening? Is it formal?
4 You *must* / *mustn't* return the library book by Friday.
5 We *mustn't* / *should* wear shoes here. We have to take them off.
6 *Have to* / *Can* I wear these boots to school?
7 You *can* / *shouldn't* wear that old T-shirt to school – it's too dirty.
8 We *don't have to* / *have to* dress up for the party – it's casual.

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

1 uniform / you / Do / wear / a / to / have / ?
2 arrive / must / We / for / on time / class / the
3 can't / You / this / computer / use
4 can't / midnight / after / They / phone / the / use
5 to / this / for / have / pay / we / Do / ?
6 we / wait / Shouldn't / Alex / for / ?

2
1 Do you have to wear a uniform?
2 We must arrive on time for the class.
3 You can't use this computer.
4 They can't use the phone after midnight.
5 Do we have to pay for this?
6 Shouldn't we wait for Alex?

3 Look at the signs. Complete the sentences with *must*, *mustn't*, *don't have to*, *can*, *can't* and *should*.

1 2 3 4 5 6



1 You *can* ride a bicycle on this road.
2 You ... go at exactly 50 kilometres per hour, but you mustn't drive faster.
3 You ... eat or drink here.
4 You ... drive slowly as there are children around here.
5 You ... use your phone here.
6 You ... stop.

4 Complete the sentences with *can*, *have to*, *must*, *should* in the correct form.

1 You *have to* wear a tie. It's an official exam.
2 I ... forget my laptop. I need it for my presentation.
3 You ... pay – it's free.
4 They ... park there. It's illegal.
5 You ... change your shirt. It's dirty.
6 Children ... use the library. It's open to everyone.

5 Translate the Polish fragments of the sentences into English.

1 I (*muszę pamiętać*) ... to call my sister and talk to her.
2 You (*nie wolno ci jeździć rowerem*) ... on a motorway.
3 He (*powinien uczyć się*) ... Spanish as he's going to study in Spain.
4 (*Czy muszę kupić bilet*) ... to watch this art exhibition?
5 (*Nie musisz przychodzić*) ... to this class. It's optional.
6 (*Czy mogę skorzystać z*) ... wi-fi here? What's the password?

6 Match the two parts of the sentences.

1 Artists like it c
2 It can hurt a
3 You should ask permission e
4 Artists sell their work b
5 We learn a lot f
6 Tourists look out for street art d

a if people say they don't like one of your paintings.
b if they become well known.
c when people travel to see their work.
d when they visit big cities.
e when you want to paint in a public space.
f when we make mistakes.

7 Make zero conditional sentences using the information.

1 I have time / I paint
When I have time, I paint.
2 it can be beautiful / something is imperfect
If something is imperfect, it can be beautiful.
3 we learn from them / we make mistakes
When we make mistakes, we learn from them.
4 we practise / we develop our skills
If we practise, we develop our skills.
5 you relax / you enjoy your work more
When you relax, you enjoy your work more.

8 Use the words to write sentences with *you* + the present simple.

1 If / want / learn about painting / take a class.
2 Try / see some street art / when / go to Paris.
3 If / need / finish something / accept imperfection.
4 Ask for help / aren't sure what to do.
5 If / have time / visit the art galleries.

9 Complete the dialogue with the verbs in the box.

can find	get	go	google	know	try

A: When you (1) ... to Warsaw next month, (2) ... to see some street art.
B: Is there a lot of street art in Warsaw?
A: If you (3) ... where to look, you (4) ... it.
B: So where should I look?
A: When you (5) ... 'Warsaw street art', you (6) ... a list of art and artists.

10 Translate the Polish fragments of the sentences into English.

1 We learn better and faster (*kiedy powtarzamy*) ... every day.
2 We get fit (*jeśli ćwiczymy*) ... regularly.
3 Don't forget to visit some museums (*kiedy pojedziesz*) ... to London.
4 You can succeed (*jeśli spróbujesz*) ... .
5 (*Nie możesz prowadzić samochodu*) ... in Poland if you are under eighteen.
6 (*Kiedy jesteś*) ... at the airport, don't leave your luggage unattended.

Exam guide
5 English in Use Translations

Life Skills guide
5 Mediation

Exam guide
10 English in Use Translations

Life Skills guide
10 Mediation

3 2 don't have to
3 mustn't/can't
4 should
5 mustn't/can't
6 must

8 1 If you want to learn about painting, take a class.
2 Try to see some street art when you go to Paris.
3 If you need to finish something, accept imperfection.
4 Ask for help if you aren't sure what to do.
5 If you have time, visit the art galleries.

9 1 go
2 try
3 know
4 can find
5 google
6 get

10 1 when we revise
2 if we exercise
3 when you go
4 if you try
5 You mustn't drive a car
6 When you are

4 1 have to
2 mustn't/can't
3 don't have to
4 mustn't/can't
5 should
6 can

5 1 must remember
2 mustn't ride a bike
3 should learn
4 Do I have to buy a ticket
5 You don't have to come
6 Can I use

Wordlist Unit 6 40

VOCABULARY p. 97

accept (v) /ək'sept/ akceptować
beauty (n) /'bjuːti/ piękno
fail (v) /feɪl/ nie udać się, ponieść porażkę
failure (n) /'feɪljə/ porażka
imperfect (adj) /ɪm'pɜːfɪkt/ niedoskonały
imperfection (n) /ˌɪmpə'fekʃn/ niedoskonałość
overcome (v) /ˌəʊvə'kʌm/ przezwyciężyć, pokonać
perfect (adj) /'pɜːfɪkt/ doskonały
perfection (n) /pə'fekʃn/ doskonałość
reject (v) /rɪ'dʒekt/ odrzucać
succeed (v) /sək'siːd/ osiągać sukces
success (n) /sək'ses/ sukces
unsuccessful (adj) /ˌʌnsək'sesfl/ nieudany

LISTENING p. 98

customer (n) /'kʌstəmə/ klient
delicious (adj) /dɪ'lɪʃəs/ pyszny
extremely (adv) /ɪk'striːmli/ niezwykle, wyjątkowo
flavour (n) /'fleɪvə/ smak
gift shop (n) /'gɪft ʃɒp/ sklep z upominkami
gift-giving (n) /'gɪftˌgɪvɪŋ/ obdarowywanie prezentami
grocery store (n) /'grəʊsəri ˌstɔː/ sklep spożywczy
lower (v) /'ləʊə/ obniżać
melon (n) /'melən/ melon
spicy (adj) /'spaɪsi/ pikantny
sweet (adj) /swiːt/ słodki
taste (v) /teɪst/ smakować; próbować
throw away (phr v) /ˌθrəʊ ə'weɪ/ wyrzucać
ugly (adj) /'ʌgli/ brzydki
waste (v) /weɪst/ marnować

GRAMMAR 1 p. 99

account (n) /ə'kaʊnt/ konto
app (n) /æp/ aplikacja
be allowed to do (phr) /biː əˌlaʊd tə 'duː/ mieć pozwolenie, żeby zrobić
cover (v) /'kʌvə/ zakrywać
expert (n) /'ekspɜːt/ specjalista, ekspert
headscarf (n) /'hedskɑːf/ chustka na głowę
jacket (n) /'dʒækɪt/ kurtka
look neat (phr) /ˌlʊk 'niːt/ wyglądać schludnie
loosen a tie (phr) /ˌluːsn ə 'taɪ/ rozluźnić krawat
mostly (adv) /'məʊstli/ głównie
obligation (n) /ˌɒblɪ'geɪʃn/ obowiązek
pants (n) /pænts/ spodnie (AmE)
permission (n) /pə'mɪʃn/ pozwolenie, zgoda
personally (adv) /'pɜːsnəli/ osobiście
policy (n) /'pɒləsi/ polityka
prohibition (n) /ˌprəʊɪ'bɪʃn/ zakaz
prove (v) /pruːv/ udowodnić
real (adj) /rɪəl/ prawdziwy
research (n) /rɪ'sɜːtʃ/ badania naukowe
respectful (adj) /rɪ'spektfl/ pełen szacunku
skirt (n) /skɜːt/ spódnica
social media (n) /ˌsəʊʃl 'miːdiə/ media społecznościowe
socks (n) /sɒks/ skarpety
strict (adj) /strɪkt/ surowy, ścisły
temple (n) /'templ/ świątynia
uniform (n) /'juːnɪfɔːm/ mundurek
visitor (n) /'vɪzɪtə/ gość, odwiedzający

READING pp. 100–101

advantage (n) /əd'vɑːntɪdʒ/ korzyść, przewaga; zaleta
agree (v) /ə'griː/ zgadzać się
all of a sudden (adv) /ˌɔːl əv ə 'sʌdn/ nagle
altitude (n) /'æltɪtjuːd/ wysokość n.p.m.
appear (v) /ə'pɪə/ pojawiać się; wydawać się
attempt (n) /ə'tempt/ próba
awareness (n) /ə'weənəs/ świadomość
business (n) /'bɪznəs/ interes, praca
calm (adj) /kɑːm/ spokojny
CEO (n) /ˌsiː iː 'əʊ/ prezes, dyrektor naczelny
challenge (n) /'tʃælɪndʒ/ wyzwanie
coach (n) /kəʊtʃ/ trener
comfortable (adj) /'kʌmftəbl/ wygodny
confident (adj) /'kɒnfɪdənt/ pewny siebie
decision (n) /dɪ'sɪʒn/ decyzja
disadvantage (n) /ˌdɪsəd'vɑːntɪdʒ/ wada
disagree (v) /ˌdɪsə'griː/ nie zgadzać się
disappear (v) /ˌdɪsə'pɪə/ znikać
drown (v) /draʊn/ topić się, tonąć
fight against (v) /ˌfaɪt ə'genst/ walczyć przeciwko
frightening (adj) /'fraɪtnɪŋ/ przerażający
global warming (n) /ˌgləʊbl 'wɔːmɪŋ/ globalne ocieplenie
impatient (adj) /ɪm'peɪʃnt/ niecierpliwy
impossible (adj) /ɪm'pɒsəbl/ niemożliwy
inexpensive (adj) /ˌɪnɪk'spensɪv/ niedrogi
inference (n) /'ɪnfərəns/ wnioskowanie na podstawie czegoś
instead of (prep) /ɪn'sted ɒv/ zamiast
lazy (adj) /'leɪzi/ leniwy
near-death (adj) /ˌnɪə'deθ/ zagrażający życiu
patient (adj) /'peɪʃnt/ cierpliwy
possible (adj) /'pɒsəbl/ możliwy
raise (v) /reɪz/ podnosić
reach a conclusion (phr) /ˌriːtʃ ə kən'kluːʒn/ dojść do wniosku
return (v) /rɪ'tɜːn/ wracać
scary (adj) /'skeəri/ przerażający, straszny
sea level (n) /'siː ˌlevl/ poziom morza
sink (v) /sɪŋk/ zatonąć
state (v) /steɪt/ ustanowić; stwierdzić
strong (adj) /strɒŋ/ silny
struggle (v) /'strʌgl/ zmagać się
tough (adj) /tʌf/ trudny
try (v) /traɪ/ próbować
unable (adj) /ʌn'eɪbl/ niezdolny
uncomfortable (adj) /ʌn'kʌmftəbl/ niewygodny
unsuccessful (adj) /ˌʌnsək'sesfl/ nieudany, bez powodzenia
weak (adj) /wiːk/ słaby

GRAMMAR 2 pp. 102–103

art gallery (n) /'ɑːt ˌgæləri/ galeria sztuki
artist (n) /'ɑːtɪst/ artysta
artwork (n) /'ɑːtwɜːk/ dzieło sztuki
audience (n) /'ɔːdiəns/ publiczność, widownia
expectation (n) /ˌekspek'teɪʃn/ oczekiwanie
painter (n) /'peɪntə/ malarz
persistence (n) /pə'sɪstəns/ upór
steps (n) /steps/ schody
street art (n) /'striːt ˌɑːt/ sztuka uliczna
tile (n) /taɪl/ kafelek, płytka

TED TALK pp. 104–105

assignment (n) /ə'saɪnmənt/ zlecone zadanie
banking (n) /'bæŋkɪŋ/ bankowość
blank (adj) /blæŋk/ pusty
bust (n) /bʌst/ plajta
code (v) /kəʊd/ kodować, programować
courageous (adj) /kə'reɪdʒəs/ odważny
delete (v) /dɪ'liːt/ usuwać
disrupt the status quo (phr) /dɪs'rʌpt ðə ˌsteɪtəs 'kwəʊ/ zakłócać, zniszczyć istniejący stan rzeczy
election (n) /ɪ'lekʃn/ wybory
fundraiser (n) /'fʌndˌreɪzə/ organizator zbiórki pieniędzy
humiliating (adj) /hjuː'mɪlieɪtɪŋ/ upokarzający
negotiate (v) /nɪ'gəʊʃieɪt/ negocjować
network (n) /'netwɜːk/ sieć
perseverance (n) /ˌpɜːsɪ'vɪərəns/ wytrwałość
poll (n) /pəʊl/ badanie opinii publicznej
potential (n) /pə'tenʃl/ potencjał, szansa
require (v) /rɪ'kwaɪə/ wymagać
rewarded (adj) /rɪ'wɔːdɪd/ nagrodzony
risk (n) /rɪsk/ ryzyko
run for a position (phr) /rʌn fər ə pə'zɪʃən/ startować (np. w wyborach)
sisterhood (n) /'sɪstəhʊd/ grupa wsparcia, solidarność kobiet
socialise (v) /'səʊʃəlaɪz/ nauczyć się reguł funkcjonowania w społeczeństwie
stare at (v) /'steər ət/ wpatrywać się
support (v) /sə'pɔːt/ popierać
supportive (adj) /sə'pɔːtɪv/ pomocny
trial and error (phr) /'traɪəl ən 'erə/ próby i błędy
votes (n) /vəʊts/ głosy w wyborach
working career (n) /ˌwɜːkɪŋ kə'rɪə/ kariera zawodowa

SPEAKING p. 106

download (v) /ˌdaʊn'ləʊd/ ściągać, pobierać
lock (v) /lɒk/ zamykać na klucz
phone signal (n) /'fəʊn ˌsɪgnl/ sygnał telefoniczny
restart (v) /ˌriː'stɑːt/ uruchamiać ponownie
side entrance (n) /'saɪd ˌentrəns/ boczne wejście

WRITING p. 107

breathe deeply (phr) /ˌbriːð 'diːpli/ głęboko oddychać
exam preparation (n) /ɪg'zæm ˌprepə'reɪʃn/ przygotowanie do egzaminu

physical activity (n) /ˌfɪzɪkl æk'tɪvəti/ aktywność fizyczna
remind (v) /rɪ'maɪnd/ przypominać
rest (n) /rest/ odpoczynek
stay up late (phr) /ˌsteɪ ʌp 'leɪt/ nie kłaść się spać do późna
stressed (adj) / 'strest/ zestresowany
worried (adj) /'wʌrid/ zmartwiony

SKILLS REVIEW pp. 108–109

achieve a goal (phr) /əˌtʃiːv ə 'gəʊl/ osiągać cel
courage (n) /'kʌrɪdʒ/ odwaga
cross the border (phr) /ˌkrɒs ðə 'bɔːdə/ przekraczać granicę
enroll for (phr v) /ɪn'rəʊl fɔː/ zapisać się na
fit (adj) /fɪt/ w dobrej formie fizycznej
judge (n) /dʒʌdʒ/ sędzia/sędzina
representative (n) /ˌreprɪ'zentətɪv/ przedstawiciel/przedstawicielka

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

LEXICAL EXERCISES

1 Choose the correct option to complete both sentences.

1 Our class loves travelling by … because we always socialise during the journey.
The skier trusted her … so much that she couldn't manage without him.
a coach
b train
c racer

2 You are a … person if you can wait for a long time.
Doctors should deal with every … respectfully.
a patient
b calm
c visitor

3 If the storm continues, the damaged yacht will ….
Some people confuse a … with a washbasin.
a bath
b sink
c bottom

2 Complete the text with the correct form of the words in the box. Two words do not match any of the gaps.

enjoy expect fail perfect prohibit success tough

The Enemy of Good is Perfect

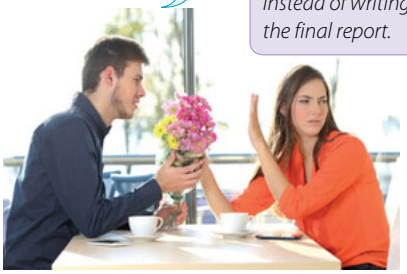
The wonderful lives we see in the media are fake. The perfect outfits and the perfect bodies. That's not reality. What is real are (**1**) …. What makes us better and more human is attempting something, facing (**2**) … and then trying again. What builds character and (**3**) … is having to struggle. But for women the rules seem different. Men get the luxury of being able to specialise. Women are (**4**) … to be perfect at everything. Am I a good girlfriend? Am I dressed in the right brands? Am I dieting right? Perfection never leaves room for improvement. And perfection never lets us be (**5**) …. But having the confidence to ignore the perfection around us can be difficult.

2 **1** imperfections
2 failure
3 toughness
4 expected
5 successful

3 Choose the correct option to complete each sentence.

Sorry I didn't help you. I was so tired. Forgive me, please.

Don't mention that. You left unexpectedly instead of writing the final report.



1 The couple are in a … .
a gift shop
b grocery store
c coffee shop

2 Jack looks … .
a worried
b relaxed
c confident

3 He is trying to … their relationship.
a accept
b reject
c improve

4 Melanie … to take the flowers from him.
a agrees
b refuses
c struggles

5 According to Melanie, Jack … when she needed him.
a disappeared
b appeared
c failed

6 She doesn't want him to … about the past event.
a ask
b talk
c learn

Exam guide
1 English in Use
Lexical pairs

Exam guide
3 English in Use
Multiple choice

Exam guide
2 English in Use
Word formation

1 What kind of food are you able to prepare on your own at home? Who is the best cook in your family?
2 What dishes are associated with particular countries or regions in Europe?

7 Tell me what you eat



Culture guide

Historical background

Pad Thai is a popular noodle dish served in Thailand, and around the world. To make it, noodles are stir fried together with ingredients such as prawns or chicken, scrambled eggs, fish sauce, garlic, chilli pepper, tamarind (a spice) and sugar. The result is a delicious meal that is a blend of sweet, spicy, sour and salty flavours. Though Pad Thai is one of Thailand's national dishes, many believe its origins can be traced to Chinese settlers who brought the tradition of stir frying noodles with them.

IN THIS UNIT YOU LEARN

VOCABULARY
- food
- meals, flavours
- future of food
- food supply
- nature
- threats and environment protection
- suffixes *-er*, *-ment*, *-ance*, *-tion*

GRAMMAR
- predictions and future arrangements
- first conditional

SKILLS

Listening
- future of food
- different food tastes
- matching, true/false, multiple choice

Reading
- bees – the most important farmers
- impact of bees on food supply
- identifying main idea of paragraphs
- matching, true/false

Speaking
- making suggestions
- making decisions
- describing food

Writing
- review

3h/week • Student's Book ex. 1–5 p. 115 • If short of time, skip ex. 5.

5h/week • Workbook ex. 1–8 pp. 98–99 • If short of time, skip ex. 7–8.

7h/week • Photocopiable vocabulary games and activities, TB pp. 361, 365 (7.3) • Extra online resources



Pad Thai is a popular dish from Thailand. It is made with noodles, prawns or chicken, eggs, garlic and chilli peppers.

7A Vocabulary

Food, drink and flavours

Talking about food around the world

1 Work in pairs. Discuss the questions.

- What's your favourite food? Would you like the food in the photo?
- Is there any food you really don't like? What is it? Why don't you like it?

2 Match each food or drink with a type and a flavour. (Two don't match with a flavour.) Use a dictionary if necessary.

Food / Drink	Type	Flavour
chilli powder	fruit	salty
lemon	vegetable	sweet
coffee	meat	sour
strawberry	spice	bitter
potato crisps	drink	spicy
tomato	dessert	
ice cream	snack	
beef		

chilli powder → spice → spicy

3 Think of at least one more food or drink for each of the five flavours. Make a list in your notebook.

4 Match the food or drink (1–8) with the best description (a–f). Two do not have a description.

1 curry b **2** french fries e **3** prawns – **4** ice cream f **5** pasta a **6** tea d **7** tomato c **8** apple –

a Most people think of this food as Italian, but many experts think it probably came from Chinese noodles originally.
b This is a spicy food originally from India. The strong flavour comes from the hot pepper and other spices that cooks use.
c Many people think this red fruit is a vegetable, because it is often used in salads or salty sauces. People in Mexico first grew and ate it more than 2,000 years ago.
d Like coffee, this drink is bitter. People often add sugar to make it sweet. People in China were probably the first to drink it, but now it's popular around the world.
e This salty food is similar to chips. People eat it as a snack or with a meal. No one is sure, but it may come from Belgium.
f This dessert often comes in sweet fruit flavours like strawberry. It's very cold, and may come from China, but became very popular in Italy and the UK about three hundred years ago.

5 MY PERSPECTIVE – SPEAKING

Work in pairs. You and your partner are going to host a food festival in your school. Discuss the following topics:

- types of food available
- date and location of the event
- participants
- additional attractions

Life Skills guide
1 Communication, Critical thinking, Mediation

2 chilli powder – spice – spicy
lemon – fruit – sour
coffee – drink – bitter
strawberry – fruit – sweet
potato crisps – snack – salty
tomato – vegetable (or fruit) – no flavour
ice cream – dessert – sweet
beef – meat – no flavour

Exam guide
5 Oral Matura

Life Skills guide
5 Communication, Mediation

7B Cele lekcji: Rozumienie ze słuchu tekstu o przyszłości jedzenia i o różnych smakach.

1 Have you ever eaten something unusual, either in a restaurant in Poland or abroad? What did it look/taste like?
2 What are the usual occasions when you eat out? What do you usually order when you eat out?

7B Listening

Listening to people talking about future of food and different food tastes

Life Skills guide
1 Critical thinking

Exam guide
3 Listening
True/false

Exam guide
5 Listening
Multiple choice

Life Skills guide
6 Communication, Creativity, Critical thinking

1 Work in pairs. Look at the photo. Why do you think people want to grow vegetables under the sea?

2 Listen to the dialogue. Which two of the topics (a–c) do the people talk about? Write 1 and 2 in the order you hear them. There is one extra topic. 41 p. 386

a food for the future 2
b the importance of smell 1
c tasting what we see

3 Listen to the dialogue again. Are the sentences true (T) or false (F)? 41 p. 386

1 Kasia and Mark are talking about a school project. T
2 Mark gives Kasia something spicy to taste. F
3 Kasia tastes more with her nose closed. F
4 The nose is more important than the mouth for tasting. T
5 When Kasia has a cold, the only thing she can taste is sweet food. F
6 There will be a lot more people on Earth in about thirty years. T
7 In the future, meat might come from laboratories instead of farms. T
8 Scientists are already growing fruit under the sea. T
9 More land will be necessary for farms in the future. F

4 You will hear these words in exercise 5. Five of them are not items of food. Can you name them?

almond beetroot cashew coated cocoa
jar lecsó order pickle square stew swallow

5 Listen to four people talking about their experiences of different tastes. Choose the correct option for each question. 42 p. 387

1 Who didn't try lecsó?
a the speaker
b the speaker's children
c the speaker's wife

2 Which item does Speaker 2 **not** like added to nuts?
a sugar
b salt
c chilli pepper

3 What happened after Speaker 3 ate the pickles?
a Her grandma became angry.
b She had to replace the jar of pickles.
c She felt unwell.

4 What do we learn about Speaker 4?
a He doesn't like any chocolate.
b He only likes sweet chocolate.
c He likes all kinds of chocolate.

5 How many speakers liked the tastes they experienced?
a one
b two
c three

6 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

1 Do you think it will be possible to grow food in laboratories or under the sea in the future?
2 Would you like to eat food from laboratories, or from under the sea? Why?/Why not?
3 What other ways are there of growing enough food for all the people on Earth? Can you think of any?

Culture guide
Interesting facts

A group called Nemo's Garden has been growing basil, lettuce and strawberries underwater off the coast of Italy. With an increase in the world's population and upcoming shortage of land, scientists are exploring different ways to feed everyone. In this case the food is grown in underwater biospheres. Saltwater evaporates, condenses on the roof of the biosphere, and then drips down onto the plants.



Divers look after an underwater basil farm in Italy.

3h/week • Student's Book ex. 1–6 p. 116 • If short of time, skip ex. 6.

5h/week • Workbook ex. 1–4 p. 100

7h/week • Extra online resources

Fast Finishers

Look at the list of flavours in the table in ex. 2 on p. 115. Write six examples of food (dishes, snacks, etc.) which combines two or more of the flavours.

7C Grammar 1

Predictions and arrangements

Using different tenses to talk about predictions and arrangements

1 Look at the examples in the Grammar box. Answer the questions.

Predictions and arrangements

Talking about future arrangements

a *I'm giving my presentation next Thursday.*

b *I'm going to try that with my brother sometime.*

Making predictions

c *There will be nearly ten billion people on Earth in 2050.*

d *We're going to need more food.*

e *I guess we won't need as much land for farms.*

f *We might 'grow' meat in laboratories.*

g *We might not have farm animals for food.*

More explanation in Grammar reference on p. 126.

1 What time period do all the sentences talk about: the present or the future?
2 Which sentence, a or b, describes a more certain or fixed arrangement?
3 What is the shortened form of *will not*?
4 Which is more certain: *will* or *might*?

More practical exercises in Grammar practice on p. 127.
Do exercises 1–6.

1 1 future
2 a
3 won't
4 will

2 Choose the correct option to complete the text.

The science department (1) ... a discussion next Monday from 3.00 to 4.00 about the future of food, and all students are invited to attend. According to Mr Yamada, 'Scientists think there (2) ... nearly ten billion people on Earth in 2050. As the population increases, we (3) ... need more food. We (4) ... to continue raising animals for food, because it uses a lot of energy.' According to Mr Yamada, this is where the science starts to get interesting. 'To feed everyone in 2050, we (5) ... meat in laboratories.' Yamada also says that scientists are working on new ways to grow food. 'Right now, researchers (6) ... with new ways of growing food, for example growing it in underground tunnels,' he explains. 'In 2050, underground farmers (7) ... to worry so much about the weather!'

1 (a) is holding **b** might hold **c** won't hold
2 (a) will be **b** are being **c** are
3 **a** might not (b) will **c** will not
4 **a** are going **b** might need (c) won't be able
5 **a** are 'growing' (b) will 'grow' **c** might have to 'grow
6 **a** might not experiment **b** will experiment (c) are experimenting
7 (a) won't have **b** aren't having **c** will be able

3 Complete each sentence. Use one verb with *going to* and one verb in the present continuous.

1 My dad *is buying* (*buy*) a 3D food printer next week because he thinks food printing *is going to be* (*be*) the next big thing.
2 We ... (*have*) dinner with our vegetarian friends next week, so I ... (*eat*) vegetarian food this weekend to see what it's like.
3 Layla ... (*give*) a presentation tomorrow about how future farmers ... (*grow*) vegetables underwater.
4 I ... (*have*) a big steak dinner tomorrow night, and I ... (*enjoy*) it, because there won't be much real meat in the future!

3 2 are having, am going to eat
3 is giving, are going to grow
4 am having, am going to enjoy

4 **MY PERSPECTIVE – SPEAKING**

Work in groups. Look at the list of special occasions. Pick one and plan activities and a way to celebrate. Compare your plans with another group.

birthday | end of a sports season | good grades
graduation | university acceptance | wedding

It's Mark's birthday. We're going to have a party at the park on Saturday. We're going to eat at 1.00 pm.

1 Which Polish dishes do you think may become popular throughout Europe?
2 What kind of food, drinks and snacks would you like to have at your next birthday party?

Exam guide
2 English in Use
Multiple choice

Life Skills guide
4 Collaboration, Mediation

Technology guide
Quizizz.com – links to extra grammar quizes on **www.dlanauczyciela.pl**

3h/week • Student's Book ex. 1–4 p. 117, ex. 1–6 p. 127 • If short of time, skip ex. 4 p. 117.

5h/week • Workbook ex. 1–6 p. 101

7h/week • Photocopiable grammar games and activities, TB pp. 360, 363 (7.1) • Extra online resources (see Technology guide)

1 Which regions in Poland are commonly thought of as rural/ agricultural areas?
2 Name some food products that countries or regions in Europe are famous for.

7D Reading

VOCABULARY BUILDING Suffixes

Adding *-er*, *-ment* or *-ance* to some verbs creates nouns.
- *-er* is added to mean 'a person who does something' (*work* → *worker*).
- *-ment* is added to mean 'the result of the verb' (*enjoy* → *enjoyment*).
- *-ance* is added to mean 'a specific instance of the verb happening' (*perform* → *performance*).
- *-tion* is added to mean 'a state or a process described by the verb' (*concentrate* → *concentration*).

Note the spelling rules for *-er* suffixes:

When a verb ends in a consonant, *-er* can be added (*worker*).

When a verb ends in one vowel + *b*, *d*, *f*, *l*, *m*, *n*, *p* or *t*, the final letter is usually doubled (*runner*).

When a verb ends in *e*, add *-r* (*baker*).

Exam guide
4 Reading
True/false

1 Read the Vocabulary building box. Then add a suffix to items 1–5 to make a noun. Use a dictionary if necessary.

People
1 employ – employ**er**
2 listen – listen**er**

Other nouns
3 achieve – achieve**ment**
4 disappear – disappear**ance**
5 operate – operat**ion**

2 hunter
farmer
requirement

READING

Understanding a text about the most important farmers

2 Read the first two paragraphs of the article. Find three more nouns that are made from verbs.

Exam guide
3 Reading
Matching paragraphs

3 Read about identifying the main theme of a paragraph. Then read the article and put letters for the headings (a–f) next to the correct paragraph.

3 Answers are marked in the article.

Each paragraph of a text usually has a different main idea. By identifying the main idea of each paragraph, we can better understand the whole text. Usually, focusing on the nouns and verbs in a paragraph helps you identify its main ideas.

Life Skills guide
6 Critical thinking, Self-development

a Staying in one place
b The most important workers on the farm
c Once upon a time
d Protecting our farms
e Our greatest achievement?
f A long history together

Life Skills guide
7 Communication, Creativity, Critical thinking, Mediation, Self-development

4 Read the article again. Are the sentences true (T) or false (F)?

1 People began farming about 10,000 years ago. T
2 Plants can't grow food on their own. T
3 Bees were domesticated 5,000 years ago in Europe. F
4 Bees sometimes cause problems because they eat plants. F
5 The number of bees has increased recently. F

5 Match the farming vocabulary from the article (1–8) with the best definition (a–h).

1 agriculture d
2 livestock a
3 community h
4 crop b
5 grow g
6 harvest c
7 plant f
8 season e

a animals raised for meat
b a food plant
c to collect food from plants
d farming
e part of the year
f to put a plant into the ground
g to give a plant what it needs to develop
h a group of people who live or work together, or who have something in common

6 Work in pairs. Cover the article. Tell each other what you have learnt about these things.

- How agriculture changed the lives of humans.
- Why bees are important.
- A reason why bees may be disappearing.

7 CHOOSE

1 Read the labels on the photo. Discuss in pairs. What food have you eaten recently that would be gone if bees disappeared?

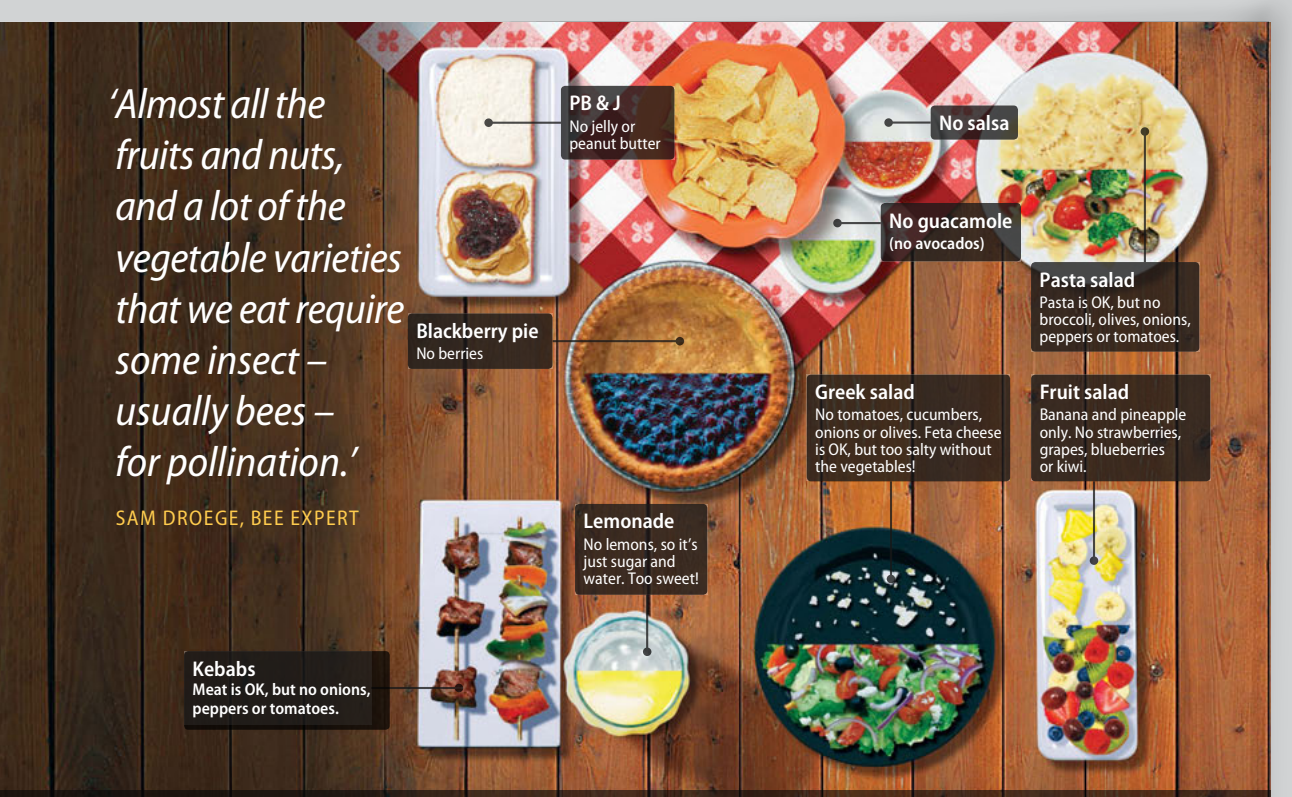
2 Write a shopping list for a dinner party. All dishes must use food that's pollinated by bees.

3 Use the internet to find more information about the decreasing bee population. Write a list of things that people can do to help.

3h/week • Student's Book ex. 1–7 p. 118 • If short of time, skip ex. 7.

5h/week • Workbook ex. 1–4 p. 102

7h/week • Photocopiable vocabulary games and activities, TB pp. 361, 366 (7.4) • Extra online resources



'Almost all the fruits and nuts, and a lot of the vegetable varieties that we eat require some insect – usually bees – for pollination.'

SAM DROEGE, BEE EXPERT

The most important farmers

43 c Before the first farms appeared, humans were hunters, following animals and the seasons from place to place. Along with the meat they killed, they ate fruit, vegetables and nuts that they found as they travelled. And then, in different places all over the world, people began farming. This happened at least 10,000 years ago.

a One requirement of farming is that people stay in one place. Farmers need time to plant crops in the spring, care for them through the summer and harvest them in the autumn. Livestock that is raised for meat needs to stay where there is a good supply of food and water.

b This required people to work together as a community: some farmed, some tended to the livestock, some built houses or cooked. Farmers had to work hard to keep everyone fed, but none of this was possible without one creature: bees. These hard-working insects transfer pollen from plant to plant. This causes healthy plants to produce fruit and vegetables, both on farms and in nature. Without bees, most plants can't make the things people eat – from apples to corn to tomatoes. Eventually, people began keeping bees in order to help with the crops as well as provide honey.

f Experts believe that bees were domesticated 4,500 years ago in Egypt. This allowed for more crops, and bigger cities and towns to grow. As villages and towns grew, people built more and more houses to live in and buildings to store food. Bees come in handy here, too. Experts think that containers made from beeswax started being used for storage at least 9,000 years ago.



e We've been to the moon, but agriculture is probably the biggest human success story. You may not think about it often, but almost everything you eat every day is a product of farming. By growing our food rather than finding it or hunting for it, we have allowed ourselves to think new thoughts and make new things. We have turned our villages into towns and our towns into great cities and created the modern world – all possible only because of bees.



d Recently, the number of bees has dropped. Why? Some insects eat plants, so farmers use chemicals to kill these insects. But this also can kill bees. We now know that the disappearance of bees around the world is an increasing problem and these chemicals are one of the causes. If we keep losing bees, we may soon have difficulty growing food. Some experts believe that if farmers continue using chemicals, the bee population will continue to fall. Fortunately, farmers are beginning to understand the situation and are finding safer ways to fight the insects that cause problems. Farming will continue to be our greatest success story only if we protect the bees.

Fast Finishers

Find three jobs that each have the following suffixes: *-or*, *-ant*, *-ist*, or *-ian*.

7E Cele lekcji: Stosowanie pierwszego trybu warunkowego w rozmowach o prawdopodobnej przyszłości.

1 What may happen if we don't take enough care of the environment?
2 What will change if Poland were to introduce the euro as its official currency?



The countryside near Kars, Turkey

7E Grammar 2

First conditional

Using first conditional to talk about possible or likely future

1 Look at the examples in the Grammar box and answer the questions.

First conditional

*If we **protect** the bees, farming **will continue** to be our greatest success story.*
*If we **keep** losing bees, we **may** soon **have** difficulty growing food.*
*If farmers **continue** using chemicals, the bee population **will continue** to fall.*
*If we **don't change** the law, farmers **won't decide** to reduce the use of chemicals on their own.*
*Bees **will return** only when we **stop** using dangerous chemicals.*

More explanation in Grammar reference on pp. 126–127.

1 Which clause gives us the result of a possible action, the *if* clause or the other clause?
2 Are the actions in the result clauses possible or not?
3 What tense is used for the *if* or *when* clause?
4 What tense is used in the result clause?
5 Which is more certain, *if* or *when*?

More practical exercises in Grammar practice on p. 127. Do exercises 7–10.

2 Complete the text with the phrases (a–d).

The Balyolu – Turkey's Honey Road
If you go walking in the countryside near the Turkish city of Kars, (1) *d* – or several. For centuries, the local people have raised bees for the honey they make. And you'll certainly have a chance to taste some if (2) a . If you taste carefully, (3) c as you move along the trail. But watch out! If (4) b , you could ruin your trip with a stomachache!

a you walk the Honey Road
b you eat too much honey
c you may notice the changing flavours in the honey
d you might meet a beekeeper*

beekeeper *a person who takes care of bees and gathers their honey*

3 Choose the best option to complete the text.

Saving food traditions for the future
The Honey Road was the idea of National Geographic Explorer Catherine Jaffee. Why is honey important to her? All over the world, young people are moving from rural areas to cities. If they (1) *leave* / *will leave* their villages, they (2) *didn't* / *won't* continue to learn about their own local food and food traditions – like beekeeping. She believes that if we (3) *don't* / *will* keep traditions like beekeeping alive, (4) *we* / *we may* lose them forever – and lose part of who we are. Thanks to efforts like this, (5) *will* / *when* future generations look back, (6) *they will* / *they* thank us for keeping foods and traditions alive.

1 1 the other clause
2 possible
3 present simple
4 will + infinitive (future simple)
5 when

3h/week • Student's Book ex. 1–8 pp. 120–121, ex. 7–10 p. 127 • If short of time, skip ex. 8 p. 121.

5h/week • Workbook ex. 1–9 p. 104–105

7h/week • Photocopiable grammar games and activities, TB pp. 360, 364 (7.2) • Extra online resources (see Technology guide)

4 Complete the text about urban beekeeping with the correct form of the verbs in the box. Use *may*, *might* and *will*. Use negative structures in some of the sentences.

be (x2)	finish	follow	grow	make
not give	not know	notice	take	

When you (1) … high school, some of you (2) … what to do with your free time in the future. If that's the case, why not become an urban beekeeper? Next time you're in a big city like Warsaw, Krakow or Toruń, if you (3) … a closer look, you (4) … unusual structures on the roofs of some buildings. These are beehives arranged into small apiaries. They were made legal (or easier to keep) in 2015, so you don't need any special permission; you (5) … allowed to set up your own apiary if you (6) … sure it is at least 10 metres away from any roads or buildings. If you (7) … some other simple rules, your bee colony (8) … and may become quite profitable, but even if it (9) … you enough money to live on, it (10) … a really original and relaxing hobby.

5 Choose *if* or *when* to complete the dialogues. Then listen and check your answers. 44

1 A: Are you coming to Kars next month?
B: Yes. *When* / *If* I get there, I'll call you.

2 A: It may rain tomorrow.
B: *When* / *If* it rains, the bees won't be active.

3 A: We have one more hour to work on our project today.
B: *When* / *If* we work quickly, we may finish it.

4 A: I have an appointment with Mr Sato tomorrow.
B: *When* / *If* you see him, say hello for me.

5 A: I might go shopping this afternoon. I'd like to get some ice cream for this evening.
B: Well, *if* / *when* you go, could you get some honey for me?

6 Work in pairs. Write your own endings to the sentences. Use *will*, *may*, *could* and *might*. Use negative structures in some of your sentences.

1 If I get hungry before the end of school today, I …
2 When I have dinner tonight, I …
3 If my friends and I have lunch together next week, we …
4 When I get home from school today, I …
5 If we go to a restaurant for my next birthday, we …
6 If the weather's good at the weekend, …

7 Translate the Polish fragments of the sentences into English.

1 (*Być może naukowcy będą musieli*) … invent synthetic food if the number of people on Earth keeps growing so fast.
2 Genetically modified food (*nie stanie się*) … popular if scientists don't prove that it is safe for our health.
3 (*Gdy moje pszczoły zaczną*) … making honey, my agricultural company will finally start to generate some profit.

8 **MY PERSPECTIVE – SPEAKING**

Work in groups. Discuss what you have learnt in this unit by making 'conditional chains'. Start with the following.

1 If we protect bees, …
protect bees → no pollen problem → plants grow well → plants make food → people have enough food for the future
A: *If we protect bees, there will be no pollen problem.*
B: *If there is no pollen problem, plants will grow well.*
C: *If plants grow well, they'll make food.*

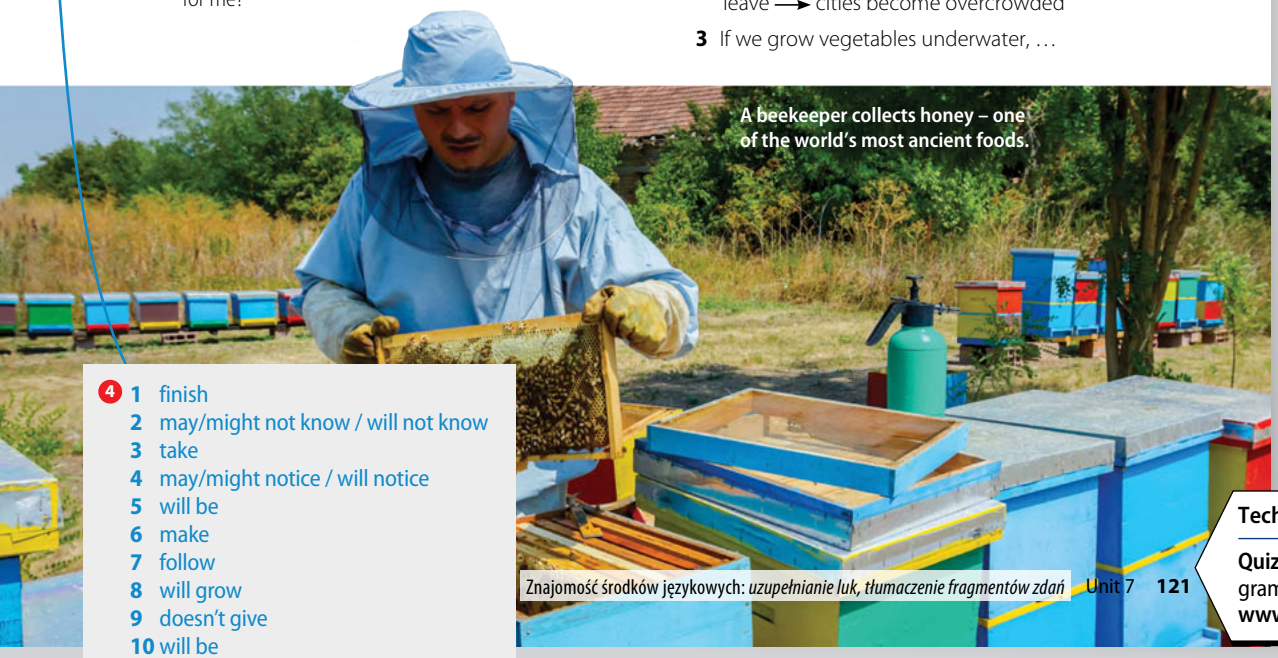
2 If people leave rural areas to live in cities, …
not enough people to work → farms and factories close → villages start to die → more people leave → cities become overcrowded

3 If we grow vegetables underwater, …

Exam guide
7 English in Use Translations

Life Skills guide
7 Mediation

Life Skills guide
8 Collaboration, Communication



A beekeeper collects honey – one of the world's most ancient foods.

4 1 finish
2 may/might not know / will not know
3 take
4 may/might notice / will notice
5 will be
6 make
7 follow
8 will grow
9 doesn't give
10 will be

7 1 Scientists may/might have to/need to
2 won't become
3 When my bees start

Technology guide
Quizizz.com – links to extra grammar quizes on **www.dlanauczyciela.pl**

Fast Finishers

Think about four things which you believe will happen at some time in your life. Write down the necessary conditions for these things to come true. Use the first conditional.

1 What are the best occasions to have a barbeque?
2 What kind of information should you mention if you want to describe a dish?

7F Speaking

Exam guide
1 Oral Matura

Life Skills guide
1 Communication, Mediation

Exam guide
3 Listening True/false

Life Skills guide
4 Creativity, Mediation

Life Skills guide
5 Collaboration, Mediation

Making suggestions and decisions

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

1 Are the people in the photo enjoying their visit to the restaurant? Why?/Why not?
2 What kind of restaurants do you prefer when you go out?
3 Tell your partner about a situation when you were not satisfied with the service at a restaurant.

2 Look at the Useful language box. Then listen to the conversation. What are the people planning? Which expressions can you hear from the Useful language box? 45 p. 387

They're planning a barbecue.

3 Listen again. Are the sentences true (T) or false (F)? Correct the information which is wrong. 45 p. 387

1 The people are going to have a barbecue. T
2 Halloumi is a kind of fish. F
3 Halloumi can be a little salty. T
4 The vegetarians who are coming can eat bread and fish. F
5 People can bring their own food. F
6 They can get the knives and forks from the school. F

4 Imagine you're planning a meal for a party with your class. What food and drinks would you like to include? Make notes.

5 Work in small groups. Think about the meal you are planning. Use your notes from exercise 4. Make suggestions of different food, and practise describing the different types. Use expressions from the Useful language box.

Useful language

Making suggestions
How about … ? ✓
I think we should have …
We could cook … ✓
Why don't we … ? ✓
Maybe we should …
What about … ? ✓

Describing food
It's a kind of … ✓
It's popular in … ✓
It's really good with …
It's a little salty / fairly sweet / kind of sour / delicious. ✓

Making decisions
We'll have plenty of (pizza) and (salad.) ✓
I'll put that on the invitation. ✓

All over the world, people love to eat together and share food with friends.



3h/week • Student's Book ex. 1–5 p. 122

5h/week • Workbook ex. 1–3 p. 109

7h/week • Extra online resources

7G Writing

A review

Writing a restaurant review

1 Work in pairs. Answer the questions.

1 What kind of restaurants does your town or city have?
2 What is the most popular type of casual food in your area? Do you like this food?
3 What restaurant would you go to with a visitor to your town or city? Why?

Freegan Pony, Paris

Place Auguste Baron

Opening hours: Sunday–Thursday 19.30–22.30, Friday & Saturday 19.30–23.00

Freegan Pony is a very welcoming and relaxing place to eat. We went on a Saturday evening, when it was very lively, but everyone was very pleasant and calm.

The brasserie's 'selling point' is that their experienced chefs prepare the meals with imperfect fruit and vegetables – produce that supermarkets don't want, but which is still safe to eat. This is by no means a problem – the food is simple and vegetarian, fresh and tasty.

Of course, one advantage of eating here is that it is cheaper than most restaurants in Paris. You can eat well for less than ten euros.

We would definitely recommend Freegan Pony – it's very good, cheap and it helps the environment. What's not to like?

2 Read the restaurant review. Answer the questions.

1 Where is the restaurant?
2 When is it open?
3 What is the atmosphere like?
4 What type of food does it have?
5 Is it expensive?
6 Does the writer recommend it?

Useful language

Describing a restaurant

It's in / at …
It's open on …, from … to …
It's a very (relaxing / unfriendly) place.
The service is (fast / friendly / slow).
The food is (simple / tasty / horrible).
One advantage / disadvantage of the restaurant is …
It costs about … to eat here.
I would definitely recommend … because …
I wouldn't recommend … because …

3 WRITING TIPS Writing a review

A review usually contains all or some of the following information. Which information below is in the review?

- ✓ where something is
- ✓ when it is open
- ✓ what it is like
- ✓ good points
- bad points
- ✓ what is different about it
- ✓ whether the writer recommends it

4 Work in small groups. Think of two or three restaurants or eating areas. Discuss where they're located, when they're open, what the atmosphere is like, and what kind of food they have.

5 Choose one place from exercise 4 and write a review of it. Use the model in exercise 1 to help you, and the expressions from the Useful language box. Write between 80 and 130 words.

More about a review in Writing guide on p. 156.

6 Exchange reviews with a partner. Check each other's work. Does it answer the questions in exercise 2?



1 Describe a restaurant you have been to recently.
2 What international restaurant chains are popular in Poland? Are they only fast-food restaurants?

Life Skills guide
1 Critical thinking, Mediation

Exam guide
2 Reading
Open-ended questions

Exam guide
4 Oral Matura

Life Skills guide
4 Mediation

Exam guide
5 Writing
A blog entry

Life Skills guide
5 Creativity, Critical thinking, Practical skills

Life Skills guide
6 Collaboration, Critical thinking, Practical skills, Self-development

2
1 Place Auguste Baron (Paris)
2 19.30-22.30 Sunday to Thursday, 19.30-23.00 Friday and Saturday
3 very welcoming and relaxing
4 simple and vegetarian
5 no, very cheap
6 yes, definitely

3h/week • Student's Book ex. 1–6 p. 123

5h/week • Workbook ex. 1–5 p. 110

7h/week • Extra online resources

Skills Review 7

ENGLISH IN USE

Exam guide
1 English in Use
Gap-filling

Exam guide
3 English in Use
Lexical pairs

Uzupełnianie zdań

1 Wybierz odpowiedź, która poprawnie uzupełnia zdania.

1 People have raised animals in this country ... centuries.
a until
b since
c for

2 Scientists are ... growing some fruit and vegetables under the sea.
a recently
b already
c yet

3 Would you like ... food produced in laboratories?
a to eat
b eat
c eating

4 What are ... ways of growing food?
a another
b other
c others

5 If farmers ... using chemicals, they will probably kill off many species of birds and insects.
a will continue
b continuing
c continue

Exam guide
2 English in Use
Sentence formation

Exam guide
4 English in Use
Word formation

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

1 George will start losing weight when he (*stop / eat*) ... junk food.
2 We can't meet on Saturday because I (*fly / Rome*) ... on that day.
3 Do you think it (*be / possible / eat*) ... food replacement pills instead of real food in twenty years' time?
4 If we (*not / stop*) ... using chemicals, the bee population will continue to fall.
5 We (*go / discuss*) ... environmental issues at the conference next week.

2 1 stops eating
2 am flying to Rome
3 will be possible to eat
4 don't stop
5 are going to discuss / are discussing

Pary zdań

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

1 I think this gadget may ... in handy in our kitchen.
Sometimes my dreams ... true.
a stay **b** become **c** come

2 This small village will soon ... into a popular holiday resort.
When I ... eighteen, I'll probably get my own car.
a change **b** turn **c** make

3 Watch ...! There's a car coming!
Let's get ... of here. It's far too hot.
a on **b** out **c** off

4 Grandma does everything she can to ... everyone fed.
Please, ... these seats. I'll sit somewhere else.
a keep **b** make **c** hold

5 According ... the weather forecast, it'll be sunny tomorrow.
French fries are salty and taste similar ... crisps.
a from **b** with **c** to

Słowotwórstwo

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

1 I tried this stew, but it was too ... .
SPICE spicy

2 His way of serving food didn't gain anybody's ... .
ACCEPT acceptance

3 My mum always buys fresh eggs and milk from a local ... when we're on holiday in the country.
FARM farmer

4 Jonathan's sudden ... at the party didn't surprise anybody.
DISAPPEAR disappearance

5 Jack's greatest ... was winning a cooking competition for young, talented chefs.
ACHIEVE achievement

6 I'm sorry, but my company cannot meet your ... .
REQUIRE requirements

3h/week
• Student's Book ex. 1–10 pp. 124–125 • If short of time, assign ex. 10 for homework.

5h/week
• Workbook ex. 1–9 p. 112–113, ex. 1–5 p. 111 • If short of time, assign ex. 8 p. 113 for homework.

7h/week
• English in Use photocopiable activities, TB pp. 362, 367–370 (7.5–7.8) • Extra online resources (see Technology guide)

5 **1** if he works
2 if it rains
3 Sonia does not invite
4 When my dad buys
5 am having

Parafrazy zdań

5 **Uzupełnij drugie zdanie, używając podanego wyrazu w niezmienionej formie, tak żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany.**

1 Jeff must work quickly. Then he will finish his project on time.
IF
Jeff will finish his project on time ... quickly.

2 It may rain tomorrow. Then we'll stay at home.
IT
We'll stay at home ... tomorrow.

3 It's possible that Sonia won't invite us to dinner. Then we'll eat something at home.
NOT
If ... us to dinner, we'll eat something at home.

4 We can't organise a barbecue party. First my dad must buy a new grill.
WHEN
... a new grill, we'll organise a barbecue party.

5 I've invited Susan and Mark to lunch on Saturday.
AM
I ... lunch with Susan and Mark on Saturday.

Tłumaczenie fragmentów zdań

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

1 Tomatoes (*są często używane*) ... in salads.
2 Let's have spaghetti for lunch (*zamiast*) ... pizza.
3 (*Będzie*) ... over 10 billion people on Earth in 30 years' time.
4 Tomorrow (*jedziemy*) ... on a school trip to the Botanical Gardens.
5 If you study hard enough, (*możliwe, że zdasz*) ... the exam.

Uzupełnianie luk

7 **Uzupełnij luki w zdaniach wyrazem, który najlepiej pasuje.**

1 Is ... any food you never eat?
2 It's difficult to imagine what the world would be like ... bees.
3 George would prefer to walk ... than travel by bus.
4 We may soon ... difficulty growing fruit if we don't take more care of bees.
5 Scientists are working on new ... to grow food.

LISTENING

8 **Usłyszysz dwukrotnie wywiad z nastoletnim blogerem, którego pasją jest gotowanie. Które zdania są zgodne z treścią nagrania (T – True), a które nie (F – False)?** 46 p. 387

1 David's grandmother encouraged him to watch a TV culinary programme. F
2 David started cooking dishes, using his grandmother's recipes. F
3 David decided to run two blogs on unrelated topics. T
4 David's friends also placed their recipes on his blog. F
5 David has a carefully-planned daily programme. T

SPEAKING

9 **Wspólnie ze znajomym z Wielkiej Brytanii postanowiłeś/postanowiłaś otworzyć niewielką restaurację. Porozmawiajcie o tym. Poniżej podane są cztery kwestie, które musisz omówić z nim w rozmowie.**

- lokalizacja restauracji
- wystrój wnętrza
- rodzaj jedzenia
- promocja lokalu

WRITING

10 **W twojej szkole zorganizowano spotkanie ze specjalistą do spraw żywienia. Napisz e-mail do koleżanki z Londynu.**

- Wyjaśnij, kto zorganizował spotkanie i dlaczego.
- Opisz przebieg spotkania.
- Poinformuj, jakie materiały otrzymaliście od zaproszonego gościa.
- Zachęć koleżankę do zainteresowania się zdrowym odżywianiem.

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

Dear Joanne,

Yesterday I took part in a very interesting meeting with a dietician.

Take care,

XYZ

Exam guide
5 English in Use
Transformations

Exam guide
8 Listening
True/false

Exam guide
9 Oral Matura

Life Skills guide
9 Communication, Mediation

Exam guide
6 English in Use
Translations

Life Skills guide
6 Mediation

Exam guide
10 Writing
An informal email

Life Skills guide
10 Creativity, Mediation, Practical skills

Exam guide
7 English in Use
Gap-filling

Technology guide
Matura Bank – extra resources available on **www.dlanauczyciela.pl**

6 **1** are often used
2 instead of
3 There will be
4 we are going
5 you may pass

7 **1** there
2 without
3 rather
4 have
5 ways/methods

Grammar reference 7

GRAMMAR 1 Predictions and arrangements

Predictions and arrangements (przewidywania i ustalenia)

will + bezokolicznik

Konstrukcji „*will* + bezokolicznik" używamy, gdy mówimy o:

- przewidywaniach na przyszłość, co do których mamy dużą pewność, że się wydarzą:

  *Electric cars **will be** more and more popular in the next few years.*

  *It **will be** good fun!*

- spontanicznych decyzjach podjętych w chwili mówienia:

  A: The fridge is empty.

  *B: I'**ll go** to the shop and buy some food.*

- obietnicach:

  *Thanks for lending me your bike. I'**ll give** it back tomorrow.*

- propozycjach:

  *Don't worry. I'**ll help** you with the project.*

- prośbach:

  ***Will** you **bring** me something to eat, please? I'm very hungry.*

Konstrukcji „*will* + bezokolicznik" używamy po wyrażeniach: *I think, I don't think, I'm sure, I believe, I expect*

***I think** more people **will live** in big cities in the future.*

Do tworzenia pytań używamy *will*, a do tworzenia przeczeń *will not* (*won't*) i podstawowej formy czasownika.

Will często jest skracane do *'ll*. Formy skróconej używamy z zaimkami osobowymi w zdaniach twierdzących.

Zdania twierdzące	Zdania przeczące
*I/You/He/She/It/We/They **will eat** organic food.*	*I/You/He/She/It/We/They **won't eat** organic food.* *(**won't** = **will not**)*

Pytania	Krótkie odpowiedzi
***Will** I/you/he/she/it/we/they **eat** organic food?*	*Yes, I/you/he/she/it/we/they **will**.* *No, I/you/he/she/it/we/they **won't**.*

might, may + bezokolicznik

Konstrukcji „czasownik modalny *might, may* + bezokolicznik" używamy, gdy mówimy o:

- prawdopodobnych wydarzeniach lub sytuacjach w przyszłości:

  *We **might discover** new sources of food.*

  *The population **may not increase** so quickly.*

going to

Konstrukcji „*going to* + bezokolicznik" używamy w odniesieniu do przyszłości, gdy mówimy o:

- planach i podjętych już decyzjach:

  *I'**m going to be** in cookery school next year. It's **going to be** a lot of work.*

going to czy *will*?

- Konstrukcji *going to* używamy zazwyczaj, gdy istnieją przesłanki ku temu, że dane wydarzenie nastąpi w bliskiej przyszłości:

  *Look at these black clouds in the sky. It's **going to** rain.*

- *Will* używamy, gdy przewidujemy, że coś się wydarzy w dalszej perspektywie, lub gdy nasze przewidywania wynikają z wcześniejszych doświadczeń:

  *The world population **will be** about 10 billion in 2050.*

  *He'**ll be** late – he always is.*

Present continuous w odniesieniu do przyszłości

- Czasu *present continuous* używamy, gdy mówimy o planach na przyszłość, co do których podjęliśmy już jakieś kroki, np. umówiliśmy się.

  *We're **meeting** after school today.*

- Gdy mówimy o przyszłych planach, używamy okoliczników czasu wskazujących na przyszłość:

  *I'**m working** on my project **next week**.* (= w przyszłości)

  ***I'm working** on my project.* (= teraz)

Ćwiczenia 1–6

GRAMMAR 2 First conditional

First conditional (pierwszy tryb warunkowy)

- Pierwszego trybu warunkowego (*first conditional*) używamy w odniesieniu do sytuacji, która może się wydarzyć w przyszłości, o ile zostanie spełniony określony warunek:

  *You'**ll meet** some farmers **if** you visit the countryside.*

  ***If** you go to China, you'**ll eat** a lot of delicious food.*

- Kolejność zdań może być dowolna, jednak gdy zdanie warunkowe z *if* występuje jako pierwsze, wtedy oddzielamy je przecinkiem od zdania głównego:

  ***If** you bring some cake, **I'll make** coffee.*

Zdanie z *if*	Zdanie główne
Present simple	*will* + bezokolicznik

May, might, could

- *May*, *might* i *could* mogą być użyte zamiast *will*, gdy przewidywane wydarzenia są mniej prawdopodobne:

  *If you **travel** the world, you **may discover** foods you never knew about.*

  *You **might eat** fish for breakfast if you **go** to Japan.*

  *If you **travel** in Brazil, it **could** be difficult to find vegetarian food.*

1 1 will
2 'll
3 will
4 will
5 Will

2 1 We may grow more food in laboratories.
2 There will be a lot more people.
3 Will there be enough fish?
4 They won't eat fast food.

When (Gdy)

- *When* używamy, gdy mamy pewność, że dana sytuacja wydarzy się w przyszłości w określonym momencie:

  When *I go shopping later in the afternoon, I'**ll buy** some vegetables and meat for dinner.* (Z całą pewnością pójdę po zakupy po południu.)

  If *I go shopping, I **might buy** vegetables and meat for dinner.* (Istnieje możliwość, że pójdę po zakupy.)

Ćwiczenia 7–10

Grammar practice

1 Complete the sentences with *will* or *'ll*.

1 Food ... be more expensive.
2 We ... eat less meat.
3 Robots ... work on farms.
4 Some people ... have food 'printers' in their kitchen.
5 ... people grow more vegetables at home?

2 Put the words in the correct order to make predictions.

1 may / We / more / grow / in / food / laboratories
2 will / There / people / be / more / a lot
3 there / Will / fish / enough / be / ?
4 eat / They / fast / won't / food

3 Complete the sentences with the correct form of *going to*.

1 Look at the clouds. It*'s going to* rain on our picnic!
2 There's too much food. We ... finish it.
3 There are two pizzas for ten people. ... we ... have enough food for everyone?
4 This restaurant is very unpopular, so it ... close.
5 The cost of raising animals is increasing. ... meat ... become more expensive?

4 Complete the sentences with *going to* and the verbs in brackets.

1 ... a vegetarian diet ... (*be*) more popular in the future?
2 People ... (*eat*) more plants that grow in the sea.
3 The typical home ... (*have*) a big vegetable garden.
4 ... restaurants ... (*serve*) more local food?
5 I ... (*not change*) my way of eating.

5 Match the situations with the predictions or questions in exercise 4.

a People are becoming more interested in growing their own food. 3
b When they eat out, people want to know where the food comes from. 4
c A lot of people avoid meat these days. 1
d I know what I like to eat. 5
e The Japanese diet includes a lot of seaweed. 2

4 1 Is (a vegetarian diet) going to be
2 are going to eat
3 is going to have
4 Are (restaurants) going to serve
5 am not going to change

6 Write sentences using *will* or *going to*.

1 In the next 50 years / people live on Mars
2 By the year 2100 / most of our food come from factories
3 People like healthy food so fast food / be less popular
4 Farming is difficult so / fewer people become farmers
5 After we end the problem of hunger / the world be a better place

7 Put *will* in the correct place in each sentence.

1 If we have enough farms, we *will* be able to feed everyone.
2 You have delicious honey if you visit Kars.
3 If they leave their villages, people forget their traditions.
4 If I make a salad, you stay and have dinner with us?
5 Hannah teach us some recipes if we ask her?

8 Choose the correct option to complete each sentence.

1 If the bees don't transfer the pollen, fruit *will* / *won't* grow.
2 These plants don't like water, so they *might* / *might not* be healthy if you give it to them every day.
3 If we *don't meet* / *meet* any beekeepers, I'll buy some honey.
4 If we act now, we *may* / *may not* be able to save the bees.

9 Complete the sentences with the correct form of the words in brackets.

1 If you *choose* (*choose*) the restaurant, I *'ll make* (*make*) the reservation.
2 We ... (*see*) each other tomorrow if we ... (*not meet*) tonight.
3 If they ... (*leave*) home at 7.00, they ... (*arrive*) at the restaurant at 7.30.
4 He ... (*bring*) some food with him if you ... (*ask*) him to.
5 You ... (*be*) hungry later on if you ... (*not take*) enough food with you.
6 If you ... (*want*) to do the homework together, I ... (*come*) to your place after dinner.

10 Read the sentences. Write conditional sentences with the words in brackets.

1 I want to try the new vegetarian restaurant. I might have time. (will / if)
I'll try the new vegetarian restaurant if I have time.
2 They want to buy some Turkish honey. They might find it in town. (*may / if*)
3 The bees might be happy. Happy bees make a lot honey. (*if / might*)
4 He will finish reading the book. He will know more about bees. (*when / will*)
5 It's possible for her to interview a beekeeper. She might find one. (*might / if*)

6 1 In the next 50 years, people will live on Mars.
2 By the year 2100, most of our food will come from factories.
3 People like healthy food, so fast food is going to be less popular. (There is present evidence here.)
4 Farming is difficult, so fewer people are going to become farmers. (There is present evidence here.)
5 After we end the problem of hunger, the world will be a better place.

7 2 You **will** have delicious honey if you visit Kars.
3 If they leave their villages, people **will** forget their traditions.
4 If I make a salad, **will** you stay and have dinner with us?
5 **Will** Hannah teach us some recipes if we ask her?

3 2 are not going to
3 Are (we) going to
4 is going to
5 Is (meat) going to

9 2 'll see, don't meet
3 leave, 'll arrive
4 'll bring, ask
5 'll be, don't take
6 want, 'll come

10 2 They may buy some Turkish honey if they find it in town.
3 If the bees are happy, they might make a lot of honey.
4 When he finishes reading the book, he'll know more about bees.
5 She might interview a beekeeper if she finds one.

Wordlist Unit 7 47

VOCABULARY p. 115

apple (n) /'æpl/ jabłko
beef (n) /biːf/ wołowina
bitter (adj) /'bɪtə/ gorzki
chilli powder (n) /'tʃɪli ˌpaʊdə/ mielona papryka chilli
chips (n) /tʃɪps/ frytki (BrE)
coffee (n) /'kɒfi/ kawa
curry (n) /'kʌri/ danie z curry
dessert (n) /dɪ'zɜːt/ deser
dish (n) /dɪʃ/ danie
drink (n) /drɪŋk/ napój
french fries (n) /ˌfrentʃ 'fraɪz/ frytki (AmE)
fruit (n) /fruːt/ owoce
garlic (n) /'gɑːlɪk/ czosnek
host (v) /həʊst/ być gospodarzem
hot (adj) /hɒt/ ostry
ice cream (n) /ˌaɪs 'kriːm/ lody
lemon (n) /'lemən/ cytryna
meat (n) /miːt/ mięso
noodles (n) /'nuːdlz/ kluski, makaron
pasta (n) /'pæstə/ makaron
pepper (n) /'pepə/ papryka
potato crisps (n) /pəˌteɪtəʊ 'krɪsps/ chipsy ziemniaczane
prawns (n) /prɔːnz/ krewetki
salty (adj) /'sɔːlti/ słony
sauce (n) /sɔːs/ sos
snack (n) /snæk/ przekąska
sour (adj) /'saʊə/ kwaśny
spice (n) /spaɪs/ przyprawa
spicy (adj) /'spaɪsi/ pikantny
strawberry (n) /'strɔːbəri/ truskawka
sweet (adj) /swiːt/ słodki
tea (n) /tiː/ herbata
tomato (n) /tə'mɑːtəʊ/ pomidor
vegetable (n) /'vedʒtəbl/ warzywo

LISTENING p. 116

almond (n) /'ɑːmənd/ migdał
basil (n) /'bæzl/ bazylia
beetroot (n) /'biːtruːt/ burak
cashew (n) /'kæʃuː/ orzech nerkowca
coated (adj) /kəʊtɪd/ powlekany, pokryty
cocoa (n, adj) /'kəʊkəʊ/ kakao; kakaowy
cold (n) /kəʊld/ przeziębienie
diver (n) /'daɪvə/ nurek
experienced (adj) /ɪk'spɪəriənst/ doświadczony
farm (n, v) /fɑːm/ gospodarstwo, farma; uprawiać
feed (v) /fiːd/ karmić
future (n) /'fjuːtʃə/ przyszłość
jar (n) /dʒɑː/ słój, słoik
land (n) /lænd/ ziemia
lecsó (n) /'letʃəʊ/ leczo
menu (n) /'menjuː/ karta dań
nut (n) /nʌt/ orzech
pickle (n) /'pɪkl/ marynaty, pikle
square meal (n) /ˌskweə 'miːl/ solidny posiłek
stew (n) /stjuː/ gulasz; potrawka
suddenly (adv) /'sʌdnli/ nagle
swallow (v) /'swɒləʊ/ połykać

GRAMMAR 1 p. 117

arrangement (n) /ə'reɪndʒmənt/ ustalenie
increase (v) /ɪn'kriːs/ wzrastać; zwiększać się
population (n) /ˌpɒpjʊ'leɪʃn/ populacja, liczba mieszkańców
shortened (adj) /'ʃɔːtnd/ skrócony
sports season (n) /ˌspɔːts 'siːzn/ sezon sportowy
university acceptance (n) /ˌjuːnɪ'vɜːsəti ək'septəns/ przyjęcie na studia
vegetarian (adj) /ˌvedʒɪ'teəriən/ wegetariański

READING pp. 118–119

achievement (n) /ə'tʃiːvmənt/ osiągnięcie
agriculture (n) /'ægrɪkʌltʃə/ rolnictwo
bee (n) /biː/ pszczoła
beeswax (n) /'biːzwæks/ wosk pszczeli
berry (n) /'beri/ jagoda
blackberry (n) /'blækbəri/ jeżyna
blueberry (n) /'bluːbəri/ czarna jagoda
broccoli (n) /'brɒkəli/ brokuł
chemicals (n) /'kemɪklz/ chemikalia
come in handy (phr) /ˌkʌm ɪn 'hændi/ okazać się przydatnym
corn (n) /kɔːn/ kukurydza
creature (n) /'kriːtʃə/ stworzenie, istota
crop (n) /krɒp/ zbiory
cucumber (n) /'kjuːkʌmbə/ ogórek
decreasing (adj) /diː'kriːsɪŋ/ malejący
disappearance (n) /ˌdɪsə'pɪərəns/ zniknięcie
domesticate (v) /də'mestɪkeɪt/ udomowić
drop (v) /drɒp/ spadać, upuszczać
eventually (adv) /ɪ'ventʃuəli/ w końcu, wreszcie
farmer (n) /'fɑːmə/ rolnik
farming (n) /'fɑːmɪŋ/ rolnictwo
fortunately (adv) /'fɔːtʃənətli/ na szczęście
grapes (n) /greɪps/ winogrona
grow (v) /grəʊ/ rosnąć; hodować, uprawiać
harvest (v) /'hɑːvɪst/ zbierać plony
honey (n) /'hʌni/ miód
hunter (n) /'hʌntə/ myśliwy
jelly (n) /'dʒeli/ galaretka
label (n) /'leɪbl/ podpis
livestock (n) /'laɪvstɒk/ bydło, żywy inwentarz
name (v) /neɪm/ nazywać
olive (n) /'ɒlɪv/ oliwka
once upon a time (phr) /'wʌns əˌpɒn ə 'taɪm/ dawno, dawno temu
operation (n) /ˌɒpə'reɪʃn/ operacja
peanut butter (n) /ˌpiːnʌt 'bʌtə/ masło orzechowe
pie (n) /paɪ/ ciasto owocowe
pineapple (n) /'paɪnæpl/ ananas
plant (n, v) /plɑːnt/ roślina, sadzić
pollen (n) /'pɒlən/ pyłek
pollinate (v) /'pɒləneɪt/ zapylać
pollination (n) /ˌpɒlə'neɪʃn/ zapylanie
raise (v) /reɪz/ hodować; uprawiać
requirement (n) /rɪ'kwaɪəmənt/ wymóg, żądanie
season (n) /'siːzn/ pora roku
store (v) /stɔː/ przechowywać
supply (n) /sə'plaɪ/ zapas, zaopatrzenie
tend (v) /tend/ zazwyczaj coś robić
transfer (v) /træns'fɜː/ przenosić
worker (n) /'wɜːkə/ robotnik; pracownik

GRAMMAR 2 pp. 120–121

alive (adj) /ə'laɪv/ żywy
along (prep) /ə'lɒŋ/ wzdłuż
apiary (n) /'eɪpiəri/ pasieka
appointment (n) /ə'pɔɪntmənt/ umówione spotkanie
beehive (n) /'biːhaɪv/ ul
beekeeper (n) /'biːˌkiːpə/ pszczelarz
beekeeping (n) /'biːˌkiːpɪŋ/ pszczelarstwo
chain (n) /tʃeɪn/ łańcuch
chance (n) /tʃɑːns/ okazja, szansa
colony (n) /'kɒləni/ kolonia
effort (n) /'efət/ wysiłek
gather (v) /'gæðə/ zbierać, gromadzić
generate (v) /'dʒenəreɪt/ generować, wytwarzać
generation (n) /ˌdʒenə'reɪʃn/ pokolenie
genetically (adv) /dʒə'netɪkli/ genetycznie
legal (adj) /'liːgl/ legalny
lose (v) /luːz/ tracić
modified (adj) /'mɒdɪfaɪd/ modyfikowany
profit (n) /'prɒfɪt/ zysk
profitable (adj) /'prɒfɪtəbl/ dochodowy, opłacalny
structure (n) /'strʌktʃə/ konstrukcja
synthetic (adj) /sɪn'θetɪk/ syntetyczny, sztuczny
trail (n) /treɪl/ szlak
watch out (phr v) /ˌwɒtʃ 'aʊt/ uważać

SPEAKING p. 122

barbecue (n) /'bɑːbɪkjuː/ gril
fork (n) /fɔːk/ widelec
halloumi (n) /hə'luːmi/ ser z mleka owczego
knife (n) /naɪf/ nóż
service (n) /'sɜːvɪs/ obsługa

WRITING p. 123

cheap (adj) /tʃiːp/ tani
horrible (adj) /'hɒrəbl/ paskudny, okropny
tasty (adj) /'teɪsti/ smaczny

SKILLS REVIEW pp. 124–125

balance (v) /'bæləns/ wyważać, równoważyć
chef (n) /ʃef/ szef kuchni, kucharz
cross off (phr v) /krɒs ɒf/ wykreślić (np. z listy)
forecast (n) /'fɔːkɑːst/ prognoza
meet one's requirements (phr) /miːt wʌnz rɪ'kwaɪəmənts/ spełniać czyjeś oczekiwania
pill (n) /pɪl/ tabletka
recipe (n) /'resəpi/ przepis, receptura
run a blog (phr) /ˌrʌn ə 'blɒg/ prowadzić blog
unrelated (adj) /ˌʌnrɪ'leɪtɪd/ niepowiązany

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

LEXICAL EXERCISES

1 Choose the correct option to complete each sentence.

1 If you buy two pounds of ... , I will cook your favourite stew.
a basil
b beef
c beetroot

2 I'd like the dessert with ... more because I don't like nuts.
a almonds
b cashews
c blackberries

3 Cocoa tastes a bit ... without any added sugar.
a bitter
b sour
c spicy

4 Beekeepers ... their bees with sweet syrup during the winter.
a transfer
b plant
c feed

5 People ... started producing healthy food without the use of chemicals.
a originally
b eventually
c suddenly

2 Choose the correct option that best reflects the meaning of the word or phrase in italics.

1 Actually, we enjoyed the dinner. The starter was rather plain, but the main course was *delicious*.
a salty
b tasty
c spicy

2 The summer time is the time to start *harvesting* the majority of crops.
a swallowing
b collecting
c increasing

3 They *will not give permission to* hunters to enter the area.
a will domesticate
b won't allow
c may not protect

4 *We really enjoyed the service* in that restaurant.
a The waiters were extremely efficient
b We liked the menu
c They didn't serve us

5 *Watch out for nuts in dishes* if you are allergic to them.
a Look for recipes with nuts
b Don't eat dishes that don't contain nuts
c Be careful of ordering food with nuts

3 Translate the Polish fragments of the sentences into English.

1 If she (*umówi się na spotkanie*) ... with the manager, she will probably be successful.

2 Chemicals have a horrible (*wpływ na rolnictwo*) ... in many countries.

3 Can I have (*dwa słoiki miodu*) ... from this apiary?

4 Scientists are currently studying (*zniknięcie niektórych gatunków*) ... of insects.

5 Ecological farming may (*zaspokoić wymagania*) ... of a more demanding generation of consumers.

4 Complete each sentence with the word that best fits the gap.

1 Put a knife and a spoon on the right hand side of the plate and a ... on the left.
2 Nowadays, people don't want to buy ... modified food as it may be unhealthy.
3 Water turns ... ice whenever the temperature drops below zero.
4 If you become a ... , you will not eat any meat at all.
5 Bees live in ... , which are situated in something called an apiary.

Exam guide
1 English in Use
Multiple choice

Exam guide
3 English in Use
Translations

Life Skills guide
3 Mediation

3 1 makes an appointment
2 impact on agriculture/ farming
3 two jars of honey
4 the disappearance of some species
5 meet the requirements

Exam guide
2 English in Use
Transformations

Exam guide
4 English in Use
Gap-filling

4 1 fork
2 genetically
3 into
4 vegetarian
5 beehives

1 What do you spend most of your money on?
2 Which products are synonymous with a particular country?

8 Buyer's choice



Culture guide

Global context

The woman in the photo is shopping at a shoe market in Hefei, China, a city about 290 miles (468 kilometres) west of Shanghai. She has many options to choose from, and that's no surprise. Today, China is the world's leading footwear manufacturer. According to one source, the country makes over sixty percent of the shoes worn worldwide. In addition to footwear, China also leads the way in making many of the world's electronics, such as mobile phones, tablets and laptops. The country does more than produce goods for personal use, though. It's also a leading manufacturer of solar panels, which it hopes will help reduce its (and the world's) reliance on energy sources such as coal and oil.

IN THIS UNIT YOU LEARN

VOCABULARY
- shopping
- buying and selling
- advertising
- recycling
- social issues
- compound nouns

GRAMMAR
- second conditional
- defining relative clauses

SKILLS

Listening
- clothing company that cares
- recycling materials
- multiple choice

Reading
- skateboards – producing new products from old ones
- multiple choice

Speaking
- persuading people to make change

Writing
- persuasive blog post

CRITICAL THINKING
- identifying supporting information
- understanding a speaker's authority

TED TALK
- saving an island of paradise

3h/week • Student's Book ex. 1–5 p. 131 • If short of time, skip ex. 4.

5h/week • Workbook ex. 1–9 pp. 114–115 • If short of time, skip ex. 9.

7h/week • Photocopiable vocabulary games and activities, TB pp. 372, 376 (8.3) • Extra online resources



A woman shops for shoes at a mall in Hefei, China.

8A Vocabulary

A product's life

Talking about buying things

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

1 How does the woman in the photo feel?
2 How do you make choices when you go shopping for clothes?
3 Tell your partner about the last time you experienced difficulties while shopping.

2 Complete the sentences with the correct words.

advertises	design	grows	manufacture	material
pick	produce	~~recycle~~	sell	~~throw away~~

1 He will *recycle* the bottles, not *throw* them *away*.
2 The company … online and on TV.
3 The … is made from wool and cotton.
4 The artist created a good … for the new product.
5 Farmworkers … the fruit after it … .
6 Machines are used to … the goods. Machines can … faster than people can.
7 She is going to … her goods at the market.

3 Choose the correct option to complete the sentences about a clothing company.

Kuyichi …

1 *designs* / *throws away* really cool clothes.
2 pays a fair price for cotton from the farmers who *grow* / *manufacture* it.
3 also uses cotton *picked* / *recycled* from old clothes.
4 uses factories in Tunisia, Turkey, China, India and Macedonia to *sell* / *manufacture* the clothes.
5 *produces* / *advertises* with phrases such as 'pure goods'.
6 *sells* / *picks* their clothes through their online store.
7 asks customers not to *throw away* / *recycle* old clothes.
8 wants customers to *throw away* / *recycle* old clothes or give them to charity.

4 MY PERSPECTIVE – SPEAKING

Look at the information in exercise 3. Work in pairs. Discuss the questions.

1 Kuyichi's advertisements say they are doing good in the world. Do you agree that they are? Why?/Why not?
2 Does doing good things for the world, like recycling, help sell products?
3 What advertisements have you seen recently? What did they say or show?
4 Did the adverts make you want to buy something? How did they try to persuade you?

5 How do the choices you make when shopping affect these things?

- your wallet
- the environment
- your self-esteem
- your community

Exam guide
1 Oral Matura

Life Skills guide
1 Communication, Critical thinking, Mediation

2 2 advertises
3 material
4 design
5 pick, grows
6 produce, manufacture
7 sell

Culture guide
3 Global context

Kuyichi is a Dutch clothing company that sells casual clothing (T-shirts, sweaters, jeans) for men and women. Unlike many other fashion retailers, Kuyichi's clothing is made from sustainably sourced, organic cotton. The company does this because the large-scale production of cotton causes 'a lot of pollution and poverty' around the world, especially in poorer countries. Kuyichi wants to make comfortable, stylish clothing, and aims to do so in a way that is socially conscious and environmentally friendly.

Life Skills guide
4 Communication, Critical thinking, Mediation, Self-development

Life Skills guide
5 Critical thinking, Mediation, Self-development

8B Cele lekcji: Rozumienie ze słuchu tekstu o odpowiedzialnej firmie odzieżowej.

1 What are the most popular clothing brands for young people?
2 How can you recycle clothes which you no longer want/need?

8B Listening

Listening to a text about a clothing company that cares



1 Look at the infographic. Match the steps in the life of a shirt (1–6) with the labels (a–f).

a design and produce the shirt 3
b advertise and sell it 5
c grow and pick cotton 1
d throw it away or recycle it 6
e manufacture the cotton material 2
f deliver the shirt to stores 4

2 Listen to a fashion podcast about Kuyichi clothes. Number the topics in the order Pietro and Agata talk about them. 48 p. 388

a cotton recycling 4
b the design of the clothes 6
c cotton growers 3
d where you can buy them 8
e producing Kuyichi clothes 7
f reducing waste and pollution 5
g advertisements 2
h the topic of today's show 1
i recycling Kuyichi clothes 9

3 Listen to the podcast again. Choose the correct option to complete each sentence. 48 p. 388

1 Kuyichi is a company from ... .
(a) the Netherlands
b Japan
c Turkey

2 Some of their cotton growers are in ... .
a Canada **b** Brazil (c) China

3 They use recycled material ... .
a when they don't have enough cotton
b because it's cheaper
(c) to reduce waste

4 Pietro wears Kuyichi clothes because they ... .
a fit well (b) look good **c** are cheap

5 Pietro says that buying online is
(a) the easiest way
b a bit risky
c unfair for cotton growers

6 If you have old Kuyichi clothes, you shouldn't ... .
a give them to charity
(b) throw them away
c recycle them

7 Agata and Pietro want to ... .
a describe the offer of Kuyichi products
b present the problems Kuyichi causes
(c) show positive aspects of Kuyichi activities

4 MY PERSPECTIVE – SPEAKING

What 'good' things does Kuyichi do? Work in pairs. Make a list of the good things you can remember from the podcast. Would these make you more likely to shop at Kuyichi? Why?/Why not?

They recycle cotton from old clothes. I think that's really good because it helps to reduce waste.

Exam guide
3 Listening
Multiple choice

Life Skills guide
4 Collaboration, Critical thinking

3h/week • Student's Book, ex. 1–4 p. 132 • If short of time, skip ex. 4.

5h/week • Workbook ex. 1–3 p. 116

7h/week • Extra online resources

Fast Finishers

Think of five different materials that can be used to produce clothes. For each material, write two typical items of clothing that are made of it.

8C Grammar 1

Second conditional

Talking about unlikely and imaginary situations

1 Look at the sentences in the Grammar box. Choose the correct option to complete each sentence.

Second conditional

a *If more companies **were** like Kuyichi, the world **would be** a better place.*

b *If they **didn't look** good, I **wouldn't wear** them.*

c *If you **wanted** to buy some tomorrow, that **would** probably **be** the easiest way.*

More explanation in Grammar reference on p. 144.

1 There *are* / *aren't* a lot of companies like Kuyichi.
2 The world *is* / *isn't* a better place.
3 Kuyichi's clothes *look* / *don't look* good.
4 The speaker *wears* / *doesn't wear* Kuyichi clothes.
5 It is *quite* / *not very* likely that the presenter will buy some Kuyichi clothes tomorrow.
6 The *if* clause of sentences **a** and **b** talks about *the past* / *a situation that isn't real*.
7 The *if* clause of sentence **c** talks about something that isn't *likely* / *unlikely*.

More practical exercises in Grammar practice on p. 145.
Do exercises 1–3.

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

1 sell anything / we wouldn't / If we / advertise, / didn't
2 your old clothes, / If you didn't / you could / throw away / recycle them
3 would sell / The store / if it were / more things / bigger
4 a coat, / you could / If / make it / I designed
5 online / sold them / We could / for less if / sell our products / we
6 if they / would / Clothes / didn't have to / be / travel so far / cheaper

First and second conditional

a *If you **look** at their advertisements, you'**ll see** phrases like 'pure goods' and 'love the world'.*

b *If I **had** money, I **would buy** this T-shirt.*

3 Look at the two sentences in the Grammar box. Answer the questions.

1 Which sentence is a first conditional? Which is a second conditional?
2 Which action in the *if* clause is more likely to happen, the one in sentence **a** or the one in sentence **b**?
3 Which tenses or verb forms do we use in the two conditionals?

More practical exercises in Grammar practice on p. 145.
Do exercises 4–5.

4 Match the two parts of the sentences. Then say whether each sentence is first conditional or second conditional.

1 If companies don't advertise, a, first
2 If billboards were beautiful, c, second
3 If companies didn't advertise, b, second
4 If customers like an advertisement, e, first
5 If companies paid workers more, d, second

a people won't know about their products.
b people wouldn't know about their products.
c people wouldn't want to remove them.
d they would work harder.
e they will buy a product.

5 Use the words in brackets to complete the sentences. You may change the form of the words or add any other words if necessary.

1 If their clothes (*not cost / so much / he / buy*) … their shirts and trousers more often.
2 The company's designs (*become / popular / once / it / start*) … advertising them on TV next month.
3 The company will lose its customers (*if / it / not / improve*) … the quality of the materials it uses.
4 Which product (*you / not / miss*) … if it was no longer available in the shops?
5 This is the style of clothing I (*advertise / if / I / work*) … in marketing.

6 Choose the correct options to complete the text about advertisements in cities.

The mayor of São Paulo, Brazil, wanted to make his city a better place, so he made a law banning billboards. He called outdoor advertisements a type of pollution. Other cities have now done the same thing. If you go to Chennai in India, (1) *you'll* / *you would* notice a difference from other big cities in India as a 2009 law ended outdoor advertising. And you won't see any billboards if you (2) *will walk* / *walk* down the streets of Grenoble, in France, either. Tehran, in Iran, replaced 1,500 billboards with art for ten days. The change was popular, and many people (3) *will* / *would* be happy if it happened again. But not every city is ready to stop advertising. If you (4) *took* / *take* the famous billboards away from New York's Times Square, you'd ruin one of the city's most famous tourist attractions. And would people visit Piccadilly Circus in London if its famous advertisements (5) *aren't* / *weren't* there?

7 **MY PERSPECTIVE – SPEAKING**

Work in pairs. Discuss the questions. Take notes. Remember to use the second conditional.

1 If your town had no advertising, how would it be different?
2 How would people in your town feel if advertising were stopped?

8 Work in small groups. Using the ideas you discussed in exercise 7, prepare a presentation about why you think billboards should or shouldn't be allowed in your town or city.

1 If you could move anywhere in the world, where would you choose to live?
2 How would you advertise your products if you ran your own clothing company?

5 **1** didn't cost so much, he would buy
2 will become (more) popular once it starts
3 if it doesn't improve
4 wouldn't you miss
5 would advertise if I worked

2 **1** If we didn't advertise, we wouldn't sell anything.
2 If you didn't throw away your old clothes, you could recycle them.
3 The store would sell more things if it were bigger.
4 If I designed a coat, you could make it.
5 We could sell our products for less if we sold them online.
6 Clothes would be cheaper if they didn't have to travel so far.

3 **1** first = **a**, second = **b**
2 the one in sentence **a**
3 first conditional: present simple and future simple; second conditional: past simple and would/wouldn't + infinitive

Life Skills guide

7 Communication, Mediation

Life Skills guide

8 Collaboration, Creativity, Mediation, Practical skills

Technology guide

Quizizz.com – links to extra grammar quizes on **www.dlanauczyciela.pl**

3h/week • Student's Book ex. 1–8 p. 133, ex. 1–5 p. 145 • If short of time, skip ex. 7–8 p. 133.

5h/week • Workbook ex. 1–4 p. 117

7h/week • Photocopiable grammar games and activities, TB pp. 371, 374 (8.1) • Extra online resources (see Technology guide)

8D Cele lekcji: Rozumienie tekstu pisanego o firmie produkującej deski surfingowe ze starych sieci rybackich.

1 Is recycling widespread in Poland? Do you recycle the rubbish in your household?
2 Which materials are most easily and most commonly recycled in Poland?

8D Reading

VOCABULARY BUILDING Compound nouns

Compound nouns can be:
- two words joined to make one word, like *billboard*
- two words used together to name one thing, but not joined, like *tourist attraction*

The first word always tells us something about the second. For example, a *billboard* is a type of *board*, not a type of *bill*.

1 Read the Vocabulary building box. Then match the words to make compound nouns.

1 shopping	c	**a**	pollution
2 air	a	**b**	forests
3 sea	e	**c**	bags
4 rain	b	**d**	programme
5 recycling	d	**e**	life

2 Complete the sentences with the compound nouns in exercise 1.

1 Many supermarkets make shoppers pay for ... .
2 Plastic bags can end up in the ocean and hurt ... .
3 Electric cars will help to reduce ... .
4 In most countries, selling new wood products that come from ... is not allowed.
5 The Body Shop was one of the first shops to have a ... for customers to return empty bottles.

2 1 shopping bags
2 sea life
3 air pollution
4 rainforests
5 recycling programme

READING

Understanding a text about a company producing surfboards out of old fishnets

3 Work in pairs. Look at the compound nouns from the article. What do you think they mean? What kind of company do you think the article is about?

fishermen | fishing boat | fishnet | skateboard | surfboard

Exam guide
4 Reading
Multiple choice

4 Read the article. Choose the correct answer for each question.

1 What did Kneppers and Stover find in the ocean?
a surfboards
b old bags and boxes
c lots of fish

2 Who is Kevin Ahearn?
a a member of Dave's family
b a scientist who explores the ocean
c Ben and Dave's friend and business partner

Life Skills guide
6 Critical thinking

3 Where does the name of their company come from?
a a Chilean word meaning 'the waves'
b the name of the company which produces fishnets
c the name of the city where they started the business

Life Skills guide
7 Critical thinking

4 Which is true about Bureo?
a They collect old nets which fishermen dropped into the sea.
b They only sell their skateboards online.
c They have shops on a few continents.

5 Read the information about pronouns. Then read the first paragraph of the article. Say what each pronoun refers to.

In a text, pronouns such as *this*, *that*, *these*, *those*, *they*, *them*, *he*, *she* and *it* refer to other things in the text. For example, *I have a* ***new skateboard****.* ***It*** *was made in Chile.* Understanding these connections across sentences will help you understand the text.

1 Line 2: *they*
a their surfboards
b Ben and Dave
c the waves

2 Line 6: *this*
a surfing
b the waves
c finding trash

3 Line 8: *its*
a the world
b action
c a friend

4 Line 16: *it*
a Chile
b company
c a skateboard

CRITICAL THINKING Identifying supporting information

Writers can add specific information to make their text clearer and more interesting to read. Supporting information shows why certain facts are true or important.

6 Find the supporting information in the sentences.

1 They often find lots of trash – plastic bags, bottles, and boxes – and old fishnets.
2 They started a business in Chile, one of their favourite surfing destinations.
3 They named their company Bureo, which means *the waves* in a native Chilean language.

7 Match the sentences in exercise 6 with a reason (a–c) why the extra information was given.

a says why someone made a certain choice 2
b explains the meaning of an unfamiliar word 3
c gives specific examples of a more general word 1

3h/week • Student's Book ex. 1–7 p. 134
5h/week • Workbook ex. 1–4 p. 118
7h/week • Photocopiable vocabulary games and activities, TB pp. 372, 377 (8.4) • Extra online resources

Saving the surf

49 Ben Kneppers and Dave Stover love the ocean. And they love it most of all when they're on their surfboards. For them, there's nothing better than a day out on the waves. Unfortunately, when they go surfing, they often find lots of trash* – plastic bags, bottles and boxes – and also old fishnets. And of course this makes them unhappy. But they know that if you just complain, the world won't change on its own, so they decided to take action. Ben and Dave got together with a friend who also loves the ocean and surfing – Kevin Ahearn. They started a business in Chile, one of their favourite surfing destinations. They named their company Bureo, which means *the waves* in a native Chilean language, and it designs, produces and sells skateboards.

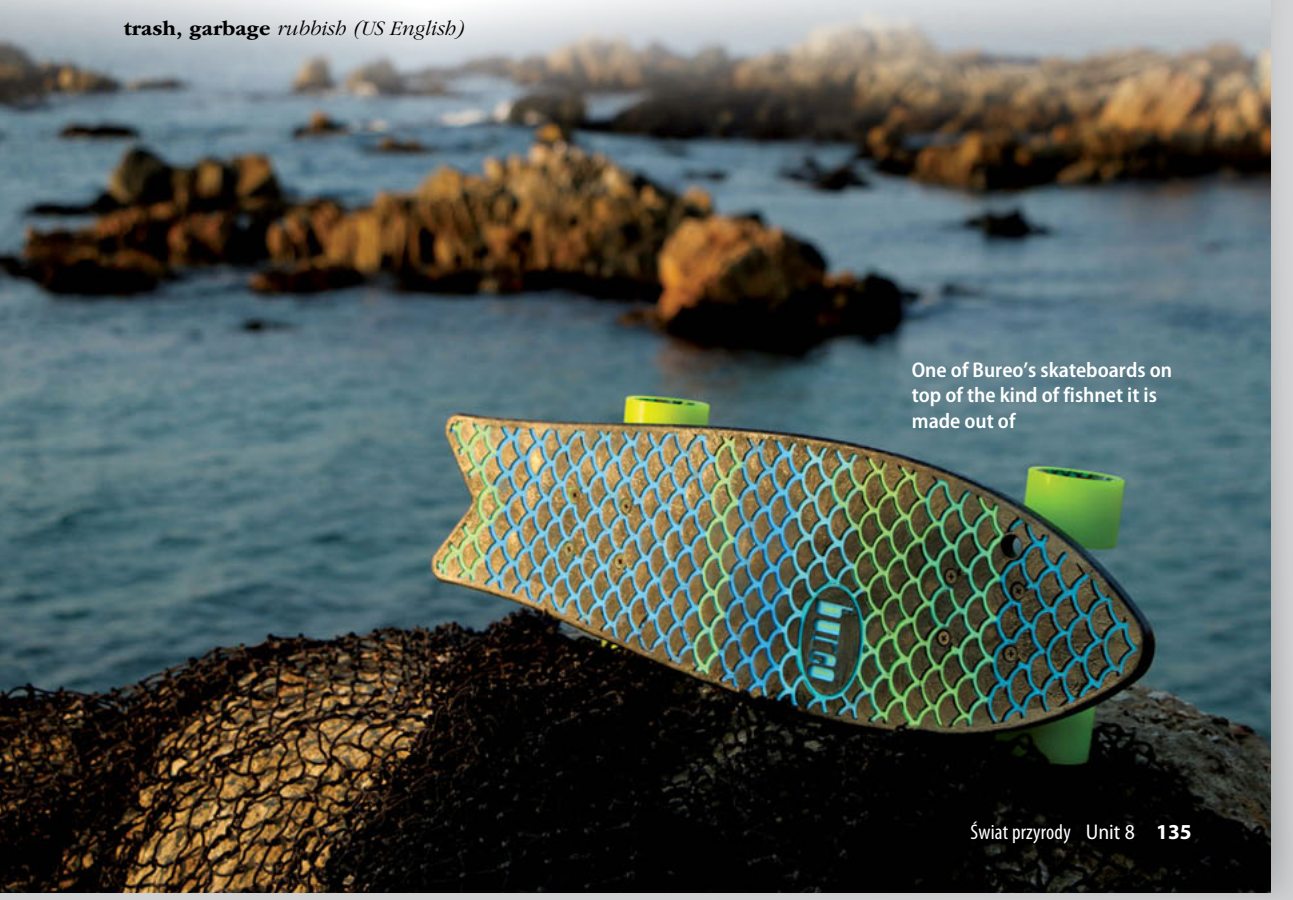
What's the connection between skateboards and plastic garbage* in the ocean? Fishnets are made of plastic. When workers on fishing boats need to throw away old or damaged nets, they usually just drop them into the sea. It's easy to do, and there's no easy way to get rid of them – until now. Bureo has set up a fishnet recycling programme that makes it easy to get rid of old nets. Instead of throwing them out of the boat and into the water, fishermen can leave their old nets at Bureo's recycling centres. This is almost as easy as throwing them into the sea, and the local fishermen are happy to help clean up the ocean. Bureo has a factory in Chile which turns the old nets into plastic material to make skateboards. If Bureo wasn't doing this work, tons of old fishnets would end up in the water as pollution. The company turns plastic garbage into something people want to buy.

Bureo sells its boards over the internet, and also delivers them to shops in the US, Chile, Japan and Switzerland. Skaters everywhere love them not only because they're great skateboards, but also because they know that Bureo is cleaning up the ocean, one old fishnet at a time.

WHO INVENTED SKATEBOARDS?

The first skateboards appeared in the 1940s, probably in Paris. A woman named Betty Magnuson reported seeing French children riding them in 1944, when she was working there. They made them by putting wheels on the bottom of old pieces of wood.

trash, garbage *rubbish (US English)*



One of Bureo's skateboards on top of the kind of fishnet it is made out of

Fast Finishers

For each of five words given, make compounds – one where the word is the main noun (e.g. *stone – milestone*) and the other where it describes another noun (e.g. *stone – Stone Age*).
Words: *ball, car, holiday, man, water.*

8E Cele lekcji: Stosowanie zdań względnych określających w celu udzielenia informacji.

1 Are there any objects in your house which are upcycled (used as something different from what they were designed for)?
2 Which shops do you like shopping at most? What do they sell? Are they eco-friendly?



Culture guide

Interesting facts

The photo shows paper pandas made by a French artist and sculptor Paulo Grangeon. They were made for the project originally called *1600 pandas*, which was a collaboration between Paulo Grangeon and the World Wildlife Fund France. It was called *1600 pandas* because at that time there were only that number of pandas left in the wild. The project is now called *1600+ pandas* because the number has increased.

Culture guide

4 Profile

2 Asher Jay is an artist who uses her love of design to create projects that raise money for wildlife conservation. She has travelled all over the world, from Colombia to Spain to East Africa.
3 Local First is an organisation that believes that people are important. As friends and neighbours, we can create a strong and engaged community by supporting our local businesses, events, farms, etc.
4 Arthur Huang is an engineer who believes we can lessen our impact on the environment by reusing rubbish and other materials. For example, he has made a box out of recycled materials. The box can also be used as a backpack or stacked with other boxes to make a storage unit.

8E Grammar 2

Defining relative clauses

Using defining relative clauses to give more information

1 Read the extract in the Grammar box from the article about Bureo. In each sentence, what noun does the pronoun in bold refer to?

Defining relative clauses

*They got together with a friend **who** also loves the ocean and surfing – Kevin Ahearn. Bureo has set up a fishnet recycling programme **that** makes it easy to get rid of old nets. Bureo has a factory in Chile **which** turns the old nets into plastic material to make skateboards.*

More explanation in Grammar reference on p. 144.

2 Look at the extract in the Grammar box again. Choose the correct option to complete each sentence.

1 The pronouns *that*, *who* and *which* introduce more information about the nouns that come *before* / *after* them.
2 The pronoun *who* refers to *people* / *things* and the pronouns *that* and *which* usually refer to *people* / *things*.
3 The information that comes after the relative pronoun is *important* / *not important* to the meaning of the sentence.

3 Look at the two sentences. Can we leave out the pronoun when it is the subject or the object of the relative clause? the object of the relative clause

1 Bureo has set up a fishnet recycling programme that makes it easy to get rid of old nets.
2 Bureo has set up a fishnet recycling programme (that) many fishermen use.

More practical exercises in Grammar practice on p. 145. Do exercises 6–9.

4 Put the defining relative clauses in the correct places to complete the sentences.

1 Artijulos is an interesting home-furnishings shop *b*. These are things a – for example a vase c .
   a that used to be other things
   b that specialises in 'upcycled' products
   c that used to be a light bulb
2 Asher Jay is a designer b . She brings attention to global issues a , including environmental and human-rights issues.
   a that need solutions
   b who creates art and advertising
3 Local First is an organisation b to buy from businesses a in the same area where they're sold.
   a that make their products
   b that encourages consumers
4 Arthur Huang is an engineer a . When his company designed and built a store for Nike, he used materials b .
   a who believes in using recycled products
   b that were made from old bottles, cans and DVDs

1 who = a friend, that = a fishnet recycling programme, which = a factory in Chile

French artist Paulo Grangeon makes pandas out of recycled paper. He shows the pandas at famous landmarks around the world.

3h/week
- Student's Book ex. 1–9 pp. 136–137, ex. 6–9 p. 145

5h/week
- Workbook ex. 1–8 pp. 120–121

7h/week
- Photocopiable grammar games and activities, TB pp. 371, 375 (8.2)
- Extra oline resources (see Technology guide)

5 Find the unnecessary relative pronouns in the sentences.

Recycling old clothes

1 What can you do with clothes which are too old or don't fit you any more?

2 If they're in good condition, why not give them to friends who might like them?

3 Put aside any clothes that you might wear again and look at them in a year.

4 Keep any in bright colours or with interesting patterns that you like and make them into other things, e.g. handbags or bed covers.

5 Give them to a charity which you like to help.

6 Put them in the recycling bins that the local government provides.

6 Complete each sentence with *who*, *that* or *which*, where necessary.

1 This is the shirt ... I made.

2 Shopping isn't an activity ... interests me.

3 I have a cousin ... always gives me her old clothes.

4 This is the old leather jacket ... I bought from my friend.

5 That's the shop ... we like because the clothes aren't expensive.

6 She's the friend ... went shopping with me last week.

7 Complete the text with relative pronouns where necessary.

Shopping for clothes to upcycle

Every year, about ten billion kilogrammes of old clothes and material (1) ... no one wants end up in the rubbish. Erica Domesek, the fashion designer (2) ... started the popular website psimadethis.com, wants to change that. She shows people (3) ... want to dress in an original, interesting way how to upcycle old clothes. You can use your own old things (4) ... you no longer wear, or cheap clothes (5) ... come from thrift stores*. If you're someone (6) ... loves shopping, the thrift store option is a good one. You get the pleasure (7) ... comes from shopping without the pain of spending a lot of money. In one video, Erica shows how you can choose a T-shirt in a colour (8) ... you really like, then turn it into a fashionable scarf.

thrift store *a shop that sells second-hand clothes*

7 1 no pronoun necessary
2 who/that
3 who/that
4 no pronoun necessary
5 that/which
6 who/that
7 that/which
8 no pronoun necessary

8 Look at the list of words associated with shops and shopping. Use sentences with defining relative clauses to say what each thing is. Use a dictionary if necessary.

cash	checkout
clothes shop	credit card
customer	furniture shop
online shop	salesperson
second-hand shop	security guard
shopping centre	supermarket

A customer is a person who buys something in a shop.

9 Work in pairs. You're looking for an interesting piece to decorate your flat in an 'upcycle store'. The shop assistant shows you three items.







- Choose the item you would mostly like to buy. Justify your choice.
- Say why you rejected the other options.

Then, answer the questions.

1 What things make a room nice and cosy?

2 Why do things become old-fashioned or out-of-date?

Exam guide

9 Oral Matura

Life Skills guide

9 Critical thinking, Mediation

6 1 no pronoun necessary
2 which/that
3 who/that
4 no pronoun necessary
5 no pronoun necessary
6 who/that

Culture guide

7 Profile

Erica Domesek is a designer who runs a website that shows people how to upcycle old clothes and other things to create something new. She has been called the 'queen' of the DIY (Do It Yourself) movement because she encourages and inspires people around the world to rely less on shop-bought merchandise and more on their own inner creativity and skill to make things they need in their lives.

Technology guide

Quizizz.com – links to extra grammar quizes on **www.dlanauczyciela.pl**

Fast Finishers

Think of a word from each of the following categories: a job, an animal, an electronic gadget, a sportsperson, a piece of furniture. Write definitions for these words using the following relative pronouns: *which*, *who*, or *that*.

Cele lekcji: Ocenianie wiarygodności mówcy.

Technology guide
Video available on DVD, Multibook and **www.dlanauczyciela.pl**

LearningApps.org
Matura exercises to TED Talk video

TEDTALKS Our campaign to ban plastic bags in Bali



AUTHENTIC LISTENING SKILLS

Content words

When you listen to authentic speech, you may not understand every word. However, the most important words – usually nouns and verbs – are often stressed. Listen for the stressed words and use them to figure out the meaning of what someone is saying.

Exam guide
4 Listening Gap-filling

1 Read the Authentic listening skills box. Then listen to part of the TED Talk. What do you notice about the underlined words? Practise saying the sentences with a partner. 50

In Bali, we generate 680 cubic metres of plastic garbage a day. That's about a fourteen-storey building. And when it comes to plastic bags, less than five percent gets recycled.

BEFORE YOU LISTEN

Life Skills guide
2 Collaboration, Mediation

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

significant launch volunteer multi-layered approach last but not least former convincing nutritionist willingness mindset conversely hidden agendas wrapping suffocating boundless declare

WHILE YOU LISTEN

3 Listen to the extract from the TED Talk about the speaker. Check if you know the words and phrases in the box. TED 8.0 p. 406

paradise campaign inspired
ban hunger strike governor

4 Listen to part 1 of the talk. Complete the notes. TED 8.1 p. 406

Two images of Bali: Island of gods and island of (1) ... garbage

Problem: most plastic bags aren't (2) ... and end up in the ocean recycled

Solution: say (3) ... to plastic bags no
Melati and Isabel: (4) ... by Mahatma Gandhi to go on inspired a (5) ... strike hunger

5 Listen to part 2 of the talk. Choose the correct option to complete each sentence. TED 8.2 p. 406

1 The governor of Bali agreed to *meet* / *talk on the phone with* the girls.
2 Their campaign: for *shops and restaurants* / *beaches* to become 'bag-free' zones.
3 They believe that *kids* / *only governments* have the power to change the world.
4 They want to stop people *in shops* / *at the airport* and ask about their plastic bags.

3h/week • Student's Book ex. 1–9 pp. 138–139 + DVD • If short of time, skip ex. 9.

5h/week • Workbook ex. 1–6 p. 122

7h/week • Extra online resources (see Technology guide)



6 VOCABULARY IN CONTEXT

Listen to the sentences from the TED Talk. Check if you know the meaning of the phrases in the box.
TED 8.3

do something about it	walk your talk	go for it
be the change	make that difference	

7 Complete the sentences so they are true for you.

1 Thinking of problems in the world, I'd like to *do something about* …
2 An example of a person who *walks his or her talk* is …
3 An example of a person who has *made a difference* in my life is …
4 A time in my life when I *went for it* was when I …
5 A person who is a good example for others and tries to *be the change* they want in the world is …

AFTER YOU LISTEN
CRITICAL THINKING

Understanding a speaker's authority

When you think about a speaker's message, consider their experience. When a speaker talks about things they have actually done, their argument is stronger. They have more authority.

8 Isabel and Melati tell us to 'Go for it!' and to 'Make that difference.' What is the best reason why we should listen to them?

a They have watched other people successfully make changes in the world.
b They know that a lot of people believe that plastic bags are a serious problem.
c They've actually done what they're telling us to do, and they've succeeded.

9 MY PERSPECTIVE – SPEAKING

Inspired by Isabel and Melati, you also decided to make the world a better place. Work in small groups and discuss the following ideas:

- places where you shop
- things you buy
- packaging of products
- things you no longer need or use

Then plan a campaign and present your ideas to the class.

Life Skills guide
8 Critical thinking

Life Skills guide
7 Critical thinking, Mediation, Self-development

Exam guide
9 Oral Matura

Life Skills guide
9 Collaboration, Communication, Creativity, Mediation, Self-development

1 What social campaigns have you seen advertised on TV or on the internet lately? What was their aim?
2 What issues do you think should be taken care of by the local community? How could you persuade community representatives to do something about these problems?

8F Speaking

Persuading others

1 Work in pairs. Answer the questions.

1 Some shopping areas have pedestrian zones – areas that are closed to cars. Does your town or city have any pedestrian zones?
2 What are the benefits of having shopping areas with no cars?
3 What problems can be caused by closing roads?

2 Listen to the presentation. Choose the correct options to complete the paragraph. What is the speaker trying to persuade the audience to do? 51 p. 388

We want to ban (1) *cars* / *people* from the high street. City centre (2) *entertainment* / *shopping* is an important part of the local economy. Research shows that people enjoy (3) *walking* / *eating* outdoors but don't like traffic or air pollution. A pleasant central area for (4) *families* / *teenagers* will mean a happier town. Allowing cars to ruin the (5) *shopping area* / *traffic* is wrong – people have a right to (6) *shop* / *feel safe*

3 Read the Speaking strategies box. Write the strategy that matches each quotation.

… Closing roads to traffic is the right thing to do. Allowing cars to spoil our shopping area is wrong. morals
… Think especially of families who have young children. They just want a nice place to go shopping. emotion
… Research shows that people who shop in the town centre enjoy walking, but don't like the car and bus traffic. logic

4 Read the situations. In each case, how would you persuade people in your town to make a change? Brainstorm ideas as a class.

1 People throw away a lot of metal, paper and plastic instead of recycling it.
2 The city wants to build a shopping centre, but people think it will hurt local shops.
3 A lot of old clothes end up in the rubbish. There should be a good way to exchange, re-use and upcycle clothes.

5 Work in small groups. Choose an idea from exercise 4. Make a presentation persuading your audience to make a change. Use each of the three strategies in the box.

Speaking strategies

How to persuade

Use logic:
Research shows that …
Science has proven that …
If …, then …

Use emotion:
Think of …
How would you feel if …
My heart tells me that …

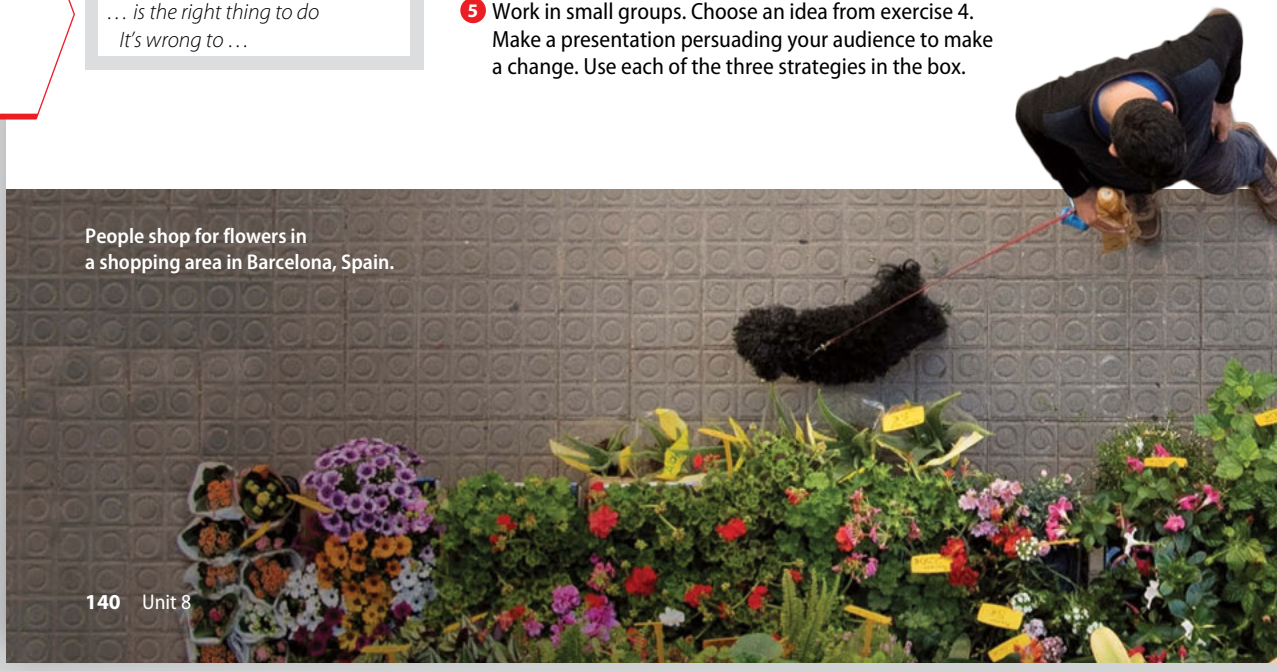
Use morals (right and wrong):
… is the right thing to do
It's wrong to …

Life Skills guide
1 Communication, Critical thinking, Mediation

Life Skills guide
3 Creativity, Critical thinking

Life Skills guide
4 Collaboration, Creativity

Life Skills guide
5 Collaboration, Creativity, Mediation, Practical Skills, Self-development



People shop for flowers in a shopping area in Barcelona, Spain.

3h/week • Student's Book ex. 1–5 p. 140
5h/week • Workbook ex. 1–4 p. 123
7h/week • Extra online resources

8G Writing

A persuasive blog post

Writing a persuasive blog post

1 Work in pairs. Answer the questions.

1 Do you have performers in the shopping areas of your town or city? What kinds?

2 Do you think **busking*** should be allowed in busy shopping areas? Why?

busking *performing music in public places for money*

2 Read the blog post below. Answer the questions.

Making music shouldn't be a crime

When I went to Paris, I enjoyed the performers who played music, did tricks, or painted pictures on the pavement. My town doesn't allow street performers. We should change that.

The world's great cities have street performers: Tokyo, Edinburgh, Barcelona, Mexico City. Street performers form a relationship with the audience and they make visitors feel welcome. If we allowed them here, people would come to watch them and they would also shop. This would help the local economy.

Some street artists earn their living this way. It's wrong to stop people from doing honest work. It would be reasonable to change the rules to allow street performers. Please click on this link to join my campaign.

1 What did the author love about Paris?
2 How does the author want to change their town's shopping area?
3 How does the author use logic?
4 How does the author use ideas of right and wrong?
5 Does the blog persuade you? Why?

3 **WRITING TIPS** Using persuasive language

a Read the Writing strategies box. Match the sentences (1–5) with points from the box (a–e).

1 Have you ever visited one? How did it make you feel? c
2 When I was last in our capital city, I noticed … a
3 I'd like you all to write a letter to ask … e
4 It works really well there, and it's very popular. b
5 It seems to me that it would be better if … d

b Work in groups. What three new things would you like your area to have? Why?

We should have an art gallery. If we had one, then …

c Think of three possible arguments for each thing you chose in exercise 3b, one logical, one emotional and one moral.

4 Choose one of your ideas from exercise 3 and write a blog post about it for your school website. Use the structure from the Writing strategies box. Write between 80 and 130 words.

More about blog post in Writing guide on p. 157.

5 Exchange blogs with a partner. Check each other's work. Does it use the ideas from the Writing strategies box? Does it persuade you about their ideas?

Writing strategies

Persuading people to make a change

a Introduce your topic with a personal story.
b Mention successful examples of the change you're arguing for.
c Ask readers to think of their own experience and describe the emotional side of your proposal.
d Explain what's wrong and what would be right.
e End with a call to action that explains exactly what you think people should do.

1 Have you ever seen street artists performing in a holiday resort? Did you like the performances? Give reasons for your answer.
2 When you are trying to persuade your parents to do something, do you prefer to use a moral, logical or emotional argument?

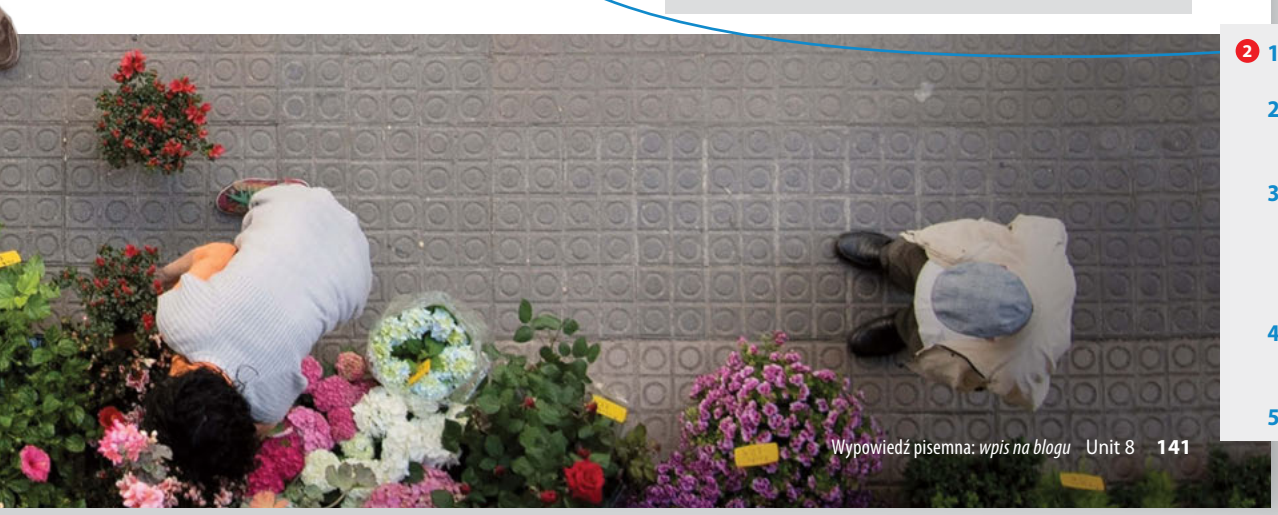
Life Skills guide
1 Communication, Mediation

Life Skills guide
3 Critical thinking

Exam guide
4 Writing
A blog entry

Life Skills guide
4 Creativity, Mediation, Practical skills

Life Skills guide
5 Collaboration, Critical thinking, Practical skills, Self-development



2 1 The author loved the street performers.
2 He/She thinks they should allow street performers.
3 By saying other cities have street performers, and that they would be good for the local economy.
4 By saying it's wrong to stop people from doing honest work.
5 Students' own answers.

3h/week • Student's Book ex. 1–5 p. 141

5h/week • Workbook ex. 1–3 p. 124

7h/week • Extra online resources

Skills Review 8

ENGLISH IN USE

Słowotwórstwo

Exam guide
1 English in Use
Word formation

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

1 ... shouldn't throw away any of their damaged fishnets.
FISH Fishers/Fishermen

2 Upcycled clothes are becoming more and more ... .
FASHION fashionable

3 A fashion designer has created a ... TV programme about recycling clothes.
SUCCESS successful

4 Social media ... people to become more interested in global issues.
COURAGE encourage

5 You can find lots of job ... in most newspapers.
ADVERTISE advertisements

Uzupełnianie zdań

Exam guide
2 English in Use
Multiple choice

2 Wybierz odpowiedź, która poprawnie uzupełnia zdania.

1 Lots of people don't throw away their old clothes, but give them ... charity instead.
a on **b** to **c** for

2 Some advertising campaigns ... we should 'Buy only healthy food'.
a say **b** speak **c** tell

3 The two partners named their company *Torro*, ... means 'bull' in Spanish.
a that **b** which **c** what

4 What would you do if you ... a lost dog?
a would find **b** will find **c** found

5 Mrs Jenkins is going to the market in order to ... her goods there.
a sell **b** produce **c** pick

Exam guide
6 English in Use
Transformations

Exam guide
3 English in Use
Sentence formation

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

1 If companies (*pay / they / worker*) ... more, they would work harder.
2 Mark Brown (*be / man / who*) ... produces beautiful clothes.
3 If you (*be / able / change*) ... anything in your home, what would it be?
4 The president (*decide / make*) ... his country a safer place, so he started with fighting crime.
5 Shopping (*be / not / activity*) ... that I like the most.

3 1 paid their workers
2 is a man who
3 were able to change
4 decided to make
5 is not an activity

Tłumaczenie fragmentów zdań

4 Przetłumacz fragmenty zdań podane w nawiasach na język angielski.

1 (*Producenci bawełny*) ... sell their product all over the world.
2 Don't drop (*śmieci*) ... on the streets.
3 Is it easy for you (*podjąć decyzję*) ... about what to buy your friend on his birthday?
4 I'd like to bring your (*uwagę*) ... to some urgent human rights issues.
5 In some cities there are laws (*zabraniające*) ... billboards in the streets.

4 1 The manufacturers of cotton
2 rubbish/litter
3 to make a decision
4 attention
5 prohibiting

Parafrazy zdań

5 Wybierz odpowiedź, która najlepiej oddaje sens wyróżnionego fragmentu zdania.

1 I didn't like my old carpet, so I *got rid of it*.
a threw it away
b put it away
c took it away

2 People often *complain about* the weather.
a suffer from
b discuss
c are dissatisfied with

3 Children often *put aside* some money in order to buy their favourite games.
a lend **b** save **c** borrow

4 I *go for* clothes shops more than any other type of shop. I spend a lot of time there.
a buy **b** like **c** stop at

5 They *manufacture* laptops in this factory.
a sell **b** design **c** produce

6 Uzupełnij drugie zdanie, używając podanego wyrazu w niezmienionej formie, tak żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany.

1 Perhaps Jane will find a second-hand shop. Then she'll buy some clothes there.
IF
... a second-hand shop, she'll buy some clothes there.

2 I am proud of my T-shirts. I made them from recycled clothes.
WHICH
I am proud of my T-shirts ... from recycled clothes.

6 1 If Jane finds
2 which I made
3 were not interesting
4 who I met

3h/week • Student's Book ex. 1–9 pp. 142–143 • If short of time, assign ex. 9 for homework.

5h/week • Workbook ex. 1–9 pp. 126–127, ex 1–5 p. 125 • If short of time, assign ex. 8 p. 127 for homework.

7h/week • English in Use photocopiable activities, TB pp. 373, 378–381 (8.5–8.8) • Extra online resources (see Technology guide)

3 Fashion programmes are interesting, so many people watch them.
NOT
If fashion programmes ..., not many people would watch them.

4 I met an interesting man at the party. He's a magician.
WHO
An interesting man ... at the party is a magician.

READING

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

a ANOTHER OPTION
b A LONG SHOPPING DAY
c WHAT'S IN A NAME
d DIFFERENT STRATEGIES
e A MEANINGFUL DAY FOR SHOPPERS
f A LARGE VARIETY OF ITEMS

1 e
Black Friday is one of the major shopping events of the year in the United States. It falls anytime between November 23 and 29, on the first Friday after Thanksgiving. For millions of people it is a time to do some serious Christmas shopping. Although it's not recognised as an official US holiday, many people have the day off.

2 c
The term *Black Friday* was invented in the 1960s. It marked the beginning of the Christmas shopping season. *Black* refers to stores moving from the *red* into the *black*. This refers to when shop owners kept their accounting records by hand. They always used red or black ink. Red ink indicated a loss and black a profit.

3 d
Most large retailers attract customers by posting their *Black Friday* coupons and special offers online beforehand. They want to give any potential consumers time to find out about the sales and plan their shopping. Other companies wait until the last possible moment to release their *Black Friday* advertisements.

4 a
More and more people are choosing to shop online. They don't want to wait outside early in the morning with hundreds of other shoppers or battle over the last remaining, most-wanted item. Since certain items sell out quickly, quite a few shoppers leave the store disappointed and empty-handed. Additionally, many online shops offer *pre-Black Friday* discounts, so you may not even have to wait until the big day to save money.

SPEAKING

8 Opisz zdjęcie.



1 Do people often buy things at the yard sale?
2 Where do you enjoy shopping most? Why?
3 Tell me about the last time you or somebody you know bought something in a sale.

Exam guide
7 Reading
Matching headings

Exam guide
8 Oral Matura

Life Skills guide
8 Communication, Mediation

WRITING

9 Interesujesz się powtórnym wykorzystaniem używanych ubrań. Prowadzisz blog na ten temat. Napisz o:

- powodach twojego zainteresowania się tym tematem,
- ciekawym wykorzystaniu przez ciebie używanych ubrań,
- korzyściach wynikających z powtórnego wykorzystania ubrań,
- twoich dalszych planach z tym związanych.

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

Hi guys,
Today I want to share my experiences with second-hand clothes.
Take care,
XYZ

Exam guide
9 Writing
A blog entry

Life Skills guide
9 Creativity, Mediation, Practical skills, Self-development

Technology guide
Matura Bank – extra resources available on **www.dlanauczyciela.pl**

Grammar reference 8

GRAMMAR 1 Second conditional

Second conditional (drugi tryb warunkowy)

Drugiego trybu warunkowego (*second conditional*) używamy, gdy:

- mówimy o sytuacjach nierealnych, mało prawdopodobnych lub niemożliwych do spełnienia w teraźniejszości lub przyszłości:

  *If she **were** taller, she **could** play basketball.*

  Gdyby była wyższa, mogłaby grać w koszykówkę. (Ale ona jest określonego wzrostu i nie może tego zmienić.)

  *If he **had** more time, he**'d** learn Spanish, French and German.*

  Gdyby miał więcej czasu, uczyłby się hiszpańskiego, francuskiego i niemieckiego. (Ale on nie ma czasu i z pewnością nie będzie się uczył tych języków.)

- udzielamy rad:

  ***If** I **were** you, I **would buy** the recycled cotton bag.*

Kolejność zdań może być dowolna, jednak gdy zdanie warunkowe z *if* występuje jako pierwsze, oddzielamy je przecinkiem od zdania głównego.

*If you **had** a SellMyStuff account, you **could sell** some of your old things.*

*You **could sell** some of your old things if you **had** a SellMyStuff account.*

Zdanie z *if*	Zdanie główne
Past simple	*would* + bezokolicznik

- W zdaniu głównym zazwyczaj używamy *would*, ale gdy chcemy podkreślić, że coś jest mniej prawdopodobne, możemy użyć *could* lub *might*:

  *If I **bought** this and didn't like it, I **could give** it to you.*

  *If it **weren't** too small, I **might buy** it.*

Ćwiczenia 1–3

Różnice pomiędzy I i II trybem warunkowym

- I tryb warunkowy dotyczy możliwych lub prawdopodobnych sytuacji i wydarzeń w przyszłości.
- II tryb warunkowy dotyczy nierealnych, mało prawdopodobnych i niemożliwych sytuacji i wydarzeń zarówno w teraźniejszości, jak i w przyszłości.

  I conditional: *I'**ll buy** new hiking shoes if the size **fits** me.*

  II conditional: *I **would** buy new hiking shoes if I **had** more money.*

Ćwiczenia 4–5

GRAMMAR 2 Defining relative clauses

Defining relative clauses (zdania względne określające)

- Zdanie względne określa zdanie główne.
- W zdaniach względnych określających używamy zaimków względnych *who*, *that* i *which*:

  ***The shop that** sells second-hand furniture is near here.*

  ***The person who** sold me this shirt also made it.*

  ***Advertisements which** don't tell the truth are terrible.*

- Zdanie względne określające może definiować albo podmiot w zdaniu głównym (jak w przykładach wyżej), albo dopełnienie w zdaniu głównym:

  *I know the **person who** made this shirt.*

  *I hate **advertisements that** don't tell the truth.*

- W żadnym z powyższych przykładowych zdań nie można pominąć zaimka względnego, gdyż jest on podmiotem następującego po nim zdania podrzędnego.

  ~~*This is the shop sells beautiful upcycled lamps.*~~

- Jeżeli zaimek względny jest dopełnieniem w zdaniu po nim następującym, może zostać pominięty.

  *These are the new shoes **that** I told you about.*

  These are the new shoes I told you about. ✓

Używamy następujących zaimków względnych:

- *who* (który/którzy) w odniesieniu do ludzi:

  *The **guy who** runs the restaurant grows his own vegetables.*

- *which* (który/którzy) w odniesieniu do rzeczy i zwierząt:

  *I couldn't find a **shop which** sold the kind of clothes I like to buy.*

- *that* (który/którzy) w odniesieniu do ludzi, zwierząt i rzeczy. Stosowanie *that* jest mniej formalne niż *who* lub *which*:

  *The **artist that** made this lamp lives in Madrid.*

  *The **work that** he does is really interesting.*

- Możemy stosować zdania względne określające do łączenia dwóch zdań pojedynczych:

  This is a table. It used to be a traffic sign.

  *This is a table **that** used to be a traffic sign.*

Ćwiczenia 6–9

1 1 You **would** see happy workers if you visited the factory.
2 If they designed cool clothes, people **would** buy them.
3 If I gave you this shirt, **would** you wear it?
4 **Would** David wear his new jacket if he came to the party?

Grammar practice

1 Put *would* in the correct place in each sentence.

1 You see happy workers if you visited the factory.
2 If they designed cool clothes, people buy them.
3 If I gave you this shirt, you wear it?
4 David wear his new jacket if he came to the party?

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

1 I ... (*not buy*) the blue shirt if I ... (*be*) you.
2 If we ... (*have*) a Kuyichi shop here, I ... (*use*) it.
3 More people ... (*buy*) designer clothes if they ... (*not cost*) so much.
4 ... (*you come*) shopping if I ... (*ask*) you?

3 Write second conditional sentences using *if* and the words in brackets.

1 He loves designing clothes. That's why he does it. (*wouldn't*)
He wouldn't design clothes if he didn't love it.
2 I don't have any money. I can't buy new clothes. (*had*)
3 You probably have some money. If not, I could pay for these shoes. (*didn't*)
4 She has to work tomorrow. She won't go shopping. (*didn't*)

4 Choose the correct option to complete each sentence.

1 If I have time on Saturday, I *would* / *will* go shopping.
2 We'd buy our clothes at a recycled clothes store if our town *had* / *has* one.
3 Will you *waited* / *wait* for me outside the store if I'm a few minutes late?
4 She wouldn't buy from this company if they *don't* / *didn't* pay their workers well.
5 If the billboards weren't here, this street *would look* / *looks* much better.

5 Complete the sentences with the present simple, the past simple or the *will* or *would* form of the verb.

1 If I buy the blue jacket, I *won't buy* (*not buy*) the red one.
2 Gregor will answer your questions if you ... (*have*) any.
3 If you ... (*not care*) about the workers, would you buy cheaper clothes?
4 How would you feel if you ... (*work*) in a dangerous clothing factory?
5 What ... (*you / do*) if you can't find a shirt you like?
6 I ... (*not choose*) that colour if I were you.

5 2 have
3 didn't care
4 worked
5 will you do
6 wouldn't choose

6 Choose the correct option to complete each sentence.

1 I want to buy a jacket *who* / *that* isn't too expensive.
2 Is this the shop *which* / *who* sells old computers?
3 They're the guys *which* / *who* design the skateboards.
4 The person *which* / *that* made this chair also designs clothes.
5 Do you know a shop *that* / *who* sells good used clothes?
6 My friend *which* / *who* runs his own shop lives in Rio.

2 1 wouldn't buy, were
2 had, would use
3 would buy, didn't cost
4 Would you come, asked

7 Match the two parts of the sentences.

1 The shop e
2 I bought this shirt in a town a
3 She's the person f
4 Six is the time b
5 He designed the clothes d
6 They're the people c

a which isn't far from Paris.
b that the shops close.
c who turn old clothes into handbags.
d that I wore last week.
e which I love is over there.
f who makes upcycled furniture.

3 2 If I had some money, I could buy new clothes.
3 If you didn't have any money, I could pay for these shoes.
4 If she didn't have to work tomorrow, she'd go shopping.

8 Look at the table. Write sentences using relative pronouns.

Person or thing	What the person or thing is	Important information
1 Mr Han	college teacher	teaches furniture design
2 Old to New	shop	sells upcycled furniture
3 Di Garcia	designer	designed my shirt
4 China Square Central	shopping centre in Singapore	has a weekend market for selling used things
5 The Sato family	our neighbours	own several clothing shops

1 Mr Han is a college teacher who teaches furniture design.

8 2 Old to New is a shop that/which sells upcycled furniture.
3 Di Garcia is the designer who designed my shirt.
4 China Square Central is a shopping centre in Singapore which/that has a weekend market for selling used things.
5 The Sato family are our neighbours who own several clothing shops.

9 Combine the sentences in two ways. Use *that* or *who*.

1 I bought a jacket. It was made by hand.
The jacket I bought was made by hand.
I bought a jacket that was made by hand.
2 We saw a lamp. It used to be a coffee can.
3 We know a designer. He made my desk.
4 I bought a table. It wasn't expensive.

9 2 We saw a lamp that used to be a coffee can. The lamp we saw used to be a coffee can.
3 We know the designer who made my desk. The designer we know made my desk.
4 I bought a table that wasn't expensive. The table I bought wasn't expensive.

Wordlist Unit 8 52

VOCABULARY p. 131

charity (n) /'tʃærəti/ cele charytatywne
clothing (n) /'kləʊðɪŋ/ odzież
cotton (n) /'kɒtn/ bawełna
design (n) /dɪ'zaɪn/ projekt
fair price (phr) /ˌfeə 'praɪs/ uczciwa cena
make choice (phr) /ˌmeɪk 'tʃɔɪs/ dokonywać wyboru
manufacture (v) /ˌmænjʊ'fæktʃə/ wytwarzać, produkować
persuade (v) /pə'sweɪd/ przekonywać
phrase (n) /freɪz/ wyrażenie
pick (v) /pɪk/ zbierać
pure (adj) /pjʊə/ czysty, bez domieszek
recycle (v) /ˌriː'saɪkl/ ponownie przetwarzać
self-esteem (n) /ˌselfɪ'stiːm/ poczucie własnej wartości
wallet (n) /'wɒlɪt/ portfel
wool (n) /wʊl/ wełna

LISTENING p. 132

advertisement (n) /əd'vɜːtəsmənt/ ogłoszenie; reklama
deliver (v) /dɪ'lɪvə/ dostarczać
design (v) /dɪ'zaɪn/ projektować
directly (adv) /daɪ'rektli/dɪ'rektli/ bezpośrednio
fairly (adv) /'feəli/ sprawiedliwie, uczciwie
fashion (n) /'fæʃn/ moda
fit (v) /fɪt/ pasować (rozmiarem)
grower (n) /'grəʊə/ hodowca
likely (adj) /'laɪkli/ prawdopodobny
offer (n) /'ɒfə/ oferta
pollution (n) /pə'luːʃn/ zanieczyszczenie
produce (v) /prə'djuːs/ produkować
risky (adj) /'rɪski/ ryzykowny
shop (v) /ʃɒp/ robić zakupy
store (n) /stɔː/ sklep
unfair (adj) /ˌʌn'feə/ nieuczciwy
waste (n) /weɪst/ odpady
wear (v) /weə/ nosić na sobie

GRAMMAR 1 p. 133

banning (adj) /'bænɪŋ/ zakazujący
billboard (n) /'bɪlbɔːd/ tablica z reklamą
make a law (phr) /ˌmeɪk ə 'lɔː/ wprowadzić, ustanowić prawo
trousers (n) /'traʊzəz/ spodnie
unlikely (adj) /ʌn'laɪkli/ nieprawdopodobny

READING pp. 134–135

air pollution (n) /ˌeə pə'luːʃən/ zanieczyszczenie powietrza
clean up (phr v) /ˌkliːn 'ʌp/ posprzątać
complain (v) /kəm'pleɪn/ narzekać
compound (adj) /'kɒmpaʊnd/ złożony
damaged (adj) /'dæmɪdʒd/ zniszczony
destination (n) /ˌdestɪ'neɪʃn/ cel podróży
empty (adj) /'empti/ pusty
end up (phr v) /ˌ end 'ʌp/ skończyć (np. gdzieś)
factory (n) /'fæktri/ fabryka
fisherman (n) /'fɪʃəmən/ rybak
fishing boat (n) /'fɪʃɪŋ ˌbəʊt/ łódź rybacka
fishnet/fishing net (n) /'fɪʃnet/'fɪʃɪŋ ˌnet/ sieć rybacka
garbage (n) /'gɑːbɪdʒ/ śmieci (AmE)
get rid of (phr v) /ˌget 'rɪd əv/ pozbywać się czegoś
native (adj) /'neɪtɪv/ ojczysty; rodzimy
net (n) /net/ sieć, siatka
rain forest (n) /'reɪn ˌfɒrɪst/ las deszczowy, tropikalny
save (v) /seɪv/ oszczędzać
sea life (n) /'siː laɪf/ flora i fauna morska
shopper (n) /'ʃɒpə/ klient, kupujący
shopping bag (n) /'ʃɒpɪŋ bæg/ torba na zakupy
skateboard (n) /'skeɪtbɔːd/ deskorolka
surfboard (n) /'sɜːfbɔːd/ deska surfingowa
take action (phr) /ˌteɪk 'ækʃn/ podjąć działania
tourist attraction (n) /'tʊərɪst ə'trækʃn/ atrakcja turystyna
trash (n) /træʃ/ śmieci (AmE)
unfortunately (adv) /ʌn'fɔːtʃnətli/ niestety
wave (n) /weɪv/ fala
wheel (n) /wiːl/ koło

GRAMMAR 2 pp. 136–137

associate (v) /ə'səʊsieɪt/ kojarzyć
bed cover (n) /'bed ˌkʌvə/ narzuta na łóżko
bright (adj) /braɪt/ jasny
bring attention to (phr) /ˌbrɪŋ ə'tenʃn tʊ/ zwrócić uwagę na
can (n) /kæn/ puszka
cash (n) /kæʃ/ gotówka
checkout (n) /'tʃekaʊt/ kasa (w supermarkecie)
cosy (adj) /'kəʊzi/ przytulny
fashionable (adj) /'fæʃnəbl/ modny
handbag (n) /'hændbæg/ torebka
home-furnishing shop (n) /ˌhəʊm'fɜːnɪʃɪŋ 'ʃɒp/ sklep z wyposażeniem wnętrz
human rights (n) /ˌhjuːmən 'raɪts/ prawa człowieka
in good condition (phr) /ɪn ˌgʊd kən'dɪʃən/ w dobrym stanie
issue (n) /'ɪʃuː/ sprawa, zagadnienie
justify (v) /'dʒʌstɪfaɪ/ uzasadniać
landmark (n) /'lændmɑːk/ charakterystyczny obiekt
leather (adj) /'leðə/ skórzany
light bulb (n) /'laɪt ˌbʌlb/ żarówka
make into (phr v) /'meɪk ˌɪntʊ/ przerobić na
old-fashioned (adj) /ˌəʊld'fæʃnd/ staromodny
out-of-date (adj) /ˌaʊtəv'deɪt/ przestarzały
put aside (phr v) /ˌpʊt ə'saɪd/ odłożyć
recycling bin (n) /riː'saɪklɪŋ bɪn/ kosz do segregacji
scarf (n) /skɑːf/ szalik
second-hand (adj) /ˌsekənd'hænd/ używany
security guard (n) /sɪ'kjʊərəti ˌgɑːd/ pracownik ochrony
shop assistant (n) /'ʃɒp əˌsɪstnt/ sprzedawca
thrift store (n) /'θrɪft ˌstɔː/ sklep z używaną odzieżą (AmE)
vase (n) /vɑːz/ wazon

TED TALK pp. 138–139

agenda (n) /ə'dʒendə/ terminarz
approach (n) /ə'prəʊtʃ/ podejście
ban (n) /bæn/ zakaz
based on (phr) /'beɪst ɒn/ oparty na
be the change (phr) /ˌbiː ðə 'tʃeɪndʒ/ być zmianą, zacznij zmiany od siebie
boundless (adj) /'baʊndləs/ bezgraniczny
burn (v) /bɜːn/ spalić
campaign (n) /kæm'peɪn/ kampania
clean-up (n) /'kliːnʌp/ sprzątanie
commit (v) /kə'mɪt/ zaangażować się
compromise (n) /'kɒmprəmaɪz/ kompromis
conversely (adv) /'kɒnvɜːsli/ na odwrót
convince (v) /kən'vɪns/ przekonywać
cubic (adj) /'kjuːbɪk/ sześcienny
declare (v) /dɪ'kleə/ zgłaszać do oclenia
distribute (v) /dɪ'strɪbjuːt/ rozprowadzać
do something about (phr) /ˌduː ˌsʌmθɪŋ ə'baʊt/ zrobić coś w sprawie
drain (n) /dreɪn/ rura kanalizacyjna, studzienka
former (adj) /'fɔːmə/ były, dawny
fourteen-storey (adj) /ˌfɔː'tiːnˌstɔːri/ 14-piętrowy
go for it (phr) /'gəʊ fə ɪt/ spróbuj
go on strike (phr) /ˌgəʊ ɒn 'straɪk/ zacząć strajk
governor (n) /'gʌvnə/ gubernator
hand out (phr v) /ˌhænd 'aʊt/ rozdawać
hidden (adj) /'hɪdn/ ukryty
highlight (v) /'haɪlaɪt/ podkreślać, uwypuklać
hunger strike (n) /'hʌŋgə ˌstraɪk/ strajk głodowy
indeed (adv) /ɪn'diːd/ rzeczywiście
initiative (n) /ɪ'nɪʃətɪv/ inicjatywa
inspire (v) /ɪn'spaɪə/ inspirować
last but not least (phr) /'lɑːst bət ˌnɒt 'liːst/ wreszcie, ostatni, ale nie najgorszy
launch (v) /lɔːntʃ/ wprowadzić na rynek
litter (v) /'lɪtə/ rozrzucać śmieci
mindset (n) /'maɪndset/ sposób myślenia
motivation (n) /ˌməʊtɪ'veɪʃn/ motywacja
multi-layered (adj) /ˌmʌlti'leɪəd/ wielowarstwowy
nutritionist (n) /njuː'trɪʃnɪst/ żywieniowiec, specjalista odżywiania
on a regular basis (phr) /ɒn ə ˌregjʊlə 'beɪsɪs/ na zwykłych zasadach
organic (adj) /ɔː'gænɪk/ organiczny
paradise (n) /'pærədaɪs/ raj
peaceful (adj) /'piːsfl/ pokojowy
petition (n) /pə'tɪʃn/ petycja
reusable (adj) /ˌriː'juːzəbl/ wielokrotnego użytku
short-term (adj) /ˌʃɔːt'tɜːm/ krótkoterminowy
signature (n) /'sɪgnətʃə/ podpis
significant (adj) /sɪg'nɪfɪkənt/ znaczący; ważny
sticker (n) /'stɪkə/ naklejka
suffocate (v) /'sʌfəkeɪt/ dusić się
sunrise (n) /'sʌnraɪz/ wschód słońca
sunset (n) /'sʌnset/ zachód słońca
supporter (n) /sə'pɔːtə/ zwolennik
volunteer (n, adj) /ˌvɒlən'tɪə/ ochotnik, ochotniczy
walk your talk (phr) /ˌwɔːk jə 'tɔːk/ poprzeć słowa czynami; robić to, co się mówi
willingness (n) /'wɪlɪŋnəs/ chęć
wrap (v) /ræp/ zawijać, pakować

SPEAKING p. 140

block (n) /blɒk/ kwartał ulic, klocek
economy (n) /ɪ'kɒnəmi/ gospodarka
high street (n) /'haɪ ˌstriːt/ główna ulica
leisure (n) /'leʒə/ czas wolny, rekreacja

pedestrian zone (n) /pə'destriən ˌzəʊn/ strefa dla pieszych
re-use (v) /ˌriː'juːz/ ponownie użyć
spoil (v) /spɔɪl/ zepsuć
traffic (n) /'træfɪk/ ruch uliczny

WRITING p. 141

busk (v) /bʌsk/ występować jako artysta uliczny
capital city (n) /ˌkæpɪtl 'sɪti/ stolica
crime (n) /kraɪm/ przestępczość
do tricks (phr) /ˌduː 'trɪks/ robić sztuczki
earn one's living (phr) /ˌɜːn wʌnz 'lɪvɪŋ/ zarabiać na życie
feel welcome (phr) /ˌfiːl 'welkəm/ czuć się jak w domu
form a relationship (phr) /'fɔːm ə rɪ'leɪʃnʃɪp/ zbudować relacje
logic (n) /'lɒdʒɪk/ logika
pavement (n) /'peɪvmənt/ chodnik
performer (n) /pə'fɔːmə/ artysta, wykonawca

SKILLS REVIEW pp. 142–143

accounting records (n) /ə'kaʊntɪŋ ˌrekɔːdz/ dokumentacja księgowa
beforehand (adv) /bɪ'fɔːhænd/ zawczasu, z góry
by hand (adv) /baɪ 'hænd/ ręcznie
coupon (n) /'kuːpɒn/ bon, talon
day off (n) /ˌdeɪ 'ɒf/ dzień wolny
discount (n) /'dɪskaʊnt/ rabat, zniżka
empty-handed (adj) /ˌempti'hændɪd/ z pustymi rękoma
indicate (v) /'ɪndɪkeɪt/ wskazywać
ink (n) /ɪŋk/ atrament
loss (n) /lɒs/ strata
magician (n) /mə'dʒɪʃn/ magik
post (v) /pəʊst/ nadać pocztą
release (v) /rɪ'liːs/ wypuścić, opublikować
retailer (n) /'riːteɪlə/ sprzedawca detaliczny
urgent (adj) /'ɜːdʒnt/ nagły
yard sale (n) /'jɑːd seɪl/ wyprzedaż garażowa (AmE)

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

LEXICAL EXERCISES

1 Choose the correct option to complete each sentence.

1 My mum loves … handbags as they look the most elegant.
a cotton **b** woollen **c** leather

2 Why don't you wrap the … around your neck?
a handbag **b** scarf **c** wallet

3 Let's … some information about the new product for this campaign!
a release **b** recycle **c** reduce

4 We are currently facing the serious problem of water … as a result of plastic bags getting to the seas and oceans.
a waste **b** pollution **c** rubbish

5 Fortunately, this billboard poster doesn't … any risky issues into the debate.
a improve **b** introduce **c** increase

2 Choose the correct option to complete both sentences.

1 Customers support … trade growers by buying their produce.
She has got … hair and blue eyes.
a fair **b** straight **c** rich

2 These trousers don't … me. They are too big.
You will be a … person once you've started exercising.
a strong **b** fit **c** suit

3 They … now manufacture skateboards from recycled waste.
Don't drop that … on the pavement!
a will **b** must **c** can

4 We like playing around our … because it is a very safe neighbourhood.
Her little brother lost a yellow … and couldn't finish building his castle.
a square **b** block **c** wheel

5 Which … of entertainment do you like most?
He wants to … a strong relationship with his supporters.
a form **b** sense **c** type

3 Complete each sentence with the word that best fits the gap.

1 Recently they've opened a … zone, which means it is free from cars and bicycles.
2 We should ask this … guard if we can leave our shopping bags here.
3 If you … aside some money, you will get some extra from me.
4 His dad's fishing … is too small to live on.
5 Could you please throw … all of these containers by putting them in the recycling bin?

4 Complete the text with the correct form of the words in the box. You can use the words more than once.

do make take

1 Let me know when she … a choice.
2 They … us an interesting offer when we were shopping here last week.
3 This company … action to protect the environment many years ago.
4 We haven't … any shopping online since we moved to the mountains.
5 Look! He … some tricks on his skateboard.

Exam guide
1 English in Use
Multiple choice

Exam guide
3 English in Use
Gap-filling

3 1 pedestrian
2 security
3 put
4 boat
5 away

Exam guide
2 English in Use
Lexical pairs

4 1 makes
2 made
3 took
4 done
5 is doing

Life Skills guide

Collaboration,
Communication,
Creativity,
Critical thinking,
Mediation,
Practical skills,
Self-development

My Talk is an extra section to help students develop their presentation skills.
My Talk 1 is meant to be used after unit 4.

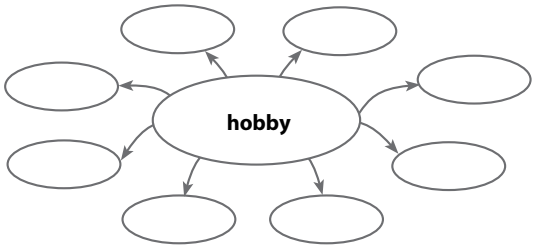
MY TALK

My Talk 1

MY PASSION, MY HOBBY, MY INTERESTS

1 Work in groups. Think of the different hobbies that people have. Look at the list below and add some more examples.

- playing football
- drawing
- painting
- knitting
- photography
- climbing
- running marathons
- diving



2 Work in pairs. Tell your partner about your hobby. Use the expressions below.

- I'm passionate about
- I'm keen on
- I'm into
- I'm crazy about
- I've been interested in … for … years/months/weeks
- It's fascinating to
- Playing football is great because

3 What else do young people like doing? Work in groups and think of the following issues.

- Social media – are they important in your life?
- Your image on social media – is it important?
- Addiction to the internet – fact or a myth?
- What are common problems that many teenagers face today?

4 Work in groups. Choose one of the hobbies in exercise 1 or issues in exercise 3. Find arguments why it is important for you. Make notes in your notebook.

Making a list of arguments will help you to convince others.
Remember to use real-life examples and your personal experience.
It will make your story sound more convincing and appealing.
Look at the useful expressions below.

Useful expressions and phrases for presenting arguments:

- the main thing is
- the most important thing is
- I think it is crucial because

Useful expressions when presenting arguments:

- To begin with,
- Firstly,
- Secondly,
- I think both arguments are equally important because
- I prefer … because

5 Now work individually and make an outline of the content of your presentation.

My Talk 2

THE SECRET OF A SUCCESSFUL PRESENTATION

1 Read about the general issues of the presentation.

If you want to present things with confidence and give a successful presentation, you should think about the following issues.

1 The content of the presentation
2 The structure of the presentation
3 The style of the presentation
4 Body language

2 Read about the details of the presentation.

1 The content of the presentation
- What is your idea worth sharing with others?
- Why should people listen to your story?
- What are the most important points in your presentation?

2 The structure of the presentation

Opening
- start a presentation with a positive message
- begin with a surprising fact, an anecdote, a question
- tell a joke

Main body
- key points/the messages in your presentation
- real-life examples
- statistics
- facts
- the results of your survey
- visuals: pictures or images often are effective

Conclusion
- close your presentation with a positive message
- show the positive outcome; your idea has changed your life and may change other people's lives
- ask a question to make people think further about your presentation
- thank the audience

3 The style of the presentation
- make it simple but concise
- share both your successes and failures; it will make your presentation seem more personal
- do not read from a script, try to memorise it so that you can deliver your talk without using notes
- keep rehearsing – remember: practice makes perfect

4 Body language
- stand up straight
- keep your body open
- try not to fold your arms or cross legs
- maintain eye contact with the audience
- smile and sound positive

3 Read the text below.

Interesting and appealing presentations and successful presenters are the best examples.

Following their techniques may result in a success of your own. In presentations, pay attention to:
- the opening and conclusion of the presentation,
- phrases that the presenters use,
- the way they present (body language),
- other interesting aspects of the presentation (visuals, photos, etc.),

Make notes and think about the phrases which would be useful in your presentation.

4 Make your own presentation.

Think about content, structure, style and body language. Look at the photos and the useful tips.



Do
- ✓ Smile.
- ✓ Stand up straight.
- ✓ Maintain eye contact with the audience.



Don't
- ✗ Turn your back to the audience.
- ✗ Read from your notes.
- ✗ Fold your arms.

Life Skills guide

Collaboration,
Communication,
Creativity,
Critical thinking,
Mediation,
Practical skills,
Self-development

My Talk is an extra section to help students develop their presentation skills.
My Talk 2 is meant to be used after unit 8.

WRITING GUIDE UNIT 1

Exam guide

Writing
An informal email

Life Skills guide

Creativity,
Mediation,
Practical Skills

E-mail

Prywatny e-mail jest to forma wypowiedzi pisemnej do znajomych i przyjaciół. W e-mailu używa się stylu nieformalnego, czyli można stosować:

- słownictwo i wyrażenia potoczne używane w życiu codziennym, np. *Guess what!*,
- formy ściągnięte czasowników, np. *I'm, she'll, we'd like.*

Struktura e-maila

1. Zwrot grzecznościowy.
2. Wstęp – autor podaje powód, dla którego pisze; dziękuje za otrzymany e-mail, przeprasza, że długo nie pisał lub zadaje inne pytanie w nawiązaniu do wcześniejszej korespondencji.
3. Rozwinięcie – autor rozwija różne tematy, w zależności od treści zadania.
4. Zakończenie – autor podsumowuje swój e-mail, prosi o odpowiedź.
5. Zwrot grzecznościowy, podpis.

Modelowa wypowiedź

W ramach wymiany z inną szkołą w Europie chcesz nawiązać kontakt z jednym z uczestników programu.

Napisz e-mail, w którym zachęcisz do realizacji wspólnego projektu.

- Przedstaw się i podaj powód nawiązania kontaktu.
- Napisz, dlaczego przystąpiłeś/przystąpiłaś do projektu.
- Wspomnij o swoich zainteresowaniach i napisz jak je realizujesz.
- Dowiedz się, jaką osobą jest nowy znajomy/nowa znajoma.

Hi Steve,

I'm Natalia, but all my friends call me Nat. I'm 16 and I live in Opole, Poland. My school's cooperating with yours in the Talent Project, and I'm looking for someone nice and talented to work with.

When I first heard about the exchange, I was terribly enthusiastic to develop* my interests and get to know other cultures. I love music and art, especially* modern and jazz dance. I take part in a dance workshop every weekend.

Could we create an intercultural* performance together? Are you into theidea? Can you dance?

I hope you are as energetic and hard-working as* I am. Write and tell me something about yourself.

Take care,
Nat

Autor przedstawia się i podaje powód nawiązania kontaktu.
Elementy rozwinięcia:
call me Nat, nice; talented, to work with

Autor pisze, dlaczego przystąpił do projektu.
Elementy rozwinięcia:
I was terribly enthusiastic; get to know other cultures

Autor wspomina o swoich zainteresowaniach i pisze, jak je realizuje.
Elementy rozwinięcia:
especially modern and jazz dance; every weekend

Autor chce się dowiedzieć, jaką osobą jest nowy znajomy/nowa znajoma.
Elementy rozwinięcia:
as energetic and hard-working as

* mniej powszechne wyrażenia

Przydatne zwroty i wyrażenia

Zwroty grzecznościowe/powitalne
- Hi/Hello Tim,
- Dear Alice,
- Dear Mr/Mrs Simpson,

Początek e-maila
- How are you?
- Hope you are OK.
- Many thanks for your email.

Powód napisania e-maila
- I'm writing to tell you that
- Guess what happened!
- I'm writing to apologise for
- I'm writing to invite you to
- Congratulations on your
- I really need your advice on
- Could you do me a favour?
- I'm writing to thank you for

Zakończenie e-maila
- That's all for now.
- Hope to hear from you soon.
- Please drop me a line.
- Let's keep in touch.
- Say hallo to your brother.
- Give my regards to your parents.
- Write back soon.

Zwroty grzecznościowe kończące e-mail
- Best wishes,
- All the best,
- Lots of love,
- Love,
- Take care,
- Regards,
- Yours,

Exam guide
Writing
A blog entry

Life Skills guide
Creativity,
Mediation,
Practical Skills

Wpis na blogu (opis miejsca)

Opis to prezentacja miejsca. Autor opisu skupia się na ogólnych i szczegółowych elementach opisywanego miejsca.

Elementy opisu miejsca

- Nazwa, lokalizacja, uzasadnienie wyboru.
- Informacje dotyczące wyglądu (wiek powstania, ogólny wygląd, otoczenie, krajobraz, charakterystyczne elementy wyglądu zewnętrznego).
- Informacje dotyczące funkcji (atrakcje turystyczne, wydarzenia związane z danym miejscem).
- Opinia, refleksja i odczucia autora, zachęta do odwiedzenia danego miejsca lub odradzenie wizyty w danym miejscu.

Modelowa wypowiedź

Odwiedziłeś/Odwiedziłaś ostatnio ciekawe miejsce w Polsce. Podziel się swoimi wrażeniami na blogu podróżniczym.

- Wspomnij o okolicznościach pojawienia się w tym miejscu.
- Opisz wygląd zewnętrzny obiektu.
- Przedstaw jego funkcje i atrakcje.
- Zaprezentuj swoje odczucia i rekomendacje.

Hi there! Have you seen an interesting place recently?

Last weekend, while travelling in the north of Poland, I went along with my family to a fascinating old Teutonic castle, situated on the hill above the town of Golub-Dobrzyń. This castle was built* in the 14th century. It has a very well-preserved courtyard* with gothic windows.

To preserve some old customs,* several events are organised* throughout the year. We were lucky because we came across* a knight's tournament that was taking place. We visited the castle museum, then ate a medieval-style dinner in the castle restaurant and stayed for the night in the castle hotel.

If you also like travelling back in time, visit Golub Castle and enjoy the attractions that are on offer. It's the most interesting place I've ever visited.

Autor wspomina o okolicznościach pojawienia się w tym miejscu.
Elementy rozwinięcia:
Last weekend, in the north of Poland, along with my family

Autor opisuje wygląd zewnętrzny obiektu.
Elementy rozwinięcia:
above the town, in the 14th century, well-preserved, gothic windows

Autor przedstawia funkcje i atrakcje obiektu.
Elementy rozwinięcia:
throughout the year, knight's tournament, medieval-style

Autor prezentuje swoje odczucia i rekomendacje.
Elementy rozwinięcia:
travelling back in time, enjoy the attractions

* mniej powszechne wyrażenia

Przydatne zwroty i wyrażenia

Wstęp
- The castle/palace/cathedral is located in Warsaw, Poland.
- It is located in the north/south/east/west of Poland.
- It is situated in/on/at
- It lies on the coast/on the river/near the lake.
- It is set in the historic part/the centre/the modern part of the city.
- The place is famous for its outstanding architecture.
- It is the unique example of historical/medieval/Renaissance/modern architecture.
- The building was built in the 12th century.
- The building was rebuilt in the 15th century.

Rozwinięcie
- It was modernised in the 19th century by a famous architect.
- It is hidden away in a large park.
- The outside of the building is very well-preserved/well-maintained.
- The inside of the building is well-equipped.
- The view from the top is breathtaking/stunning.
- The pictures and the furniture date from the 16th century.
- The castle/palace/cathedral is a tourist attraction which attracts thousands of visitors.

Zakończenie
- It's the most amazing/the strangest place I have ever seen.
- The place is a must-see tourist attraction.
- The place is highly recommended.
- It's definitely worth seeing/visiting.
- I would never recommend this place.

WRITING GUIDE UNIT 3

Exam guide

Writing
A blog entry

Life Skills guide

Creativity,
Mediation,
Practical Skills

Wpis na forum z elementami wyrażania opinii i poglądów (przedstawianie wad)

Elementy wyrażania opinii i poglądów

- Ustosunkowanie się do poruszanej kwestii lub postawionej tezy, np. niezgodzenie się z nią.
- Argumenty uzasadniające stanowisko, np. przeciw postawionej tezie.
- Uzasadnienie argumentów i/lub poparcie ich przykładami.

Modelowa wypowiedź

Jesteś na forum dotyczącym diety owocowo-warzywnej. Dołącz swoją opinię.

- Odnieś się do wątku i uzasadnij swoje stanowisko.
- Przedstaw wady zbyt jednorodnej diety dla nastolatków.
- Opisz swój sposób odżywiania się.
- Zachęć do porzucenia złych nawyków.

Agree or disagree: A diet of fruit and vegetables is the best way to stay healthy.

I disagree with this opinion. Fruit and vegetables are important in our diet, but we mustn't forget about fish, meat or eggs. I think we should consume a variety of products.*

I believe that teenagers, whose bodies are still growing, may feel weak if they eat only fruit or vegetables. Another disadvantage is the lack of some vitamins which are found* in animal products and should be delivered* in the form of supplements.

As for my eating habits, I often eat grapes and nuts but I'd rather avoid* eating cabbage, or broccoli. For me, having meals without meat or dairy products seems very difficult.

Instead of giving up* meat, young people should resign from sugary drinks or junk foods. In my opinion, a good diet is a balanced diet.

Autor odnosi się do wątku i uzasadnia swoje stanowisko.
Elementy rozwinięcia:
we mustn't forget about fish, meat or eggs

Autor przedstawia wady zbyt jednorodnej diety dla nastolatków.
Elementy rozwinięcia:
whose bodies are still growing; should be delivered in the form of supplements

Autor opisuje swój sposób odżywiania się.
Elementy rozwinięcia:
having meals without meat or dairy products seems very difficult

Autor zachęca do porzucenia złych nawyków.
Elementy rozwinięcia:
Instead of giving up meat; a good diet is a balanced diet

* mniej powszechne wyrażenia

Przydatne zwroty i wyrażenia

Wyrażanie opinii
- I disgree/I don't agree
- I can't agree
- I think that
- I believe
- In my opinion
- For me

Argumenty przeciw
- The main disadvantage of … is
- Another disadvantage of … is
- The experts claim that
- I think the opposite

Uzasadnianie argumentów
- When it comes to
- As far as … is/are concerned
- As for
- because/since/as
- that's why/as a result
- so that/(in order) to

Exam guide
Writing
A formal letter

Life Skills guide
Creativity,
Mediation,
Practical Skills

List formalny z zapytaniem

List z zapytaniem jest to forma listu/e-maila, w której autor zwraca się do adresata z prośbą o udzielenie dodatkowych informacji bądź wyjaśnień. List ten ma charakter formalny.

Struktura listu z zapytaniem

1. Zwrot grzecznościowy.
2. Wstęp – autor listu podaje powód, dla którego zwraca się do adresata (chce uzyskać więcej informacji) lub wyraża zainteresowanie (usługą, produktem itp.).
3. Rozwinięcie – autor listu dopytuje o szczegóły, cenę, warunki.
4. Zakończenie – autor listu dziękuje za zainteresowanie jego sprawą oraz/lub prosi o odpowiedź.
5. Zwrot grzecznościowy, podpis.

Modelowa wypowiedź

Znalazłeś/znalazłaś ciekawą ofertę kursu wakacyjnego. Nie spełnia ona jednak do końca twoich oczekiwań i nie zawiera wszystkich potrzebnych ci informacji. Napisz list formalny do organizatora i opisz kurs, którym jesteś zainteresowany/zainteresowana oraz przedstaw swoje pytania.

Dear Sir or Madam,

I read your advertisement on holidayscourses.com yesterday and I am writing to enquire* about one of the holiday courses which you are offering.

I am especially interested in the two-week cooking course for vegetarians, which is being held in July, in the south of France. As the course is going to be run* by the best French chefs, it is extremely attractive but, unfortunately, I am afraid I am unable to go there for so long.* Besides, the price of the course is a little too high.

Firstly, I would like to know if it is possible to go just for one week and be charged accordingly.* Such a possibility would solve both of the above problems. I believe it would be possible to find other applicants* who would also be interested in attending a shorter programme at a reduced price. Is there a chance that you could possibly consider* organising such courses?

Next, there is no information about accommodation in the advertisement. I am curious whether this is provided* and if there is more than one option to choose from. I would also like to know if travel costs are included* in the price.

I look forward to hearing from you as soon as possible.

Yours faithfully,
Elisabeth Ward

Autor opisuje kurs, którym jest zainteresowany.
Pogłębiona realizacja:
in July, in the south of France; run by the best French chefs

Autor prezentuje elementy oferty, które nie spełniają jego oczekiwań.
Pogłębiona realizacja:
I am afraid; Such a possibility would solve both of the above problems

Autor przedstawia pytania.
Pogłębiona realizacja:
if there is more than one option to choose from

* mniej powszechne wyrażenia

Przydatne zwroty i wyrażenia

Zwrot grzecznościowy
- Dear Sir or Madam,
- Dear Sirs,
- Dear Mr/Ms Robinson,

Wstęp
- I am writing to ask/enquire
- I am writing with reference to
- I am writing in reply to

Wyrażanie zainteresowania
- I am interested in one of the language courses you offer.
- I am planning to go on a trip and I find this offer interesting.

Wyrażanie wątpliwości
- I am not sure if I can apply because I am not a UK citizen.
- I have read your advertisement but I still have some doubts concerning payment.
- It is not clear to me if the offer includes the cost of the return flight.

Dowiadywanie się o szczegóły
- I have some questions concerning your offer/product.
- I would like to know/learn more details about

Zakończenie
- I would be grateful for a prompt reply.
- I look forward to hearing from you.
- Thank you for your help.

Zwrot grzecznościowy zamykający
- Yours faithfully,
- Yours sincerely,

WRITING GUIDE UNIT 5

Exam guide

Writing
An informal invitation

Life Skills guide

Creativity,
Mediation,
Practical Skills

Wpis na forum z elementami zaproszenia

Elementy zaproszenia

- Nagłówek.
- Kto i kogo – informacja, kto i kogo zaprasza.
- Kiedy i gdzie – dokładny termin i miejsce spotkania.
- Z jakiej okazji – powód, dla którego wydarzenie jest organizowane (urodziny, sylwester, bal).
- Dodatkowe informacje – atrakcje, wymagany strój, sposób dotarcia na miejsce, prośba o potwierdzenie przybycia.
- Zwrot zachęcający – krótkie zdanie zachęcające do przyjęcia zaproszenia.

Modelowa wypowiedź

Organizujesz przyjęcie pożegnalne z powodu dłuższego wyjazdu za granicę. W mediach społecznościowych zamieść zaproszenie dla gości.

- Przedstaw powód i formę spotkania.
- Podaj czas i miejsce spotkania.
- Wyjaśnij sposób dotarcia na miejsce.
- Zachęć do uczestniczenia w spotkaniu.

TIME TO SAY GOODBYE

Hi everyone,

My parents have decided to move to India for two years so, unfortunately, I am also going. That's why I'm organising a farewell* meeting – let's say* a party.

I've booked* a table at the Masala bar for next Saturday from 6 to 10 pm. They serve Indian food, so we'll be able to check out* what I will soon be eating.

This restaurant is opposite the theatre; you can get there by bus 178 or by tram 23. Get off at the Modern Theatre stop.

Come and help me say goodbye! I'd like us to have* some nice memories* of our time together once we are living thousands of miles apart*.

I hope to see you on Saturday.
Jane

Autor przedstawia powód i formę spotkania.
Elementy rozwinięcia:
My parents have decided; for two years; farewell meeting; I've booked a table at

Autor podaje miejsce i czas spotkania.
Elementy rozwinięcia:
from 6 to 10 pm; Indian food; opposite the theatre

Autor wyjaśnia sposób dotarcia na miejsce.
Elementy rozwinięcia:
Get off at the Modern Theatre stop.

Autor zachęca do uczestniczenia w spotkaniu.
Elementy rozwinięcia:
have some nice memories … once we're living thousands of miles apart

* mniej powszechne wyrażenia

Przydatne zwroty i wyrażenia

Nagłówek
- Invitation
- Party time
- Don't miss the ceremony!

Początek
- I'd like to invite you to
- I'm organising a
- Come and celebrate New Year's Eve

Czas i miejsce
- The party will start at 8 pm on Saturday, 24th March at my home.
- The barbecue will take place next Friday from 7 to 11 pm in my garden.
- The New Year's Eve party will take place at Cristal Restaurant from 8 pm to 4 am.

Dodatkowe informacje
- To get there, take a number 17 bus and get off at the fourth stop.
- Make sure you know how to get there.
- Feel free to bring your friends.
- Please let me know if you are coming.

Zakończenie
- Can't wait to see you!
- Make sure you can come!
- Hope to see you soon!

Exam guide
Writing
A blog entry

Life Skills guide
Creativity,
Mediation,
Practical Skills

Wpis na blogu z elementami udzielania rad

Rodzaje blogów

- Prezentacja pasji, hobby autora (np. sport, fotografia, gotowanie, malowanie itp.).
- Relacje z życia prywatnego (np. podróże, imprezy i uroczystości rodzinne).
- Instrukcja (np. poradnik lub wskazówki dla czytelników dotyczące życia osobistego, przepisów kulinarnych, majsterkowania itp.).
- Manifest poglądów (np. politycznych, religijnych itp.).

Blog może zawierać elementy wszystkich form wypowiedzi pisemnej. W blogu można znaleźć zwroty charakterystyczne dla opisu, opowiadania, ogłoszenia, zaproszenia, recenzji, raportu, wiadomości, listu.

- Pisząc wiadomość na blogu, należy zadbać o konsekwencję w stylu (nieformalny, półformalny lub formalny) w zależności od tego, kim jest odbiorca. W przypadku stylu nieformalnego można stosować formy skrócone, wyrażenia kolokwialne, równoważniki zdań, zdania wykrzyknikowe, emotikony itp.
- Blog może być urozmaicony zdjęciami, filmami, grafiką lub zawierać linki do stron internetowych.

Modelowa wypowiedź

Często słyszysz dyskusje młodych ludzi na temat bycia niedoskonałym. Porusz ten temat na swoim blogu.

- Opisz problem i jego podłoże.
- Wyjaśnij, dlaczego wizerunek jest istotny dla młodych ludzi.
- Zaproponuj sposób rozwiązania problemu.
- Poradź, jak polubić samego siebie.

Subject: Nobody's perfect

What makes you think that perfect and amazing looks are so important? In the media you can see hundreds of so-called* perfect people. They always seem very intelligent and good-looking. As a result, you may start believing* that your image counts*more than your personality and you may start trying to look and behave* like your idols. But what is wrong with the way you are? Unique features* are more exciting than perfect ones.

If there is something unusual about your appearance*, e.g. eyebrows, emphasise* it! Start a hobby or read more so that you always have something to talk about.

Always remember that if you don't like yourself, other people never will. You should enjoy every little thing you do.

Hope I've helped.

Autor opisuje problem i jego podłoże.
Elementy rozwinięcia:
What makes you think; in the media; They always seem very intelligent and good-looking;

Autor wyjaśnia, dlaczego wizerunek jest istotny dla młodych ludzi.
Elementy rozwinięcia:
trying to look and behave like your idols

Autor proponuje sposób rozwiązania problemu.
Elementy rozwinięcia:
If there is something unusual; so that you always have something to talk about

Autor radzi, jak polubić samego siebie.
Elementy rozwinięcia:
if you don't like yourself, other people never will

* mniej powszechne wyrażenia

Przydatne zwroty i wyrażenia

Wstęp
- Hi there/Hello everyone,
- I haven't written anything recently because
- Why do you …?

Rozwinięcie
- You may want to know what's going on in/at
- In order to continue
- What do you think of …?

Udzielanie rad
- Why don't you think/start …?
- You should work hard/enjoy
- How about seeing a psychologist?

Zakończenie
- Hope I've helped.
- I'm going to have a break as
- Don't hesitate to give your comments on

WRITING GUIDE UNIT 7

Exam guide

Writing
A blog entry

Life Skills guide

Creativity,
Mediation,
Practical Skills

Wpis na forum z elementami recenzji

Recenzja jest to wypowiedź pisemna opublikowana w prasie bądź na portalu internetowym, zawierająca ocenę np. jakiegoś wydarzenia kulturalnego bądź miejsca, np. restauracji, kawiarni, miejsca spotkań.

Elementy recenzji

- Podstawowe informacje.
- Szczegółowy opis.
- Ocena miejsca, wydarzenia.
- Polecenie lub odradzenie zapoznania się z danym miejscem.

Modelowa wypowiedź

Jesteś na forum dotyczącym restauracji w jednym z miast europejskich. Dołącz swoją opinię na temat restauracji, w której byłeś/byłaś.

- Napisz, co to za restauracja i gdzie się mieści.
- Zrelacjonuj pobyt w tym lokalu.
- Oceń obsługę i atmosferę tam panującą.
- Poleć lub odradź odwiedzenie tego miejsca.

Le Mura, Genoa

Le Mura is a little restaurant located in a quiet street near the market square in Genoa.

We got there after a long trip along the Ligurian Coast* late on Tuesday evening. We were terribly hungry. We ordered the dish of the day* and a green salad, which we were served immediately. Once we had eaten the salad, however, a very nice waiter informed us that they had run out* of main courses.

The other customers looked satisfied,* the waiters sounded friendly and worked hard and the atmosphere seemed relaxing and welcoming, but we weren't relaxed; we had to look for* another restaurant.

I would never recommend this place any time after nine, but it's worth* visiting when they can serve a wide selection* of Italian food.

Autor pisze, co to za restauracja i gdzie się mieści.
Elementy rozwinięcia:
little; in a quiet street; near the market square

Autor relacjonuje pobyt w tym lokalu.
Elementy rozwinięcia:
after a long trip along the Ligurian Coast; a green salad, which we were served immediately; run out of main courses

Autor ocenia obsługę i atmosferę panującą w lokalu.
Elementy rozwinięcia:
a nice waiter; worked hard; relaxing and welcoming

Autor i odradza, i poleca odwiedzenie tego miejsca.
Elementy rozwinięcia:
any time after nine; when they can serve …

* mniej powszechne wyrażenia

Przydatne zwroty i wyrażenia

Wstęp
- The restaurant is located in the centre.
- It's on the banks of the river.
- It's on the top floor of the highest skyscraper.
- It's on the market square.
- Open 24/7

Rozwinięcie
- It's a welcoming and relaxing place.
- The atmosphere is relaxing.
- Asian food is served here.
- A wide selection of hot and spicy Asian dishes is served here.
- The food is always fresh and tasty.
- Vegetarian and vegan food is served here.
- The prices are very reasonable.
- It's cheaper than most restaurants in Warsaw.

Zakończenie
- I would definitely recommend this restaurant: the food is delicious, the service excellent and the prices reasonable.
- It's definitely worth visiting.
- It's an excellent place for family meetings.
- I would never recommend this place: the food is disgusting, the service poor and the prices too high.

Exam guide

Writing
A blog entry

Life Skills guide

Creativity,
Mediation,
Practical Skills

Wpis na blogu z elementami wyrażania opinii i poglądów (przedstawianie zalet)

Elementy wyrażania opinii i poglądów

- Przedstawienie swojego stanowiska lub swojej opinii.
- Przedstawienie argumentów, wzmacniających stanowisko, opinię.
- Uzasadnienie argumentów i/lub poparcie ich przykładami.

Modelowa wypowiedź

Często słyszy się, że kupowanie przez internet jest najlepszą formą robienia zakupów. Porusz ten temat na blogu.

- Odnieś się do tej opinii, uzasadniając swoje stanowisko.
- Przedstaw zalety robienia zakupów przez internet.
- Napisz, jak wybierasz sposób robienia zakupów.
- Wyraź przypuszczenie dotyczące przyszłości zakupów przez internet.

Hi everyone!

I often hear that shopping online is the best and the cheapest way to shop.

I must agree. Shopping online has become extremely popular recently. More and more people buy a variety of products online, ranging from* books and grocery items* to clothes and plane tickets.

For me, shopping online is both easy and convenient* since I don't have to leave the house or wait in a queue.* Another advantage is that I can shop at any time of the day thanks to my computer and smartphone.

I personally choose to shop online because it's cheaper and faster. But I also buy in a traditional way, especially fresh fruit and vegetables at the local market or bread at the baker's.

Many people complain that they don't have enough time to do things, so I suppose that online shopping will become more common soon, because it saves time. However, traditional shopping will never disappear.

Autor przedstawia swoje stanowisko, uzasadniając je.
Elementy rozwinięcia:
ranging from books and grocery items to clothes and plane tickets

Autor przedstawia zalety robienia zakupów przez internet.
Elementy rozwinięcia:
thanks to my computer and smartphone

Autor pisze, jak wybiera sposób robienia zakupów.
Elementy rozwinięcia:
because it's cheaper and faster; especially fresh fruit and vegetables at the local market or bread at the baker's

Autor wyraża przypuszczenie dotyczące przyszłości zakupów przez internet.
Elementy rozwinięcia:
because it saves time

* mniej powszechne wyrażenia

Przydatne zwroty i wyrażenia

Wyrażanie opinii
- I absolutely/slightly/agree
- I must agree with
- It's true that
- I think that
- I believe
- I suppose
- In my opinion
- For me

Argumenty za
- The main advantage of … is
- Another advantage of … is
- The experts claim that
- I support
- It's a good idea to

Uzasadnianie argumentów
- When it comes to
- As far as … is/are concerned
- As for
- because/since/as
- that's why/as a result
- so that/(in order) to

IRREGULAR VERBS

Infinitive	Past simple	Past participle	Meaning
be	was/were	been	być
beat	beat	beaten	bić; pokonać
become	became	become	stawać się
begin	began	begun	zaczynać
bite	bit	bitten	gryźć
blow	blew	blown	dmuchać; wiać
break	broke	broken	łamać; psuć się
bring	brought	brought	przynosić; przyprowadzać
broadcast	broadcast	broadcast	transmitować; nadawać
build	built	built	budować
burn	burnt	burnt	palić (się); płonąć
buy	bought	bought	kupować
can	could	–	móc; umieć; potrafić
catch	caught	caught	łapać, chwytać
choose	chose	chosen	wybierać
come	came	come	przychodzić, przyjeżdżać
cost	cost	cost	kosztować
cut	cut	cut	ciąć; rozcinać; przecinać
deal	dealt	dealt	dotyczyć; rozdawać
dig	dug	dug	kopać
do	did	done	robić, czynić
draw	drew	drawn	rysować
dream	dreamt	dreamt	śnić; marzyć
drink	drank	drunk	pić
drive	drove	driven	prowadzić (samochód); kierować
eat	ate	eaten	jeść
fall	fell	fallen	padać, spadać, upadać
feed	fed	fed	karmić
feel	felt	felt	czuć (się)
fight	fought	fought	walczyć
find	found	found	znaleźć
fly	flew	flown	latać
forecast	forecast	forecast	prognozować
forget	forgot	forgotten	zapominać
get	got	got/gotten	dostać, otrzymać
give	gave	given	dawać
go	went	gone	iść; jechać
grow	grew	grown	rosnąć
have	had	had	mieć
hear	heard	heard	słyszeć
hide	hid	hidden	chować, ukrywać
hit	hit	hit	uderzać
hold	held	held	trzymać
hurt	hurt	hurt	zranić; boleć
keep	kept	kept	trzymać; zachować
know	knew	known	wiedzieć, znać
lead	led	led	prowadzić; przewodniczyć
learn	learnt	learnt	uczyć się
leave	left	left	opuszczać, wyjeżdżać
lend	lent	lent	pożyczać (komuś)

Infinitive	Past simple	Past participle	Meaning
let	let	let	pozwalać
lie	lay	lain	leżeć
light	lit	lit	zapalać; oświetlać
lose	lost	lost	gubić; tracić
mean	meant	meant	mieć na myśli; znaczyć
make	made	made	robić
meet	met	met	spotykać
pay	paid	paid	płacić
prove	proved	proven	udowadniać, dowodzić
put	put	put	postawić, położyć
read	read	read	czytać
ride	rode	ridden	jeździć (np. na rowerze, konno)
ring	rang	rung	dzwonić
rise	rose	risen	rosnąć; wzrastać; wstawać
run	ran	run	biegać
say	said	said	powiedzieć, mówić
see	saw	seen	widzieć; rozumieć
sell	sold	sold	sprzedawać
send	sent	sent	wysyłać
shake	shook	shaken	potrząsać
shine	shone	shone	świecić
show	showed	shown	pokazywać
shoot	shot	shot	strzelać
shut	shut	shut	zamykać
sing	sang	sung	śpiewać
sink	sank	sunk	tonąć
sit	sat	sat	siedzieć
sleep	slept	slept	spać
smell	smelt	smelt	wąchać; pachnieć
speak	spoke	spoken	mówić
speed	sped	sped	pędzić, przyśpieszać
spend	spent	spent	wydawać (pieniądze); spędzać (czas)
spill	spilt	spilt	rozlać, rozlewać (się)
stand	stood	stood	stać; postawić
steal	stole	stolen	kraść
stick	stuck	stuck	wbijać; wtykać; lepić; kleić
stink	stank	stunk	cuchnąć
sweep	swept	swept	zamiatać
swim	swam	swum	pływać
take	took	taken	brać, zabierać
teach	taught	taught	uczyć (kogoś), nauczać
tear	tore	torn	drzeć, rozdzierać
tell	told	told	mówić, powiedzieć
think	thought	thought	myśleć; sądzić
throw	threw	thrown	rzucać
understand	understood	understood	rozumieć
wake	woke	woken	budzić się; obudzić
wear	wore	worn	nosić (ubranie)
win	won	won	wygrywać
write	wrote	written	pisać

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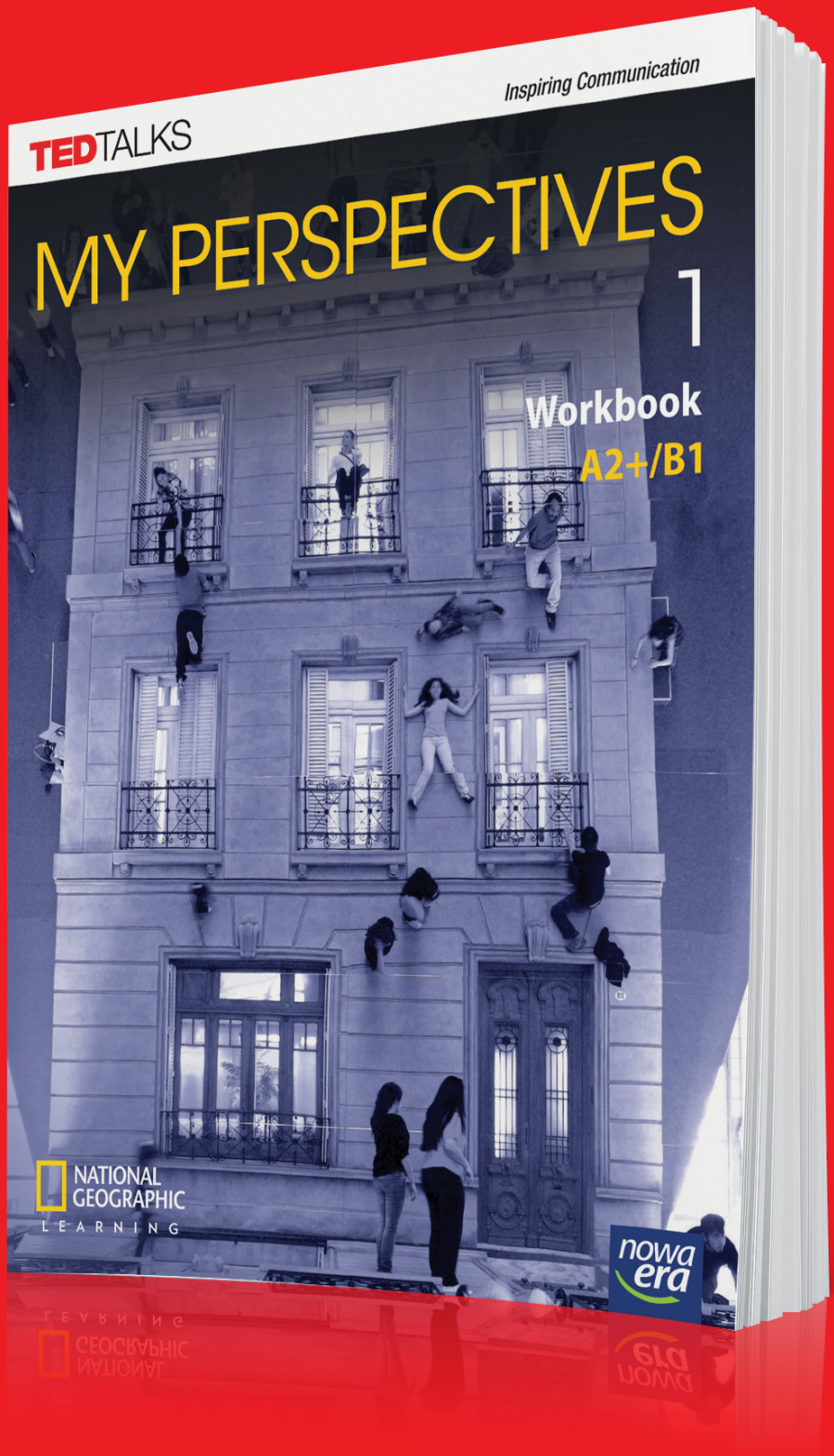
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Inspiring Communication
TEDTALKS
MY PERSPECTIVES
1
Workbook
A2+/B1
NATIONAL GEOGRAPHIC
LEARNING
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Workbook

Starter 1

1 Replace the phrases with one word.

60 seconds = a minute

1 seven days – a week
2 one hundred years – a century
3 Saturday and Sunday – the weekend
4 thirty-one days – a month
5 sixty minutes – an hour
6 ten years – a decade
7 one thousand years – a millennium
8 365 days – a year
9 twenty-four hours – a day
10 three months – a season

2 Complete the sentences. Use the numbers in the box but change them into ordinal numbers.

eleven four one three twenty-five

1 Thanksgiving Day is celebrated on the fourth Thursday of November.
2 New Year's Day is celebrated on the first of January.
3 Polish Independence Day is celebrated on the eleventh of November.
4 Christmas Day is always on the twenty-fifth of December.
5 Polish Constitution Day is on the third of May.

Exam guide
3 English in Use Translations

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3 Mediation

3 Translate the words/phrases in brackets into English.

1 Students (*są*) are ambitious and (*pracowici*) hard-working.
2 (*Czy ty jesteś*) Are you an active and (*radosną*) cheerful person?
3 He (*nie jest*) isn't angry or (*smutny*) sad.
4 (*Czy ona jest*) Is she kind and (*grzeczna*) polite?
5 They (*nie są*) aren't sad or (*źli*) angry.

Exam guide
3 English in Use Translations

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4 Write ordinal numbers for the following.

1 13 thirteenth
2 100 hundredth
3 81 eighty-first
4 30 thirtieth
5 23 twenty-third

5 Write one word in each gap to complete each sentence.

1 When were you born?
2 I was born in Dublin, Ireland.
3 Where were you yesterday?
4 We were at the cinema.
5 How old is your brother?
6 He is sixteen.

Starter 2

1 Complete the sentences with the names of an appropriate nationality.

1 She was born in Spain and she still lives there. She's Spanish.
2 His parents are from Japan, so he is also Japanese.
3 You are from Greece, aren't you? So you're Greek.
4 While in Scotland, you'll be able to enjoy some excellent Scottish food.
5 Herman and Georg are from Germany. They're both German.

2 Complete the sentences with the words in the box.

animals football friends online parties

1 Ann likes making friends. She has got a lot of them.
2 I don't mind chatting online, but talking to people face to face is much better.
3 He loves looking after animals as a volunteer at the nearby shelter.
4 Why do you hate playing football?
5 We enjoy going to parties and dancing.

3 Translate the words/phrases in brackets into English.

1 Does she like (*oglądać filmy*) watching films?
2 We don't mind (*ćwiczeniu na siłowni*) working out at the gym.
3 (*Uwielbiam*) I love skiing.
4 He (*nie cierpi*) hates riding a horse.
5 I enjoy (*biegać*) jogging in the park.

4 Complete the sentences with *has* or *have*.

1 My best friend has got similar interests to me.
2 Our parents have got two cars.
3 Has your neighbour got a dog?
4 My classmate has got a lot of friends from Spain.
5 Have John and Susan got a new house?

5 Complete the sentences with *a/an*, or *the*.

1 She's got an e-friend living in the UK.
2 We like going to the seaside in autumn.
3 I've got a new pair of skis but an old helmet.
4 He is a musician and plays the guitar.
5 We've got a classmate from an Asian country.

Starter 3

1 Complete the sentences with the words in the box.

continent district flat floor town

1 Australia is both a continent and a country.
2 How many rooms are there in this flat?
3 We live on the 12th floor and often take the lift.
4 They like their town and are happy that it isn't a big city.
5 Manhattan is a famous district of New York.

2 Translate the words/phrases in brackets into English.

1 Upstairs (*znajdują się*) there are two bedrooms and (*łazienka*) a bathroom.
2 (*Czy jest*) Is there a shower or (*wanna*) a bathtub in the bathroom?
3 In her bedroom (*nie ma*) there isn't a bookcase or (*biurka*) a desk.
4 In my kitchen (*są*) there are two fridges and (*kuchenka*) a cooker.
5 (*Czy są*) Are there any chairs and (*kanapa*) a sofa in the living room?

3 Complete the sentences with adverbs of frequency and choose the most appropriate verb form.

1 Mark always (*100%*) *do* / (*does*) his homework in the afternoon.
2 We never (*0%*) *goes* / (*go*) to school on Sunday.
3 Joanna sometimes (*25%*) *make* / (*makes*) the bed herself.
4 *Do* / (*Does*) your sister often (*60%*) visit her friends?
5 My dad usually (*80%*) *don't* / (*doesn't*) get up before 9 am at the weekend.

4 Write one word in each gap to complete each sentence.

1 What time is it?
2 It is half past ten.
3 Wake up! It's seven o'clock in the morning.
4 School usually starts at eight am/o'clock.
5 She goes to bed at a (*15 minutes*) quarter to eleven at night.

5 Translate the words/phases in brackets into English.

1 Do you use (*słownik*) a dictionary in your (*język obcy*) foreign language classes?
2 We need (*linijkę, ołówki i kalkulator*) a ruler, pencils and a calculator for a (*lekcję matematyki*) maths lesson.
3 Are there (*mapy*) maps on the walls of your (*geograficzna*) geography classroom?
4 I always need (*dres i buty sportowe*) a tracksuit and trainers for my (*WF*) PE classes.
5 Have you got (*kredki i farby*) crayons and paints for today's (*plastyczne*) art class?

Starter 4

1 Translate the phrases in brackets into English. Use *this/that/these/those*.

1 Look at (*tamtą papugę*) that parrot!
2 Can I touch (*tego kotka*) this kitten?
3 (*Tamte świnki morskie*) Those guinea pigs are quite big.
4 I love (*te szczenięta*) these puppies in this basket.
5 Isn't (*ten chomik*) this hamster cute?

2 Choose the correct option to complete each sentence.

1 His (*uncle*) / *aunt* is Mrs Stuart's brother.
2 Her *nephew* / (*niece*) is her sister's daughter.
3 Our grandma is our grandpa's (*wife*) / *husband*.
4 My aunt's son is my (*cousin*) / *brother*.
5 Tom's sister's son is his *cousin* / (*nephew*).

3 Complete the sentences with the words in the box.

anniversary birthday party poem wedding

1 They will celebrate their 50th wedding anniversary in April.
2 The wedding ceremony is very important for both the bride and groom.
3 What shall we buy for Kate's 16th birthday?
4 Ann often writes a poem as a more personalised greeting.
5 Why don't we arrange a garden party for our parents?

4 Choose the correct option to complete each sentence.

1 First, _____ the tomatoes into halves.
a season **b** (cut) **c** slice
2 _____ the oil over the potatoes.
a Add **b** Serve **c** (Pour)
3 Next, _____ the pasta in a large pan.
a (cook) **b** pour **c** slice
4 _____ the cheese to the top of the dish.
a Cut **b** Serve **c** (Add)
5 Don't _____ this soup cool!
a cook **b** (serve) **c** cut

5 Translate the phrases in brackets into English.

1 (*Ile mąki*) How much do you need for ten pancakes?
2 (*Ile noży*) How many should I put on the table?
3 (*Ile ziemniaków*) How many do we need?
4 (*Ile oleju*) How much do you add to the salad?
5 (*Ile szklanek*) How many are there in the cupboard?

6 Write the plural form of the following nouns.

1 tooth teeth
2 knife knives
3 half halves
4 man men
5 dish dishes

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5 1 How much flour
2 How many knives
3 How many potatoes
4 How much oil
5 How many glasses

Starter 5

1 Complete the sentences with the words in the box.

ears eyes fingers nails nose skin teeth tongue

1 You smell with your ___nose___ and hear with your ___ears___.
2 Inside your mouth there are lots of ___teeth___ and a ___tongue___.
3 ___Nails___ grow on your ___fingers___ and toes.
4 When you look at a computer or smartphone screen for a long time, you usually have sore ___eyes___.
5 When you sunbathe, you should protect your ___skin___.

Exam guide
2 English in Use Translations

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2 Mediation

2 Complete the dialogue with the words in the box.

feel headache medicine should symptoms throat temperature

A: Hello, what seems to be the problem?
B: I've got a **(1)** ___headache___, a sore **(2)** ___throat___ and a high **(3)** ___temperature___.
A: How long have you had these **(4)** ___symptoms___?
B: Since yesterday.
A: It looks as if you've got a flu.
B: What **(5)** ___should___ I do, doctor?
A: You should stay in bed for a few days and take this **(6)** ___medicine___ three times a day.
B: Thank you, doctor.
A: You're welcome. I hope you **(7)** ___feel___ better soon.

Exam guide
3 English in Use Translations

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3 Translate the phrases in brackets into English.

1 They (*powinni wezwać*) ___should call___ an ambulance at once.
2 (*Nie wolno ci*) ___You mustn't___ run with a twisted ankle.
3 (*Czy mogę*) ___Can I___ make an appointment with the dentist?
4 He (*musi brać*) ___must take___ this medicine twice a day.
5 She (*nie powinna*) ___shouldn't___ eat junk food if she wants to lose weight.

4 Choose the correct option to complete each sentence.

1 They want to *(jog)* / *jogging* in the morning.
2 He enjoys *eat* / *(eating)* healthy food.
3 We often *getting* / *(get)* a cold in autumn.
4 She suggested *to take* / *(taking)* an aspirin.
5 I have *getting up* / *(to get up)* at 6 o'clock every day.

Exam guide
3 English in Use Translations

5 Translate the phrases in brackets into English.

1 Do you (*czujesz się dobrze*) ___feel well___?
2 Ann (*wygląda blado*) ___looks pale___ and ill.
3 (*Czy masz*) ___Do you have / Have you got___ a runny nose?
4 Your cough (*brzmi niezdrowo*) ___sounds unhealthy___.
5 This cough syrup (*smakuje słodko*) ___tastes sweet___.

Starter 6

1 Complete the sentences with the words in the box.

blouse coat gloves hat helmet scarf skirt suit tie trainers

1 When you ride a bike, you should wear a ___helmet___ on your head and comfortable ___trainers___ on your feet.
2 Jack wants to look elegant so he's wearing a ___suit___ and a shirt with a ___tie___.
3 It's windy and cold, so put on your long ___coat___ and tie a ___scarf___ around your neck.
4 This silk ___blouse___ with long sleeves matches Jane's mini ___skirt___ perfectly.
5 A: Do you prefer leather or woollen ___gloves___?
B: Woollen ones because they go with my ___hat___.

2 Translate the words/phrases in brackets into English.

1 (*Włóż*) ___Put on___ comfortable shoes and a (*bawełniany*) ___cotton___ T-shirt.
2 She often (*nosi*) ___wears___ jeans and (*bluzy z polaru*) ___fleece sweatshirts___.
3 Does this tie (*pasuje do*) ___match___ a linen shirt and a (*skórzanej marynarki*) ___leather jacket___?
4 Sonia likes wearing (*buty na wysokim obcasie*) ___high-heeled shoes___ and (*złote kolczyki*) ___gold earrings___.
5 These socks (*nie pasują*) ___don't match___ these trainers or (*tego dresu*) ___this tracksuit___.

3 Use the prompts to answer the questions

0 *Where are your parents going tonight? (theatre)*
They are going to the theatre.
1 Where is Ann running to? (*bus stop*)
2 Are you organising a poetry workshop next week? (*no*)
3 Who is coming to your performance? (*Betty and Lucy*)
4 When is Tim starting his salsa classes? (*next Monday*)
5 Where are her children going tomorrow? (*Windsor castle*)

4 Choose the correct option to complete each sentence.

1 My friends *(have)* / *has* just *saw* / *(seen)* the latest film by Scorsese.
2 *Have* / *(Has)* John ever *wrote* / *(written)* a poem?
3 I *(have)* / *has* never *was* / *(been)* good at drawing.
4 John *have* / *(has)* already *buy* / *(bought)* a ticket to the jazz concert.
5 She *haven't* / *(hasn't)* *paint* / *(painted)* a picture for two months.

5 Put the verbs in brackets in the correct present tense.

1 Susan ___is writing___ (*write*) an email at the moment.
2 Mr and Mrs Bush ___have not bought___ (*not buy*) the painting yet.
3 Our art teacher often ___asks___ (*ask*) us to draw sketches.
4 Mark ___has never read___ (*never, read*) a drama in French so far.
5 Why ___are you sitting___ (*you, sit*) in the last row this time?

3
1 She is running to the bus stop.
2 No, I am not.
3 Betty and Lucy are coming to my performance.
4 He is starting his salsa classes next Monday.
5 They are going to Windsor castle.

Starter 7

1 Match the verbs (1–5) with the words and phrases (a–e) to make expressions.

1	travel c	**a**	a holiday destination
2	miss d	**b**	a taxi
3	get off e	**c**	around
4	choose a	**d**	a train
5	take b	**e**	at a bus stop

2 Complete the sentences with the words in the box.

boarding caught flight got off missed

1 How long was your flight from London to New York?
2 He was lucky and he caught the last train home.
3 To check your gate number, you should look at your boarding pass.
4 It was bad luck. We missed our flight and were delayed several hours.
5 They got off at the wrong bus stop and had to walk for about 20 minutes.

3 Choose the correct option to complete each sentence.

1 We *sunbathed* / *were sunbathing* when the storm *hit* / *was hitting*.
2 What *were* / *was* she doing when the earthquake *began* / *was beginning*?
3 I *was* / *were* riding a bike when he *took* / *was taking* this photo.
4 He *found* / *was finding* a nice hostel while he *searched* / *was searching* online for some cheap accommodation.
5 The wind *didn't blow* / *wasn't blowing* that much when the tree *fall down* / *fell down*.

4 Translate the phrases in brackets into English.

1 These little bears are (*takie słodkie*) so cute/sweet!
2 Environmental protection is (*takim ważnym*) such an important issue.
3 Some cities are (*takie zaśmiecone*) so littered with rubbish.
4 An earthquake is (*takim strasznym*) such a horrible natural disaster.
5 Those ecologists are (*takimi przyjaznymi*) such friendly people.

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

big exciting fast good little

1 Climbing Mount Everest was one of the most exciting moments in my life.
2 Cats are better hunters than dogs.
3 The Sahara Desert is bigger than the Gobi Desert.
4 A cheetah is the fastest land animal.
5 Flies are less hard-working insects than bees.

Starter 8

1 Complete the sentences with the words in the box.

engineer flight attendant journalist pilot politician

1 He wants to be a/an engineer, so he's studying at technical college.
2 She is a talented politician. Her speeches are really good, so she has lots of support.
3 If you want to become a/an pilot, you must study a lot and spend hundreds of hours flying.
4 Every flight attendant is trained to assist passengers and look after them.
5 My friend is a/an journalist working for two commercial TV channels.

2 Write one word in each gap to complete each sentence.

1 I am going to apply for a job.
2 He has attached his/a CV to his email.
3 She wants to work full time.
4 John is attending a job interview at the moment.
5 How much money does she earn?

3 Match the two parts of the compound nouns.

1	touch b	**a**	wheel
2	steering a	**b**	screen
3	seat d	**c**	phone
4	air e	**d**	belt
5	mobile c	**e**	conditioning

4 Choose the correct option to complete each sentence.

1 Scientists will probably *discover* / *invent* a new way to fly soon.
2 Drivers should use a *speakerphone* / *charger* if they have to call somebody when they're driving.
3 *Mechanics* / *Engineers* help design new cars and robots.
4 *Traditional* / *Electric* cars will be more common in big cities in 2030.
5 Young people probably *earn* / *use* more electricity than their parents.

5 Translate the words/phrases in brackets into English.

1 I'm sure electric cars (*będą*) will be a common sight in the future.
2 I believe scientists (*wynajdą*) will invent a cure for cancer this century.
3 When (*masz zamiar*) are you going to take up your new job?
4 I believe his sister (*zaprzyjaźni się*) will make friends with you soon.
5 Tom (*nie ma zamiaru*) isn't going to change his job.

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1 Who are you?

1A Vocabulary

Personality

1 **Revision** Choose the correct option to complete each sentence.

1 My father has no hair. He's *bald* / *beard* / *brown*.
2 My sister is *long* / *tall* / *curly*. She can touch the ceiling in her bedroom.
3 A: Does your brother have *bald* / *a beard* / *glasses*?
B: No, he doesn't like hair on his face.
4 My hair isn't straight. It's *short* / *blonde* / *curly*.
5 My mother, brother and I all have dark hair, but my father's hair is different. It's *black* / *blonde* / *long*.
6 I wear *a beard* / *glasses* / *short hair*, but only when I'm reading.

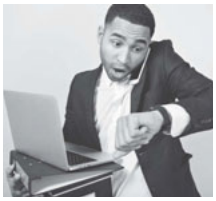
2 **Revision** Look at the photos. Match the descriptions (1–6) with the people (a–f).

a 

b 

c 

d 

e 

f 

1 Carlos has long, curly brown hair and a beard. f
2 Angela is tall and has long, curly blonde hair. c
3 Richard has very short dark hair. e
4 Lily has short, straight, dark hair. a
5 Nick is tall and bald, and he has a beard. d
6 Emma has long, straight, brown hair and glasses. b

3 Complete the adjectives to describe personality.

1 fr i e n d l y
2 s o c i ab l e
3 con f i d en t
4 t a l en t e d
5 e a s y -g o i n g
6 n e r v o u s
7 p o p u l a r
8 in t e l l i g e n t
9 ch e e r f u l
10 r e l a x e d

4 Write the word that means the opposite of each description. There is one extra word that you do not need to use.

intelligent	lazy	loud	nasty
nervous	serious	shy	weak

1 kind, helpful ≠ nasty
2 active, hard-working ≠ lazy
3 funny, cheerful ≠ serious
4 sociable, confident ≠ shy
5 calm, relaxed ≠ nervous
6 quiet ≠ loud
7 strong ≠ weak

5 Look at the sentences and photos in exercise 2. Choose the best word to describe each person.

1 Lily is *active* / *lazy*.
2 Emma is *intelligent* / *loud*.
3 Angela is *kind* / *nervous*.
4 Carlos is *serious* / *funny*.
5 Richard is *calm* / *hard-working*.
6 Nick is *cheerful* / *nasty*.

6 Listen. Are the sentences true (T) or false (F)? 1

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1 Philip works hard before school tests. F
2 Mark gets very nervous about tests. T
3 Theresa remains calm in most situations. T
4 Zoe is always cheerful. T
5 Julie is a very sociable person. F

Exam guide
6 Listening
True/false

7 Read the sentences. Are the adjectives logical (L) or not logical (N)?

1 I don't understand the maths lesson and I don't have time to study. I'm very confident about the test tomorrow! N
2 A nasty friend is usually fun to be with. N
3 Good teachers are kind to their students. L
4 A good worker is lazy. N
5 It's always good to be honest when you answer a question. L
6 A popular person is usually very sociable. L
7 A shy person feels nervous talking to new people. L
8 It's not easy for an intelligent person to understand new ideas. N

8 Listen to the descriptions. Complete each sentence with the correct form of *be* and the adjective that best fits each description. There are two extra adjectives that you do not need to use. 2 p. 389

active	easy-going	funny	helpful	honest
lazy	loud	nasty	shy	talented

1 Our teacher is helpful.
2 We are active.
3 The neighbours are loud.
4 My flatmate is lazy.
5 My aunt is talented.
6 You are funny.
7 My boss is nasty.
8 I am easy-going.

9 **Extension** Put the adjectives into the correct category.

affectionate	annoying	careless	generous
impatient	organised	patient	polite
rude	selfish		

Positive personality traits	Negative personality traits
affectionate, generous, organised, patient, polite	annoying, careless, impatient, rude, selfish

10 **Extension** Listen to the descriptions. Circle all the adjectives that describe each person. 3 p. 389

1 Homer intelligent / (lazy) / (careless) / organised / helpful / (selfish) / generous
2 Marge (kind) / (helpful) / active / (affectionate) / annoying / (patient) / selfish
3 Bart generous / (rude) / (clever) / (funny) / honest / (annoying) / hard-working
4 Lisa (talented) / (intelligent) / nasty / (hard-working) / (polite) / impatient / (neat)

11 Read the text and answer the questions below.

Being Bad is Good for You

What kind of people do best at work? Recent research has shown that certain features of your personality can actually help you in the workplace. Researchers studied a group of 35 office staff to find out what made some of them more successful than others.

The results of the study were quite surprising. They revealed that being polite and generous doesn't always mean that you will do better in your career. Often, the people who got promotion were more aggressive and selfish, and this probably meant they were noticed more by their bosses. Another personality trait that we usually approve of is patience. Again, however, this is not necessarily a good indicator of success. Being too patient resulted in work not being done and made it possible for other employees to get any benefits from completing tasks before you.

So remember that even though we think we should do the right thing, being nice is not always good for you.

1 The researchers wanted to discover ____
   a how many people were polite at work.
   (b) what character traits benefited a person's career.
   c how people who are usually generous got promotion.
2 People who display aggressive behaviour ____
   a usually work as managers.
   b don't notice other people's behaviour.
   (c) are promoted more often.
3 If a person is very patient ____
   a other people have to complete their tasks.
   b they achieve more than other workers.
   (c) other people often take credit for their work.

Life Skills guide
7 Critical thinking

Exam guide
11 Reading
Multiple choice

1B Listening

Exam guide
1 Listening
Multiple choice

Exam guide
3 Listening
True/false

Exam guide
5 Listening
Multiple choice

1 Listen and choose the correct option to complete each sentence. 4 p. 389

1 He's ____.
a honest
b friendly
c hard-working

2 She's into ____.
a music
b art
c sport

3 He's a bit ____.
a intelligent
b loud
c shy

4 He's into ____.
a sport
b books
c photography

5 She's very ____.
a popular
b fit
c kind

6 She enjoys ____.
a writing
b walking
c drawing

7 He's ____.
a cool
b serious
c nervous

8 She really likes ____.
a dancing
b singing
c reading

2 Listen and complete each sentence with the name(s) and the correct verb in the present tense. 5 p. 389

be | like (x2) | paint | think | want (x2)

1 Julie wants to go to the cinema.
2 Anthony is busy this afternoon.
3 Anthony is painting fruit and flowers.
4 Anthony thinks painting is difficult.
5 Julie likes action movies.
6 Julie likes DJ Spooky.
7 Anthony and Julie want to meet up tomorrow.



3 Listen. Are the sentences true (T) or false (F)? 6 p. 389

1 The passage explains why we don't like some things. F
2 People like something only because it looks, smells, sounds or tastes good. F
3 What people think about something makes them like or dislike something. T
4 People often believe that expensive things are good. T
5 People like things that they connect with positive experiences. T

4 Correct the false sentences in exercise 3. Listen again if necessary. 6 p. 389

5 Listen to the lecture and choose the correct options. 7 p. 390

1 What is the lecture mainly about?
a the United States of America in the 1930s
b different characters from California
c characters and personalities in a book
d being a leader of a family

2 Why does the professor say this: 'novel or long story'?
a The students had two tasks.
b The novel is not true.
c The book has many stories.
d A novel is a long story.

3 Why did farmers leave their homes?
a There was not enough rain.
b Land was cheap in California.
c They were angry with their neighbours.
d A fire burned their crops and fields.

4 What does the professor probably think when he says this:
'It's not easy to leave your home.'?
a People move around a lot.
b Most of the professor's students live abroad.
c Most people enjoy staying in the place they know.
d Some people enjoy the weather at home.

5 What does the professor mean when he says this: 'move their whole family across the country'?
a The farmers had to move to a new country.
b The farmers had to leave the United States of America.
c The farmers had to move to a new place in the United States of America.
d The farmers had to find a state with more rain.

6 There are two answers for this question.
Which personality words does the professor say in the lecture?
a fearful
b calm
c brave
d helpful
e shy
f honest

4 1 The passage explains why we like some things.
2 People like something not only because it looks, smells, sounds or tastes good but also because they have certain ideas or experiences of it.

1C Grammar 1

Present simple and present continuous

1 Read the sentences and decide if the action is taking place right now (RN) or is a general truth (GT).

1 Julia is working on an article for her school's website. RN
2 She is writing about the new students in her class this term. RN
3 Julia's school welcomes new students at the beginning of each term. GT
4 There are three new students in Julia's class this term. RN
5 Alex is funny, laughs a lot and tells jokes when he meets new people. GT
6 Min smiles a lot and seems really happy to be in the class. RN

2 Complete the sentences with the present simple form of the verbs in the box.

be create go hope mind practise study think want

1 Naomi goes to the best school in the city.
2 She studies a lot because she wants to go to university.
3 She wants to study computer science.
4 Sometimes she is the only girl in her class.
5 But she does not mind because she thinks computers are really interesting.
6 She hopes that she can show other girls that computer science is cool.
7 Naomi practises coding at home.
8 She creates new apps for her friends to try.

3 Choose the correct verb forms to complete each sentence.

1 Bo has a new camera and ____ how to take better photos. He ____ to take photos of people.
a is learn; liking **c** are learning; is like
b is learning; likes **d** learning; like

2 His friends Mina and Jacob ____ him. They ____ to have their photos taken.
a help; liking **c** help; are liking
b is helping; is liking **d** are helping; like

3 Right now, Mina and Jacob ____ in front of a statue. They ____ taking selfies.
a standing; enjoying
b are standing; enjoy
c stand; enjoying
d stands; enjoys

4 For some reason, Mina and Jacob ____, and Bo ____ annoyed.
a not smiling; be
b is not smiling; is being
c are not smiling; is
d doesn't smile; being

5 Now he ____ them to smile because they ____ happy.
a ask; not looking
b is asking; do not look
c is ask; look
d is asking; no looking

6 They ____ to the park now because Bo ____ to take photos in front of the fountain.
a walks; want
b is walking; is wanting
c are walking; wants
d walking; wanting

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

1 My brother really likes (*like*) music and listens (*listen*) to it all the time.
2 He plays (*play*) the electric guitar and the drums. He's really talented!
3 He and his friends are (*be*) in a band and write (*write*) cool new songs.
4 My friend Mei plays keyboard and sings (*sing*) in a band with my brother and his friend Maia. The name of their band is (*be*) Victory.
5 This month, they are practising (*practise*) all day every Saturday for their concert.
6 I can't (*not, can*) watch them every time they practise because I am studying (study) for an important exam.
7 But I want (*want*) to go to their big concert on the 25th!
8 I don't know (*not, know*) how to play any instrument at the moment, but I am learning (*learn*) the keyboard. If I'm good, maybe I can join my brother's band!

5 Choose the correct option to complete each question.

1 (Is) / *Does* he intelligent?
2 *Is* / (Are) your classmates kind?
3 (Do) / *Does* you like cool music?
4 (Does) / *Do* Simon play the guitar?
5 (Am) / *Is* I late for class?
6 *Does* / (Is) it raining?
7 (Do) / *Does* the DJs play good music?
8 (Are) / *Do* you a good singer?

1D Reading

VOCABULARY BUILDING Adjective complements

1 Put the words in the correct order to make sentences and questions.

1 you / angry / Are / results / your / about
Are you angry about your results?

2 the / She's / about / test / worried
She's worried about the test.

3 get / easily / children / Do / frightened
Do children get frightened easily / Do children easily get frightened?

4 They're / about / presentation / nervous / the
They're nervous about the presentation.

5 excited / holiday / about / We're / our
We're excited about our holiday.

6 by / students / The / the / seemed / lecture / bored
The students seemed bored by the lecture.

7 news / I / when / on TV / watch / upset / I / become / the
I become upset when I watch the news on TV.

8 looks / about / He / angry / something
He looks angry about something.

9 Karen / Is / of / dogs / afraid / big
Is Karen afraid of big dogs?

READING

Exam guide
2 Reading
Multiple choice

Exam guide
4 Reading
Matching headings

2 Read the text. Choose the correct answer to each question.

1 Why do Finnish researchers recommend that people spend about five hours a month outdoors?
a in order to learn more about urban areas
b so that they can stay healthy
c because winters in Finland are very cold
d because they work for the government

2 According to paragraph 4, which of the following is not true of the Saneum Healing Forest?
a Visitors are offered a tea made from elm bark.
b Visitors hike along creeks and through the forest.
c Firefighters fought a fire there for three days.
d Firefighters practise yoga in order to relax.

3 Which of the following best restates the saying 'Body and soil are one' in paragraph 4?
a Being aware of our natural surroundings can help us remain healthy.
b It's important to wash your hands at least once every day.
c People who are careful about what they eat sometimes grow their own food.
d Being clean is the most important thing you can do in order to stay healthy.

4 What did a study in Japan show about the effects of being outdoors?
a A walk in the woods takes at least fifteen minutes.
b Spending time outdoors can cause measurable changes in the body.
c Forests and natural places are usually far from city centres.
d People who live in city centres have high blood pressure.

3 Write the name of each country under the correct statement.

Canada Finland Japan South Korea

1 Researchers measured changes in the body caused by spending time outdoors.
Japan

2 The government wants to know more about its people's moods.
Finland

3 Researchers have found evidence that being outdoors contributes to the 'happiness effect.'
Canada

4 Local governments pay for healthy outdoor experiences for their people.
South Korea

4 Match the information (a–e) with the paragraphs (1–5).

a measurable effects of being outdoors 5
b a question we all want answered 1
c the 'happiness effect' 2
d a weekly dose of nature 3
e a 'Healing Forest' 4

This is your brain on nature



1 8 What makes you happy? It's a question we all want an answer to. Does food make you happy? Do pictures of puppies make you feel calm? What about being outdoors, walking in the sun or hiking in a forest?

2 'People underestimate the happiness effect' of being outdoors, says Lisa Nisbet, a psychology professor at Canada's Trent University. 'We don't think of it as a way to increase happiness. We think other things will do this, like shopping or TV.' But there's a lot of evidence* to show that being outdoors in nature makes people feel better. In fact, some countries are promoting nature experiences as one way to help people stay healthy.

3 In Finland, a large number of people become sad or depressed in winter. The Finnish government wants to know why. It pays researchers to ask people about their moods after visiting natural and urban areas. Do they feel more nervous or more relaxed? The researchers studied people's responses. They are recommending a minimum nature dose* of five hours a month, or several short visits a week, to a natural place.

4 In South Korea, many people deal with stress from work and school. But this very hard-working nation respects nature. A very old saying reminds South Koreans that '*Shin to bul ee* – Body and soil are one.' At the Saneum Healing Forest, east of Seoul, 'health rangers' offer visitors elm-bark tea, then take them on hikes along creeks and through forests of red maple, oak and pine-nut trees. During one visit, 40 firefighters take part in a free, three-day programme sponsored by the local government. After a morning of hiking, they enjoy practising yoga and arranging delicate dried flowers. Among them is Kang Byoung-wook, a 46-year-old firefighter from Seoul. 'It's a stressed life,' he says. 'I want to live here for a month.'

5 Researchers can measure how a fifteen-minute walk in the woods causes changes in the body. A study in Japan compares people who spend time in forests and in city centres. The people who spend time in nature show a lower level of stress, and lower blood pressure and heart rate. Yoshifumi Miyazaki, one of the researchers, believes our bodies relax in pleasant, natural surroundings because they are originally from natural places. When we slow down, stop working and take in beautiful natural surroundings, we often feel more cheerful and our mental* performance improves. Our senses are better at interpreting information about plants and streams, Miyazaki says, than traffic and high-rises!

evidence *a sign that shows something is true or correct*
dose *an amount of something, usually medicine*
mental *related to the mind*

1E Grammar 2

Exam guide
1 Listening
Gap-filling

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

1 Listen and complete the sentences. 9

1 When the musicians begin to play, you must stop talking.
2 Do you plan to travel after you graduate?
3 I always enjoy talking to my friends after school.
4 He prefers exercising before dinner.
5 Oscar can't help crying when he hears sad music.
6 Mei tries to see her grandfather every week.
7 I hope to visit ten countries before my 21st birthday.
8 Young children learn to speak by listening to other people.

2 Choose the correct option to complete each sentence.

1 She usually manages *studying* / *to study* during the week so that she can relax at weekends.
2 I don't want *arguing* / *to argue* with you.
3 She enjoys *helping* / *to help* her younger sister.
4 He enjoys *going* / *to go* for a long run at the weekend.
5 Tony wants *writing* / *to write* an email to his friend in Canada.
6 Can you learn *speaking* / *to speak* English on your own?
7 I don't mind *seeing* / *to see* that film again with you.
8 Lana avoids *going* / *to go* to the gym at weekends. It's so busy!

3 Complete the sentences with the verb + *-ing* or the infinitive with *to* form of the verbs in brackets.

1 My dad plans to read (*read*) five books while he's on holiday.
2 Does he enjoy studying (*study*) history?
3 I think it's possible to avoid telling (*tell*) her about the surprise party.
4 Frank wants to start exercising (*exercise*) more, starting on 1st January.
5 Ted can't help laughing (*laugh*) every time Seth tells a joke.
6 Cara doesn't want to share (*share*) a room with her younger sister.
7 Do you think you can manage to get (*get*) your work done before Friday?
8 I promise to come (*come*) to your party early. Then I can help you get ready.
9 David is beginning to look (*look*) for a job.

4 Are the verbs in bold correct? Correct the incorrect verbs.

1 He enjoys **to go** on holiday with his family.
going
2 I want **to see** that new film next weekend.
✓
3 Do you enjoy **trying** new restaurants?
✓
4 She needs to learn **eating** with chopsticks.
to eat
5 Jim hates **going** to the cinema alone.
✓
6 I need **talking** to you about our homework for tomorrow.
to talk
7 Does she want **to call** him or **to speak** to him in person?
✓
8 I'm trying to avoid **to spend** too much money on holiday.
spending

5 Put the words in the correct order to make sentences and questions.

1 hates / class / Jean / being / late / for
Jean hates being late for class.
2 job / He / have / before / he / hopes / a / graduates / to
He hopes to have a job before he graduates.
3 the / at / I / stop / need / shop / to
I need to stop at the shop.
4 us / with / come / he / Does / to / want
Does he want to come with us?
5 loves / She / history / about / reading
She loves reading about history.
6 checking / after / dinner / avoids / Emily / email / her
Emily avoids checking her email after dinner.
7 salad / He / a / eating / prefers / lunch / for
He prefers eating a salad for lunch.
8 enjoy / you / subjects / difficult / Do / studying
Do you enjoy studying difficult subjects?

6 Complete the dialogues with the verb + *-ing* or the infinitive with *to* form of the verbs in brackets. Some sentences have two correct answers.

1 A: What can I do when I feel sad?
B: I suggest ___going___ (*go*) for a long walk.

2 A: Are you going to the beach this weekend? I really want to go!
B: I don't know. I promise ___to call___ (*call*) you if I go.

3 A: How's your homework going?
B: Well, I hate ___to ask / asking___ (*ask*) for help, but it's really hard.

4 A: Why don't you cycle to work?
B: I want to, but I need ___to buy___ (*buy*) a bike first!

5 A: Do you read books by the author Isabelle Youngman?
B: I do. I often begin ___to laugh / laughing___ (*laugh*) when I'm reading because her books are so funny.

6 A: Do you want to get some sushi with me?
B: Yes! I love ___to eat / eating___ (*eat*) sushi!

7 Choose the correct answer to each question.

1 What are you doing?
a I'm starting to make dinner.
b I'm starting make dinner.

2 What are you doing this weekend?
a I hope to see a film with my sister.
b I hope seeing a film with my sister.

3 Do you want to study together for the test?
a Sure! I don't mind to study with other people.
b Sure! I don't mind studying with other people.

4 Do you have enough money to pay for the trip?
a I think I can manage to save enough by next year.
b I think I can manage saving enough by next year.

5 What should we do for dinner?
a I want to go to the new Thai restaurant in town.
b I want going to the new Thai restaurant in town.

6 Can you play the piano?
a A little. I'm learning to play now.
b A little. I'm learning playing now.

7 Do you want cake for dessert?
a It looks so good! I'd like to trying a piece.
b It looks so good! I'd like to try a piece.

8 Can you come to the party?
a Yes, and I promise bringing some food.
b Yes, and I promise to bring some food.



8 Choose the correct option to complete each sentence. In some sentences both answers are correct. Are any of the sentences true for you?

1 My friends and I like *helping* / *to help* each other.
2 I want *visiting* / *to visit* my grandparents in Poland this summer.
3 My parents want me *spending* / *to spend* more time studying.
4 They're right. I need *studying* / *to study* more.
5 It's easy *wasting* / *to waste* time on social media.
6 I avoid *using* / *to use* social media.
7 I don't enjoy *watching* / *to watch* films on my laptop.
8 I prefer *watching* / *to watch* them on TV or at the cinema.
9 In fact, the best place *watching* / *to watch* films is the new multi-screen cinema in my city.
10 I usually have a chance *going* / *to go* there every month.

9 Complete the sentences with a verb + *-ing* or an infinitive with *to* so that they are true for you.

1 My family needs _____.
2 I need _____.
3 I want _____.
4 My friend wants _____.
5 I like _____.
6 I don't like _____.
7 I enjoy _____.
8 My friends and I enjoy _____.

10 Complete the sentences with the correct form of the words in brackets.

1 My Mum ___wants me to spend___ (*want / me / spend*) more time reading the set books.
2 He ___doesn't enjoy going___ (*not / enjoy / go*) for walks with his parents.
3 We ___need to talk___ (*need / talk*) to you about your behaviour last week.
4 My little brother can't ___help dancing___ (*help / dance*) when he hears lively music.
5 Do you think you will ___manage to finish___ (*manage / finish*) by next week?
6 She always ___avoids discussing___ (*avoid / discuss*) controversial topics.

Life Skills guide
9 Critical thinking
Self-development

Exam guide
10 English in Use
Sentence formation

Technology guide

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TEDTALKS Extra
Half a million secrets

> "Secrets can take many forms. They can be shocking or silly or soulful. They can connect us to our deepest humanity or with people we'll never meet again."
>
> **FRANK WARREN**

AUTHENTIC LISTENING SKILLS

Word stress

In English, words with two or more syllables have the main stress on one of the syllables. Learning the pronunciation of words and where the stress is will help you recognise them when they're being said.

1 Read the Authentic listening skills box. Listen to the words from the TED Talk and underline the syllables that are stressed. 10

1 collect
2 received
3 girlfriend
4 stranger
5 advertisement
6 memory
7 instructions
8 collection

Life Skills guide

2 Collaboration, Mediation

BEFORE YOU WATCH

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

blank | exuberant | handful | hand out | impact | ingennious | mailbox | leverage | memory stick | randomly | search for | self-addressed postcards | share with | stack | wonder

WHILE YOU WATCH

3 Watch the clip about the Speaker. Choose the correct definition of the words and phrases. ▶ 1.0 p. 401

anonymously | artful | soulful | virally

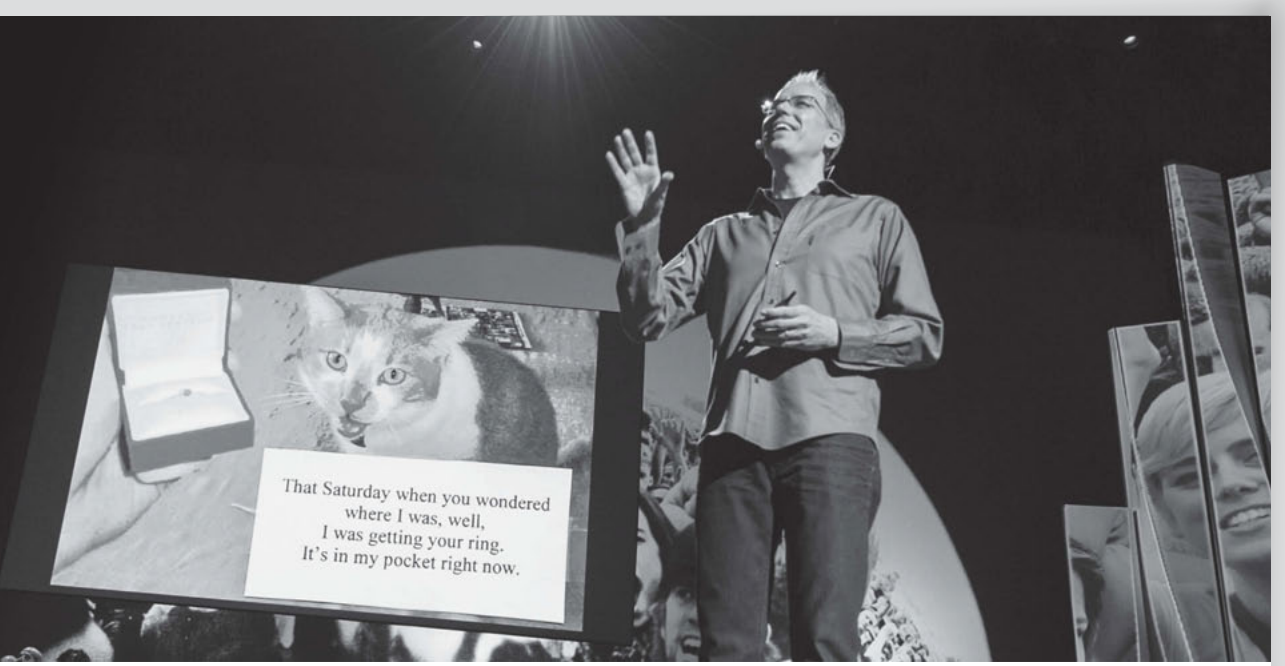
4 Watch part 1 of the talk. Choose the correct option to complete each sentence. ▶ 1.1 p. 401

1 Frank gave the postcards to *strangers* / *friends*.
2 The idea *made people angry* / *became very popular*.
3 People from *the US* / *many different countries* sent postcards to Frank.
4 The green postcard was *a little sad* / *very funny*.

5 Complete the sentences with the words in the box. Then watch part 2 of the talk and check your answers. ▶ 1.2 p. 401

cat | email | ending | postcard | ring | website

1 The man's postcard had a picture of a ___cat___ and a ring.
2 The man said he wanted to give the ___ring___ to the woman.
3 Frank put the ___postcard___ on his website.
4 A little while later, Frank received a very happy ___email___ from the man.
5 The man and the woman looked at Frank's ___website___ together.
6 The story had a happy ___ending___ because the woman said yes.



6 Watch part 3 of the talk. Which ideas does Frank Warren discuss? Tick (√) the ones he mentions.
▶ 1.3 p. 401

1 The website IFoundYourCamera helps people find lost cameras. ☑
2 Many people feel unhappy when they see their pictures on the website. ☐
3 IFoundYourCamera shows that people want to help other people. ☑
4 The woman in the picture found another person's camera. ☐
5 The man, woman and child in the picture are very happy now. ☑

VOCABULARY IN CONTEXT

7 Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases you will see in the clip. ▶ 1.4

struggling calm proposal image language barriers

8 Complete the sentences with your own ideas. Then discuss them with a partner.

1 I sometimes *struggle* when _____
2 My favourite *image* is _____
3 When I need to *feel calm*, I _____
4 One time I experienced a *language barrier* when _____

AFTER YOU WATCH

9 **MY PERSPECTIVE**

Frank talks about the kindness of strangers. Does he think people are generally kind or generally unkind? Do you agree with him?

10 **MY PERSPECTIVE – SPEAKING**

Matty's website uses the kindness of strangers to help people find lost cameras and photographs. Can you think of other ways that people help strangers? Write down three ideas and share them with a partner.

People sometimes give directions to strangers who visit their city.

Life Skills guide
9 Critical thinking

9 Frank thinks people are generally kind. He shows this by picking out kindness in the postcards and talking about Matty.

Life Skills guide
10 Creativity

Technology guide

Video available on DVD, Multibook and **www.dlanauczyciela.pl**

Technology guide

LearningApps.org

TEDTALKS Practice
Half a million secrets

Rozwiąż dodatkowe zadania do filmu na LearningApps.org.

AUTHENTIC LISTENING SKILLS

1 Listen to the TED Talk. Complete the sentences with the numbers in the box. There are two extra numbers that you don't need to use. 11 p. 390

2004 3,000 half-million 2014 two three four 2,000

1 It all started with a crazy idea in November of 2004.
2 I printed up 3,000 self-addressed postcards.
3 You can see my wife struggling to stack a brick of postcards on a pyramid of over a half-million secrets.
4 I had this postcard posted on the PostSecret blog two years ago on Valentine's Day.
5 For three years, my girlfriend and I, we've made it this Sunday morning ritual to visit the PostSecret blog together …
6 My son's birth is on this camera. He turns four tomorrow.

WATCH p. 401

2 Watch the TED Talk. Choose the correct option to complete each sentence.

1 People (make) / *are making* their own postcards.
2 Frank (shares) / *is sharing* people's secrets on PostSecret.
3 Frank *collects* / (is collecting) secrets on PostSecret right now.
4 People (send) / *are sending* him emails with secrets.
5 Matty (takes) / *is taking* the pictures off the cameras.
6 The man says his hands *shake* / (are shaking).

3 Match the adjectives from the talk (1–6) with the situations (a–f).

1 crazy c
2 special f
3 exuberant e
4 ingenious b
5 desperate a
6 emotional d

a people who lose their cameras and pictures
b Matty's idea
c Frank's idea in November of 2004
d email of a family that Matty shows Frank
e man asks girlfriend to marry him
f the secrets in Frank's collection

4 Are the sentences true (T) or false (F)?

1 People buy postcards from Frank. F
2 PostSecret is hard to use. F
3 Only people with special secrets can use PostSecret. F
4 People can send lost cameras to Matty. T
5 The pictures go back to the people who lost their cameras. T
6 Matty and Frank work together. F

5 Choose the correct answer to each question.

1 What is the speaker mainly discussing?
a how many people visit his blog a day
(**b**) the secrets from his collection
c why secrets are important

2 What is PostSecret?
(**a**) a website
b a place where people post their secrets
c a place in Washington, DC

3 Why does the speaker mention Matty?
a to talk about how students use PostSecret
b to show that people in Canada use PostSecret
(**c**) to explain how people's lives have changed through PostSecret

4 What is the speaker's opinion of IFoundYourCamera?
a He doesn't think it is helpful.
(**b**) He thinks it is important.
c He thinks only people who like photos will use it.

5 What can be inferred about the speaker and PostSecret?
(**a**) The speaker will continue to work on PostSecret.
b The speaker will stop doing PostSecret to start another idea.
c The speaker will sell the secrets on PostSecret.

6 Why does the speaker say this: 'Secrets can take many forms. They can be shocking or silly or soulful.'?
a to explain that everyone has secrets
b to explain a good secret
(**c**) to explain that secrets are different

VOCABULARY IN CONTEXT

6 Match the words (1–5) with the definitions (a–e).

1 struggling e
2 calm b
3 proposal c
4 image a
5 language barriers d

a a picture
b relaxed
c when a person asks another person to marry him or her
d the difficulties people have because they don't speak the same language
e to have a hard time with something

1F Speaking

Useful language

Talking about likes and dislikes	
Are you into …	*sports / music / gaming / cycling?*
I play … *I love to watch …* *I'm not that interested in …* *I don't mind …* *I can't stand …*	*tennis / basketball / football.*
Do you have a favourite …	*team / kind of music / place to go walking?*
I'm really into …	*Real Madrid / hip-hop / going to the mountains.*
That's cool. / Really? / Wow!	

1 Put the words in the correct order to make sentences and questions.

1 into / Are / music / you
Are you into music?

2 interested / I'm / in / not / gaming / that
I'm not that interested in gaming.

3 basketball / to / I / watch / love
I love to watch basketball.

4 Do / a favourite / have / team / you
Do you have a favourite team?

5 really / skating / into / I'm
I'm really into skating.

6 cool / Wow, / that's
Wow, that's cool!

7 mind / don't / hip-hop / I
I don't mind hip-hop.

8 pop / I / stand / music / can't
I can't stand pop music.

2 Complete the sentences with the phrases in the box. Then listen and check your answers. 12

Are you into (x2) | Do you have a favourite (x2)
I can't stand | I don't mind | I love to (x3)
I'm not that interested in (x2) | I'm really into (x2)

1 A: Are you into sports?
B: Yes, I love to watch football and basketball. But I'm not that interested in tennis or athletics. I only watch them occasionally.

2 A: Do you have a favourite kind of music?
B: Well, I love to listen to jazz. I even know how to play the saxophone. But I can't stand hip hop. It's just a lot of noise as far as I'm concerned.

3 A: Are you into gaming?
B: A bit. I don't mind playing games, but I'm not that interested in pro-gaming! Watching other people play is boring.

4 A: Do you have a favourite place to relax?
B: I'm really into films, so I love to go to the cinema.

5 A: What is your favourite sport?
B: Oh, I'm really into mountain biking.

3 You are on holiday in another country and meeting new people.

Look at the questions from the conversations in exercise 2. For each question, use the Useful language and make some notes about how you would answer it.

Life Skills guide
3 Communication, Mediation

4 Write responses that are true for you. Use the Useful language.

Life Skills guide
4 Mediation

1 Are you into sports?

2 Are you into clothes?

3 What are you into?

4 What kind of music do you like?

5 What kind of films do you like?

6 What TV programmes are you into?

5 Listen and follow the instructions. 13 p. 390

Now listen to a model answer and compare it with your ideas. 14 p. 390

1G Writing

An introductory email

Exam guide
4 English in Use
Gap-filling

1 Match the two parts of the sentences.

1	My name is g	**a**	science and maths.
2	I'm from c	**b**	about you?
3	I'm in year 9 e	**c**	Osaka City in Japan.
4	My favourite subjects are a	**d**	favourite type of music?
5	I love watching h	**e**	at secondary school.
6	I'm also f	**f**	really into hip-hop.
7	What b	**g**	Ken Sato.
8	What's your d	**h**	action films.

2 Choose the correct option to complete each sentence.

1 When you introduce yourself in writing, the first thing you tell the other person is _____.
a your school **b** your name **c** your city

2 The second thing you write is _____.
a what you enjoy **b** how you feel **c** where you're from

3 _____ usually tell each other what year they are in at school.
a Students **b** Teachers **c** Classmates

4 In a new paragraph, you should write about _____.
a your classmates **b** the weather **c** your hobbies

5 It's polite to ask the other person some questions about _____.
a their interests **b** their grades **c** their problems

6 _____ by telling the other person that you look forward to hearing from him or her.
a Start **b** Finish **c** Learn

Exam guide
5 Writing
A postcard

Life Skills guide
5 Creativity,
Mediation,
Practical skills

3 Read the postcard to a student in California. Then read the questions and circle the answers in the postcard.

Dear Julie,

My name is Ana Cristina. I'm from Mexico City. It's a big and busy place! I'm in year 10 at secondary school.

At school, my favourite subjects are history and English. In my free time, I play the piano and I love singing songs in English. I'm also really into music festivals.

What about you? Do you play any instruments? Who is your favourite singer?

I look forward to hearing from you, Julie.

Best wishes,

Ana Cristina

1 What is the name of the person introducing herself?
2 Where is she from?
3 What year is she in at school?
4 What are her favourite subjects?
5 What instrument does she play?
6 What language does she like to sing in?
7 What else is she into?
8 She asks Julie about playing an instrument and what else?

4 Complete the postcard from Charlie to Amir. Write one word in each gap.

Dear Amir,

My **(1)** name is Charlie Ford. I'm **(2)** from Vancouver in Canada. I'm a **(3)** student/pupil in grade 8.

My favourite **(4)** subjects are geography and physics. I **(5)** play the guitar, but I'm not very good! I **(6)** love/like travelling to new places and I'm also **(7)** really into video games.

What **(8)** about you, Amir? Are you **(9)** into video games, too? What are your favourite subjects at school?

I look forward to **(10)** hearing from you.

Best regards,

Charlie

5 Read the profile. Imagine you are Alex Green and write a postcard introducing yourself.

PROFILE

Who:	*Alex Green*
What:	*Secondary school student, year 10*
Where:	*Edinburgh, UK*
Favourite subjects:	*chemistry and economics*
Musical instruments:	*none*
Hobbies:	*web design and hockey*

1 Include your name and other information.	*Dear _____,*
2 Write about your favourite subjects and your hobbies.	*[Paragraph 1]*
3 Ask the other person some questions.	*[Paragraph 2]*
4 Write six sentences.	*[Paragraph 3]*
5 Use some of the phrases you learned in this unit.	*I look forward to hearing from you.* *Best wishes,* *Alex*

Lexical Review 1

1 Complete the crossword, using the clues and write the keyword below.

	1	T	E	A	M	M	A	T	E	
				2	L	E	A	T	H	E	R
	3	C	O	N	F	I	D	E	N	T	
4	P	R	E	S	C	R	I	P	T	I	O	N
				5	S	O	C	I	A	B	L	E
				6	S	C	I	S	S	O	R	S
				7	H	O	N	E	S	T		
			8	T	A	K	E					

Keyword: medicine

1 a person you play a sport with
2 animal skin, often used to make shoes
3 when you are sure you will be successful
4 a piece of paper on which a doctor writes what medicine you need
5 someone who likes meeting other people is _____
6 something you use to cut paper with
7 someone who never lies or cheats is _____
8 when a plane leaves the ground: _____-off

2 Circle the odd one out in each of the lines below.

1	wavy	bald	curly	cheerful
2	nephew	foreign	aunt	husband
3	ruler	bookcase	sofa	cooker
4	worried	excited	nervous	hate
5	scarf	glasses	suit	gloves
6	satnav	charger	airbag	earphones

3 Choose the correct option to complete each sentence.

1 Jim is really _____. He doesn't like hard work.
a helpful **b** patient **c** lazy **d** nasty

2 Put the meat on the plate and _____ the sauce over it.
a bring **b** slice **c** cook **d** pour

3 We were late, so we _____ our train and had to wait for the next one.
a caught **b** missed **c** took **d** travelled

4 I've got a/an _____ throat, so it hurts when I speak.
a ache **b** pain **c** sore **d** dizzy

5 My aunt is really _____. She always buys us amazing birthday presents.
a generous **b** selfish **c** rude **d** neat

6 This pasta _____ absolutely delicious! What a great flavour!
a looks **b** feels **c** tastes **d** smells

7 He's very worried _____ his driving test.
a of **b** for **c** on **d** about

8 It was more than being a little bit scared, I was absolutely _____!
a terrified **b** furious **c** relaxed **d** annoyed

4 Write one word in each gap to complete each sentence. The first letter is given.

1 She's very shy – she doesn't like talking to people she doesn't know.
2 When I was young, I was afraid of the dark.
3 Spring is my favourite season during the year.
4 Remember to wear a helmet when you go cycling in order to protect your head.
5 I have a few friends who suffer from migraines.
6 He's always breaking or losing things. He's so careless.
7 I have an interview for a new job tomorrow. Wish me luck!
8 Runners need to have a good pair of trainers, which should also be the correct size for their feet.

5 Translate the phrases in brackets into English.

1 He goes to the gym (*dwa razy w tygodniu*) twice a week / two times a week.
2 She (*opiekuje się*) looks after / takes care of dogs at the local animal shelter.
3 I (*bardzo się denerwuję*) am very nervous about my presentation.
4 I'm sorry you're ill. I (*mam nadzieję że poczujesz się*) hope you (will) feel better in a few days.
5 Louise (*interesuje się*) is interested in environment protection.
6 She's got (*długie falujące*) long, wavy hair.
7 Can you please go and (*wyrzucić śmieci*) throw out the rubbish/litter?
8 We go to the seaside (*każdego lata*) every summer.

Exam guide
5 English in Use Translations

Life Skills guide
5 Mediation

Skills Review 1

ENGLISH IN USE

Exam guide
1 English in Use
Word formation

Exam guide
4 English in Use
Multiple choice

Słowotwórstwo

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

1 I enjoy their company. They're such ___cheerful___ people. CHEER
2 I can't listen to this story any more. It's really ___annoying___. ANNOY
3 Lucy is a brave girl. She's never ___frightened___ of anything. FRIGHTEN
4 George ___originally___ comes from Scotland. ORIGINAL
5 More than 300 ___workers___ are employed by this company. WORK

Exam guide
2 English in Use
Gap-filling

Exam guide
5 English in Use
Translations

Life Skills guide
5 Mediation

Uzupełnianie luk

2 Uzupełnij luki w zdaniach **jednym** wyrazem, który najlepiej pasuje.

1 You can either ask your parents for help or deal ___with___ the problem yourself.
2 Do you think that people ___who/that___ spend a lot of time outdoors are healthy?
3 My sister loves classical music so much that she listens to it ___all___ the time.
4 Jeff ___can___ play the guitar very well. He's really good at it.
5 There's a ___lot___ of evidence to prove that happy people help to make us feel happy.

Exam guide
3 English in Use
Sentence formation

Exam guide
6 English in Use
Transformations

Uzupełnianie zdań

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

1 (*you / believe*) ___Do you believe___ that expensive things are automatically good?
2 Timothy is busy now. He (*write / email*) ___is writing an email___ to his friend.
3 I'm trying (*avoid / meet*) ___to avoid meeting___ Harry. He's so boring.
4 (*Susan / do*) ___Is Susan doing___ anything this weekend? If not, let's invite her to the cinema.
5 I (*not / enjoy / dance*) ___don't enjoy dancing___ as much as my brother does.

4 Wybierz odpowiedzi, które poprawnie uzupełniają zdania.

1 We always enjoy being in John's company. He _____ such funny jokes.
(a) tells **b** says **c** talks
2 The children are _____ about going to the seaside.
a excite **b** exciting (c) excited
3 Jessica is very smart and confident _____ herself.
a with (b) about **c** at
4 There's evidence that _____ a cold bath is good for us.
a to have **b** have (c) having
5 Sorry, I can't talk to you now. I _____ at the moment.
(a) am studying **b** study **c** studying

Tłumaczenie fragmentów zdań

5 Przetłumacz fragmenty zdań podane w nawiasach na język angielski.

1 A lot of students don't know (*jak napisać*) ___how to write___ an essay about what the world will look like in 2050.
2 It's important to have a medical check-up at least (*raz w roku*) ___once a year___.
3 I'd love to (*wziąć udział w*) ___take part in___ a tennis competition.
4 My grandma (*nie może powstrzymać się od płaczu*) ___can't help crying___ whenever she watches a sad film.
5 Aunt Lucy (*chce odwiedzić nas*) ___wants to visit us___ on Saturday.

Parafrazy zdań

6 Uzupełnij drugie zdanie, używając podanego wyrazu w niezmienionej formie, tak żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany.

1 Robbie enjoys taking photos.
INTO
Robbie ___is into___ photography.
2 Ann works really hard.
IS
Ann ___is a hard-working___ person.
3 I have nothing against travelling to the mountains by train.
MIND
I ___don't mind___ travelling to the mountains by train.

4 Listening to the news on TV upsets me.
UPSET
I _am/feel/get upset_ when I listen to the news on TV.

5 Bill has an appointment with his dentist on Wednesday.
SEEING
Bill _____is seeing_____ his dentist on Wednesday.

READING

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

TROPICAL ISLANDS

1 __f__

Tropical Islands is located in an impressive, large dome, 60 km south of Berlin. It boasts white sandy beaches, warm waters to bathe in, a tropical rainforest, spa and sauna, hot air balloon rides and much more. Visitors who are not afraid of heights can enjoy Germany's highest water tower slide.

2 __a__

When visiting, it is best to wear sandals while walking around. You are only supposed to wear bathing suits when at the beach or the swimming pools. You are recommended to bring 'summer clothing' for the rest of the island. However, don't be surprised to see people wearing bathing suits in the food hall area.

3 __c__

There's a wonderful tropical rainforest at the centre of the dome. The largest dome of its kind in the world is home to 50,000 individual plants comprising 600 different species. Don't be surprised to see flamingos and other exotic birds, turtles and fish. If you are lucky, you may even see a peacock strutting past.

4 __d__

You don't have to leave *Tropical Islands* in the evening. There are a number of options available for those who want to spend the night there. They range from sleeping in tents on a separate beach area to staying in a hotel, apartment or villa, all of which are located on site. Family rooms are also available.

a *TROPICAL ISLANDS'* DRESS CODE
b TAKING CARE OF ANIMALS
c PARADISE FOR PEOPLE AND ANIMALS
d A WIDE CHOICE OF ACCOMMODATION
e TOO MUCH TO SEE IN A DAY
f MANY ACTIVITIES UNDER ONE ROOF

WRITING

8 **W twojej klasie powstał konflikt między dwiema grupami uczniów. Napisz o tym e-mail do kolegi z Wielkiej Brytanii, w którym:**

- wyjaśnisz, co było powodem konfliktu,
- napiszesz, w jaki sposób konflikt został rozwiązany,
- zaproponujesz sposób zapobiegania takim sytuacjom w przyszłości,
- napiszesz, którą grupę popierasz i poprosisz kolegę o jego opinię na ten temat.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić od 80 do 130 słów (nie licząc słów w zdaniach, które są podane).

Hi Jack,
I'd like to tell you about an unpleasant situation that occurred in my class.
. . .
Take care,
XYZ

Exam guide
8 Writing
Email

Life Skills guide
8 Creativity,
Critical thinking,
Mediation,
Practical skills

Exam guide
7 Reading
Matching headings

SPEAKING

9 **Opisz ilustrację i odpowiedz na pytania znajdujące się w zestawie dla egzaminującego.**



Pytania w zestawie dla egzaminującego:

1 Why do you think the students are putting up their hands?
2 How do you usually express your feelings?
3 Tell me about a situation which left you feeling disappointed.

Exam guide
9 Oral Matura

Life Skills guide
9 Communication,
Critical thinking,
Mediation

2 Where the heart is

2A Vocabulary

Describing where you live

1 Revision Complete the sentences with the words in the box.

apartment bathroom bedroom city kitchen quiet wall

1 There's a clock on the wall in our classroom.
2 I don't live in a house. I live in a(n) apartment.
3 My flatmate is sleeping in his bedroom.
4 The food is in the kitchen.
5 I don't live in a small town. I live in the city.
6 My street is busy. It's not quiet.
7 We have a great new shower in our bathroom.

2 Revision Complete the text with the words in the box.

bathrooms bed bedroom dining room garden kitchen living room walls

My family moved into a new house two months ago. So far, I love it. The only problem is that the **(1)** walls are all white. It's a bit boring. We want to paint them different colours!

My favourite room is the **(2)** kitchen because I love to cook! We usually eat there, too. There's also a big **(3)** dining room in the house, but we only eat there when we invite friends to dinner.

I spend a lot of time in the **(4)** living room, where I read or watch TV.

I sleep well at night because my **(5)** bedroom is at the back of the house, away from the street, so it's very quiet. Also, my **(6)** bed is soft and comfortable!

There are two **(7)** bathrooms, which is great. One is upstairs and one is downstairs. When someone is taking a shower upstairs, I don't have to wait for them to finish. I can just use the one downstairs!

Finally, there's also a big **(8)** garden at the back of the house. It's beautiful. There are lots of trees and flowers.

3 Label the photos with the words in the box.

chairs decorations a door a light a refrigerator a sofa stairs a table a window



1 decorations



2 chairs



3 a sofa



4 a light



5 a refrigerator



6 a door



7 stairs



8 a table



9 a window

4 Write one word in each gap to complete each sentence. The first letter is given.

1 Please open the w*indow(s)*. It's hot in here.
2 You have to put the milk in the r*efrigerator*.
3 The whole family is sitting on the s*ofa* and watching a film.
4 You can put the flowers in a vase on the dining room t*able*.
5 The young girl has large photos of cute animals as d*ecorations* in her bedroom.
6 There are a lot of s*tairs/space* because the house has four floors.
7 The d*oor* to the bathroom is closed. Is someone in there?
8 The l*ights* are off and the house is dark. Everyone is sleeping.

5 Match the words (1–11) with the definitions (a–k).

1 urban *i*
2 walkable *f*
3 business district *a*
4 traditional *k*
5 modern *c*
6 historic *h*
7 suburban *j*
8 shopping district *e*
9 crowded *g*
10 residential area *d*
11 lively *b*

a a place where there are a lot of office buildings
b not quiet or boring
c not old-fashioned
d a place where there are a lot of houses or apartments
e an area that people visit when they want to buy things
f not too far; safe for people travelling on foot
g full of people
h from an important time in the past
i not rural
j in an area outside a city
k an old way of doing things

6 Choose the correct option to complete each sentence.

1 Madrid is very *residential* / *lively* at night. Many people go out and they stay out very late.
2 Tokyo is a *crowded* / *rural* city, with a population of almost 38 million.
3 In Oaxaca, Mexico, you can eat many *traditional* / *walkable* foods such as tlayudas and tamales.
4 Lined with expensive stores and restaurants, the Champs-Élysées in Paris is one of the most famous *shopping* / *residential* districts in the world.
5 Ho-Ho-Kus, New Jersey, is a quiet *urban* / *suburban* town near New York City.
6 York is a beautiful *old-fashioned* / *historic* city in the UK with Roman walls and many old buildings.
7 If you like *modern* / *historic* buildings, then you should visit the 306-metre-high Cayan Tower in Dubai.

7 Listen and choose the correct description for each place. 15 p. 390

1 **a** It's modern.
b It's walkable.
c It's crowded.
2 **a** It's the shopping district.
b It's a residential area.
c It's very lively.
3 **a** The area is very walkable.
b It's a rural area.
c It's the historic part of town.
4 **a** There's no furniture.
b It's a very small apartment.
c It's a traditional house.
5 **a** It's a historic area.
b It's very modern.
c It's a lively shopping district.
6 **a** It's a business.
b It's a modern house.
c It's old-fashioned.

8 **Extension** Fill in the missing vowels to form more words for things in a house or building.

1 *o* v *e* n
2 c *u* pb *o a* rd
3 c *a* b *i* n *e* t
4 c *a* rp *e* t
5 fl *o o* r
6 c *u* sh *i o* n
7 b *o o* ksh *e* lf
8 c *e i* l *i* ng
9 s *i* nk
10 c *u* rt *a i* ns
11 t *o i* l *e* t
12 w *a* rdr *o* b *e*
13 t *a* p
14 dr *a* w *e* r

9 **Extension** Complete the text with the words in the box.

carpets	ceiling	cupboards	curtains	
drive	floor	sinks	toilet	traditional

There is an upside-down house in Moscow that is not a **(1)** *traditional* house! There, the lights are on the **(2)** *floor* and all the furniture and the **(3)** *carpets* are on the **(4)** *ceiling*. The **(5)** *curtains* hang from the 'bottom' of the windows instead of the 'top.' Cups and plates are upside-down inside the kitchen **(6)** *cupboards*. Even the car on the **(7)** *drive* is upside-down! The **(8)** *sinks* in the kitchen and the bathroom can't work because the water would go in the wrong direction. And there isn't any water in the **(9)** *toilet* – it would fall out!

2B Listening

Exam guide
1 Listening
Matching

1 Listen and match each speaker (1–5) with the correct sentence (a–f). There is one extra sentence that you do not need to use. 16 p. 391

a This person lives in a suburban area.
b This person lives in a historic city.
c This person lives in the city centre.
d The place where this person lives is very walkable.
e This person's town is very crowded.
f This person lives in a rural area.

1 e **2** a **3** d **4** f **5** b

Life Skills guide
2 Critical thinking

2 Listen and decide if each sentence is a fact (F) or an opinion (O). 17 p. 391

1 O
2 F
3 O
4 F
5 F
6 O
7 O
8 F

Exam guide
5 Listening
Multiple choice

3 Listen and tick (√) the topics the speaker talks about. 18 p. 391

1 construction materials ☑
2 the Amazon ☐
3 pollution ☐
4 saving forests ☑
5 cutting down and planting ☑
6 hunting animals ☐
7 recycling ☑
8 the future of our planet ☑

Exam guide
4 Listening
Multiple choice

4 Listen again and answer the questions. 18 p. 391

1 What is the gist or central idea of what the speaker is talking about?
a the need to replace all forests with bamboo
b reducing construction to protect the trees
c only building with bamboo in the future
d important ways to protect our forests

2 What adjective does she use meaning *to not think about the future*?
a thoughtless
b short-sighted
c old-fashioned
d traditional

3 What word does she use to describe a new tree?
a seedling
b baby
c replacement
d harvesting

4 What does she say about bamboo?
a It's very inexpensive.
b It doesn't grow in a forest.
c It grows very quickly.
d It can't be recycled.

5 What else does she talk about protecting?
a seeds
b air
c rivers
d animals

6 What do you think the speaker is trying to do?
a persuade people not to use wood or paper products
b convince people to be careful about what they use and buy
c get people to stop using bamboo construction materials
d encourage people to only cut down new seedlings to protect the forests

5 Listen and answer the questions. 19 p. 391

1 How would you describe this young woman?
a crazy
b thoughtful
c selfish

2 Who cares more about the effects of pollution?
a the young woman
b her colleague
c both of them

3 What do you imagine is more important to the young woman?
a a new car
b good public transport
c inexpensive taxis

4 What negative things does she mention about getting a car?
a traffic, pollution and safety
b cost, parking and pollution
c parking, traffic and insurance

5 Which statement describes her attitude?
a She doesn't care about her quality of life.
b She only cares about others' quality of life.
c She cares about everyone's quality of life.

6 What saying do you think she would agree with more?
a We're all in this together.
b You worry about your life and let me worry about mine.
c You can never have enough.

2C Grammar 1

Past simple, used to

1 Write the missing present simple or past simple form for each verb.

Present simple	Past simple
are	were
become	became
change	changed
fly	flew
go	went
grow	grew
have	had
live	lived

Present simple	Past simple
look	looked
make	made
move	moved
see	saw
speak	spoke
take	took
think	thought
work	worked

2 Choose the correct verb forms to complete the text.

My mother and I **(1)** *need / am needing / needs* to find a new place to live. We **(2)** *work / worked / are working* with an estate agent to find a new house. We **(3)** *see / are seeing / saw* three different houses yesterday. The first one **(4)** *not is / was / weren't* in a quiet area and **(5)** *had / have / is having* a big kitchen and three bedrooms. But it **(6)** *costed / cost / costing* too much for us. The second one **(7)** *be / was / are* really cheap, but it **(8)** *was / are / being* ugly and too far from my school. The third house **(9)** *is having / had / have* lots of large windows and **(10)** *is getting / get / got* lots of light. We **(11)** *decided / are deciding / decide* to take that one because it **(12)** *were / was / being* also near to where my mother works. We **(13)** *plan / are planning / planning* to move in next month!

3 Complete the sentences with the past simple form of the verbs in brackets.

1 Before we ___moved___ (*move*) here, we ___lived___ (*live*) in a suburb far from the city.
2 Back then, my brother and I ___went___ (*go*) to school in the city. We ___took___ (*take*) a bus from our town into the city.
3 Our parents ___worked___ (*work*) in the city and ___drove___ (*drive*) to work every day.
4 Eventually, all of us ___became___ (*become*) tired of it because we ___spent___ (*spend*) so much time commuting.
5 My parents ___decided___ (*decide*) it would be better if we ___moved___ (*move*) to the city.
6 At first, I ___thought___ (*think*) this was a bad idea because I ___didn't want___ (*not, want*) to leave my friends.
7 I ___was___ (*be*) afraid of not having friends and being lonely in the big city.
8 But I ___changed___ (*change*) my mind when I ___realised___ (*realise*) that my friends want to visit me here in the city!

4 Write a question for each answer.

1 ___How did you get to the cinema___?
I walked to the cinema and met my friends there.
2 ___Did he go to the concert yesterday___?
He didn't go to the concert yesterday. It was on Friday.
3 ___Do you think cities need green spaces and public parks___?
Yes, I think cities need green spaces and public parks.
4 ___Where did you live___?
We lived in a city and walked everywhere.
5 ___Why didn't you want to live in a historic house___?
We didn't want to live in a historic house because it cost too much to maintain.
6 ___What was your friend's house like___?
My friend's house had a large swimming pool and a big garden.

5 Complete the sentences with the correct form of *use to*.

1 I ___used to___ watch a lot of TV when I was younger, but now I don't.
2 I never ___used to___ watch films on my computer, but now I do.
3 Like lots of kids, I ___used to___ want to be an astronaut. Now I want to be a lawyer.
4 My sister didn't ___use to___ like vegetables, but now she's a vegetarian!
5 Our cat ___used to___ stay inside, but now he goes outside every day.
6 I ___didn't use to___ play games on my computer like my friends, but now I do.
7 What kind of games ___did___ you ___use to___ play as a child?
8 I didn't ___use to___ study every day, but now I do and my marks are much better!
9 Where ___did___ your grandparents ___use to___ go to school when they were young?

6 Complete each gap with one of the verbs in the box. Use the past simple form of the verb. There are two extra verbs that you do not need to use.

be bring cost go live spend take think

When I was small, we **(1)** ___lived___ in a large flat in the suburbs. It was a good place to live because it **(2)** ___didn't cost___ much money and it was also quite big. We had a park nearby, so there **(3)** ___were___ lots of places for the local kids to play. My brothers and I **(4)** ___thought___ it was a great place, but my parents were always wanting to move somewhere else. The main problem was that both my mum and dad **(5)** ___spent___ almost an hour getting to work every day. There was always a lot of traffic in the town, so it **(6)** ___took___ them almost half an hour just to get to the business district, which was still a long way from the city centre.

2D Reading

Exam guide
1 Word formation

Life Skills guide
5 Critical thinking

VOCABULARY BUILDING Suffix *-ion*

1 Complete each sentence with the noun form of the verbs in brackets.

1 Did you send Max an invitation (*invite*) to the party?
2 The exploration (*explore*) of North America didn't begin with Columbus.
3 The detectives did a thorough investigation (*investigate*) of the crime scene.
4 What's the location (*locate*) of that restaurant?
5 My parents think it's very important to get a good education (*educate*).
6 The café is near the station – we're walking in the wrong direction (*direct*)!

READING

2 Match the definitions (1–7) with words from the text (a–i). There are two words you don't need.

1 an area marked for a specific purpose c
2 the customary way of doing things h
3 easy to get around on foot b
4 the ability to form new ideas and see things that aren't real yet d
5 suitable for living in f
6 referring to the city instead of the countryside i
7 where people work, buy and sell goods and services a

a business
b walkable
c district
d imagination
e modern
f residential
g transportation
h traditional
i urban

3 Read the text again. Are the sentences true (T), false (F) or is the information not given (NG)?

1 Floating cities are home to 7 billion people. F
2 Over 100,000 people could live in a Green Float city. NG
3 A floating Lilypad city would be completely self-sufficient. T
4 Each Lilypad would contain around 50,000 homes. NG
5 Floating cities like Lilypad only exist on paper. T
6 Coastal cities may someday be threatened by flooding. NG

4 Choose the correct heading for each paragraph.

Paragraph 1:
(a) Where will we live in the future?
b Would you like to live in a city?

Paragraph 2:
(a) Designing a new type of city
b People all over the world are building new ships and cities

Paragraph 3:
a An underwater farm
(b) Another type of floating city

Paragraph 4:
a Inventors and their imaginations
(b) Why floating cities matter

5 Read and choose the correct options.

1 According to the information in paragraph 2, it is not true that ____
a people are thinking about developing cities on the ocean.
(b) the first floating cities will be near Brazil.
c a Japanese company is working on a floating city idea.
d the plans for Green Float include walkable neighbourhoods.

2 Why does the author mention Lilypad's sources of energy?
(a) to show that it is self-sufficient
b to explain why there are no cars
c to contrast it with the energy sources of Green Float
d to give an example of farming below the water

3 Why does the author say floating cities 'only exist on paper'?
a Floating cities appear on maps of the Pacific Ocean.
b Only 100,000 people can live in a floating city.
(c) Floating cities don't exist yet.
d They are in science-fiction stories.

4 In the article, the word *inventors* in paragraph 4 is closest in meaning to ____
a residents.
b builders.
(c) creators.
d instructors.

Floating cities of the future



1 20 We all know that the ocean covers a large part of the Earth's surface. We also know that with 7 billion people on this planet, space for housing is running out! Where do you want to live in the future? In a city? Near the ocean? How about a city in the ocean?

2 In the past, people thought that floating cities were only in science-fiction stories. Today, people are developing plans for new types of buildings and cities, including some that float on the surface* of the ocean. Japan's Shimizu Corporation is working on a 'Green Float' idea. The company wants to build a floating city in the Pacific Ocean. And just like the cities we know today, the plan for Green Float's city on the ocean includes residential areas, shopping districts, walkable neighbourhoods and business districts.

3 Another plan for a floating city takes its name and inspiration from a plant. An architect designed Lilypad to be an ecologically friendly, ultra-modern city that's completely self-sufficient*. A Lilypad city gets energy from the sun, wind and the ocean's tide. Boats and other floating vehicles are the only transportation for the 50,000 future residents of a Lilypad.

4 Today, cities like the Lilypads only exist on paper and in the imaginations of their inventors. But these new ideas for housing are important for the future. Traditional ways of living need to change. Major urban centres are becoming more and more crowded every day. Floating cities are one possible answer to the need for more housing.



Lilypad

surface *the top of something*
self-sufficient *able to provide for its needs*

2E Grammar 2

Past continuous

1 Read the paragraph. Circle the past continuous verbs.

When I went to Prague last year, I was planning to visit historic buildings and I did. But I was not expecting to see a historic lift. This unusual lift was running nonstop! It also didn't have doors! People stepped into the lift as it was moving up or down. I was thinking how unsafe it was when the tour guide told us the name. It's called a *paternoster* after a prayer that people said as they rode it. People prayed because the lift was dangerous. The guide explained that the lift was working like a Ferris wheel, moving people up and down in a circle. The important thing about riding the *paternoster* was making sure that you got off before it reached the top and turned over to go back down.



Ferris wheel

2 Read about Raul's day. Complete the sentences using the past continuous.

7.00–8.30 exercised at the gym
8.45–9.15 had breakfast with his uncle
9.15–9.45 took the bus to school
10.00–10.30 met with his study group
10.30–12.15 studied in the library
12.15–12.45 ate lunch with his friend David
1.00–2.15 attended his English class

1 At 8.15, Raul *was exercising at the gym*.
2 At 9.00, Raul was having breakfast with his uncle.
3 At 9.30, Raul was taking the bus to school.
4 At 10.15, Raul was meeting with his study group.
5 At 11.00, Raul was studying in the library.
6 At 12.30, Raul was eating lunch with his friend David.
7 At 1.45, Raul was attending his English class.

3 Choose the correct option to complete each sentence.

1 Hannah *arrived* / *was arriving* an hour early for her flight to Seoul.
2 I *relaxed* / *was relaxing* at home when I got a call from my boss.
3 I saw Roger at the Student Union and *asked* / *was asking* him if he had time to help me prepare for my maths exam.
4 Peter *listened* / *was listening* to music when suddenly the power went off.
5 Last night, my sister *cleaned* / *was cleaning* up the kitchen after dinner.
6 Congratulations on your new job! I *heard* / *was hearing* the good news last week.
7 I *saw* / *was seeing* him walk past my office on his way to the meeting.
8 The taxi came much too early; we *ate* / *were eating* breakfast when it arrived.

4 Complete the sentences with the past continuous or past simple form of the verbs in brackets.

1 The bus drove by while we were walking (*walk*) to school.
2 I looked out the window and noticed (*notice*) it was snowing.
3 After Kira made (*make*) breakfast, she washed the dishes.
4 She asked (*ask*) me to help her move into her new house.
5 She was playing (*play*) football with her friends, but had to stop to take her little brother to his piano lesson.
6 I met (*meet*) Andrew at the party last night.
7 Elena wrote a letter to her grandmother last week, but forgot (*forget*) to send it.
8 I was watching (*watch*) TV when I heard the news.

5 Use the prompts to write sentences with the past continuous and past simple. Add any necessary words.

1 I / do the laundry / while / my mother / make dinner
2 I / make lunch / when / my phone / ring
3 she / fall off / while / ride bike
4 we / run / down the street / when / bus / leave the station
5 Claire / shop / new sofa / when / find / great sale
6 while / they / save money / a new house, / win the lottery
7 Jaime / read book / when / mum / call
8 I / break / laptop / while / play / new game

5 1 I did the laundry while my mother was making dinner.
2 I was making lunch when my phone rang.
3 She fell off while she was riding a/her bike.
4 We were running down the street when the bus left the station.
5 Claire was shopping for a new sofa when she found a great sale.
6 While they were saving money for a new house they won the lottery.
7 Jaime was reading a book when his mum called.
8 I broke my/the laptop while I was playing the game.

6 Complete the dialogue with the past continuous form of the verbs in brackets.



Chimneys on the roof of Casa Milà

A: Hey, Julia! Welcome back! **(1)** *Were you travelling* (*travel*) last term?
B: Yes, I was. I **(2)** was studying (*study*) in Barcelona.
A: That is so cool! Where **(3)** were you living (*live*)?
B: I **(4)** was living (*live*) in this really cool neighbourhood called the Eixample. It's pretty famous for its architecture. It's a nice area – residential, but there are still a lot of shops and restaurants. Do you know it?
A: Yeah, I do. Is that where Antoni Gaudi **(5)** was working (*work*) in the late 1800s?
B: Yes! His buildings are so amazing! I **(6)** was staying (*stay*) in a house just two blocks away from Casa Milà, a famous apartment building he designed.
A: You're so lucky! I **(7)** was hoping (*hope*) to visit Barcelona when I went to Spain last year, but I ran out of time.
B: Well, I'm sure you **(8)** were enjoying (*enjoy*) yourself in other places.
A: Yeah, but I **(9)** was hearing (*hear*) so many great things about the parks and monuments in Barcelona from everyone! Now, **(10)** wasn't Gaudi building (*not build*) something when he died? A church?
B: Yes, he **(11)** was working (*work*) on a large cathedral, the *Sagrada Familia*. It still isn't finished, but the city **(12)** was working (*work*) on it when I left!

7 Choose the option which is closer in meaning to the original sentence.

1 I was listening to my brother telling me about his day when someone rang the doorbell.
a I started listening to my brother. Then someone rang the doorbell.
b The doorbell rang. Then I started listening to my brother.

2 He was eating lunch outside because it had stopped raining.
a It stopped raining. Then he ate lunch outside.
b He ate lunch outside. Then it stopped raining.

3 Sam was practising the trumpet when he suddenly heard his flatmate asking him for help.
a Sam's flatmate asked for help before Sam practised the trumpet.
b Sam's flatmate asked for help while Sam was practising the trumpet.

4 She hurt her leg while she was playing basketball.
a When she hurt her leg, she played basketball.
b When she was playing basketball, she hurt her leg.

5 Before I moved to Tokyo, I was living in Amsterdam.
a I lived in Amsterdam. Then I lived in Tokyo.
b I moved to Tokyo. Then I lived in Amsterdam.

6 Yesterday, Beth was listening to music while she was cleaning her apartment.
a Beth started listening to music. Then she cleaned her apartment.
b Beth listened to music and cleaned her apartment at the same time.

7 I was thinking about going back to school, but decided to take a new job instead.
a I went back to school and also took a new job.
b I thought about going back to school, but I didn't.

8 Choose the correct response for each question.

1 Did you read *Animal Farm* when you were in secondary school?
a Yes, we read it in year nine.
b Yes, we were reading it in year nine.

2 Where were you when I tried to call you?
a I talked to my mother.
b I was talking to my mother.

3 Why did you call me?
a I wanted to ask you about going walking next weekend.
b I wanting to ask you about going walking next weekend.

4 Did you hear what I said?
a No, sorry. I was concentrating on my work.
b No, sorry. I concentrated on my work.

5 Where did you meet your friend Amy?
a We were meeting at university.
b We met at university.

6 Did they graduate in 2017?
a No, they were graduating in 2016.
b No, they graduated in 2016.

7 Where did you buy this comfortable chair?
a I found it in a furniture shop near school.
b I was finding it in a furniture shop near school.

8 What were you doing at 8.15 this morning?
a I was exercising before I caught the bus to work at 9.30.
b I caught the bus while I was exercising at 9.30.

Technology guide
Video available on DVD, Multibook and **www.dlanauczyciela.pl**

Technology guide
LearningApps.org

Life Skills guide
4 Critical thinking

TEDTALKS Practice
Magical houses, made of bamboo

Rozwiąż dodatkowe zadania do filmu na LearningApps.org.

AUTHENTIC LISTENING SKILLS

1 Listen to the TED Talk extracts. Choose the correct answers. 21 p. 391

1 What is this extract about?
a the different homes in Bali
b the homes Elora designed
c different parts of any home

2 What is this extract about?
a a special kind of bamboo
b how Elora's father builds with bamboo
c how tall bamboo plants grow

3 What is this extract about?
a trucks that go through mountains
b the plants the family grows
c a really strong bamboo

4 What is this extract about?
a why bamboo is a good material
b how the children study in Bali
c how to stay safe in an earthquake

5 What is this extract about?
a how to be an extraordinary person
b how to be an architect
c how to build something great with bamboo

Exam guide
2 Listening True/false

WATCH p. 401

2 Watch the TED Talk. Are the statements true (T) or false (F)?

1 Bamboo is a wild grass. T
2 There are seven species of bamboo around the world. F
3 Betung is as strong as steel. T
4 Betung is so heavy that many people are needed to carry it. F
5 Bamboo can be easily broken by earthquakes. F
6 Bamboo is a material that is good for the environment. T

3 Put the events in the correct order.

3 Her father plants a bamboo called *Dendrocalamus asper niger*.
1 Elora draws a picture of her dream home.
5 Elora realises how bamboo is important and thinks about what else she can do with it.
4 Elora sees one of the buildings from the Green School in Bali.
2 Her mother builds a home that looks like a fairy mushroom.

Life Skills guide
6 Creativity, Critical thinking, Mediation

4 Choose the correct answers.

1 What is the speaker mainly discussing?
a how she is a good home designer
b why bamboo is a great material
c the way everyone should build their homes

2 What does the speaker mean when she says this: *'Bamboo will treat you well if you use it right.'?*
a Bamboo has to be used carefully.
b Bamboo can be used the same way by everyone.
c Bamboo can take care of people.

3 What can be inferred about the speaker's father?
a His main job is a farmer.
b He builds homes and buildings like Elora.
c He works for Elora.

4 Why does the speaker say: *'protect it (bamboo) from water'?*
a Water can make the bamboo grow bigger.
b Water is not a good building material.
c Water can be bad for bamboo when building.

5 Why does the speaker mention designing in 3D?
a to explain how easy it is to design in 3D
b to show how much planning she does before building
c to give an example of the best way to design

6 What is a *blueprint*?
a a piece of bamboo
b a part of a home
c a plan for a home

VOCABULARY IN CONTEXT

5 Match the expressions (1–5) with the situations (a–e).

1 It didn't feel right. d
2 I've got to tell you something. e
3 It looks elegant. a
4 It will treat you well. b
5 It makes perfect sense. c

a You see a stylish jacket and you really like it.
b When you take care of something and you expect it will be good to you.
c Someone tells you a good idea that solves your problems.
d Someone tells you to do something you aren't comfortable doing.
e When you learn exciting and new information you want to share.

6 Elora Hardy talks about designing houses for the tropics, where it can get very hot. Think about your home. Can you give an example of how it was designed for the place you live in?

2F Speaking

Useful language

Giving reasons

Use *The reason . . . , because, so* and *since* to give reasons.
The reason *he went there was to get away from his money problems.*
He went ***because*** *his business failed.*
She thought life was too hard, ***so*** *she left.*
Since *he loved living a simple life in a tiny house, he didn't want to leave.*

1 Complete the sentences with words from the Useful language box. Listen and check your answers. 22

1 I used to spend a lot of time outside ___because___ I lived in a small apartment.
2 ___The reason___ I went to Barcelona was to see the amazing architecture.
3 My house is in the countryside, ___so___ I spend a lot of time by myself.
4 ___Since___ I have four brothers and sisters, our place was very noisy.

2 Think about some things you don't do and the reasons why. Complete the sentences about yourself.

Examples:
Since I don't like shopping, I don't go to shopping centres very much.
I don't enjoy swimming, so I don't often visit our local pool.

1 The reason I don't _____ _____ is to _____.
2 Since I don't _____ _____, I _____.
3 I don't _____, so _____.
4 I don't _____ because _____.

3 You're designing a dream house. Look at the options in the box and choose four to include in your design, or use your own ideas. Use the prompts to explain reasons for your choices. Use the Useful language.

a garden	big windows	lots of indoor plants
swimming pool	bamboo	energy-saving lights
solar panels	walkable neighbourhood	

1 The first thing the dream house needs is _____ _____ _____ _____.
2 It's also important that the house have _____ _____ _____ _____ _____.
3 Another thing it should have is _____ _____ _____ _____.
4 Finally, I think _____ is/are very important. _____ _____ _____ _____.

Life Skills guide
3 Creativity, Critical thinking

Life Skills guide
2 Critical thinking, Self-development

After you complete the sentences, listen to the model answers and compare them with your answers. 23
p. 392

4 Answer the questions and give reasons for your ideas, using the Useful language. Then listen to the model answers and compare them with your ideas. 24
p. 392

1 Do you prefer spending your free time at home or going out?
2 Tell me a little about your hometown.
3 What did you like about where you lived as a child?
4 What do you do in your free time in your hometown?

Life Skills guide
4 Mediation

2G Writing

A blog entry – a description of a place

1 Match the questions (1–6) with the answers (a–f).

1	Where is it? c	**a**	It's a huge house with beautiful gardens and views of New York City.
2	When did you go there? e	**b**	I really enjoyed visiting the art gallery on the first floor of the house.
3	How old is it? d	**c**	My favourite house is in Westchester County, New York.
4	What does it look like? a	**d**	The house is more than 100 years old. It was built in 1913.
5	Who lives there? f	**e**	A few weeks ago, my aunt and uncle took me to visit this house.
6	What did you see or do there? b	**f**	It's the home of a very rich American family called the Rockefellers.

Exam guide
5 Writing
A blog entry

Life Skills guide
5 Creativity
Practical skills

2 Read Laura's blog entry and put the information in the correct order.

Last month I stayed in the most amazing apartment in Dubai. I went there with my best friend, Amira, when we were on our way to Australia. It's only a few years old and it's definitely the most modern apartment I've ever seen. It has white walls and a huge balcony, and a swimming pool! It belongs to Amira's uncle, but he only lives there sometimes, because he travels a lot for business. When we were there, we swam in the pool every morning and drank tea on the balcony every evening. It was such a wonderful home to visit!

Laura

When Laura stayed there: __1__
What she did there: __6__
What it looks like: __4__
Where it is: __2__
How old it is: __3__
Who lives there: __5__

3 Complete the text with the words in the box.

designed	family	garden	gates
saw	special	tower	years

I love the Gaudi House in Barcelona, which is in Catalonia. I went there on a trip with my **(1)** ___family___ last month. It's in Park Guell and it's now a museum. The house is about 100 **(2)** ___years___ old and it's amazing. One part has a tall **(3)** ___tower___, which looks like a castle! It's pretty big, with four floors, many windows and huge **(4)** ___gates___. It's **(5)** ___special___ because a famous architect, called Antoni Gaudi, lived there for almost twenty years. He **(6)** ___designed___ many incredible buildings in Barcelona, but not this house! When I went there, I **(7)** ___saw___ lots of beautiful art and some strange furniture. After our visit, we had a picnic in the **(8)** ___garden___. It was really nice.

Ken

Exam guide
6 Writing
A blog entry

Life Skills guide
6 Creativity,
Mediation,
Practical skills

4 Read the text in Exercise 3 again. Choose the correct options to complete the sentences.

1 The Gaudi House is in a city called *Barcelona* / *Catalonia*.
2 Ken went there last *year* / *month*.
3 The house is *100* / *20* years old.
4 Part of the house looks like a *museum* / *castle*.
5 The house is quite *small* / *large*.
6 A famous man called *Gaudi* / *Guell* used to live there.
7 The furniture that Ken saw there was *unusual* / *beautiful*.

5 Read the notes and imagine you visited the house in the photo. A friend has asked you about it. Write a short blog entry (80–130 words) describing your visit. Include the following information:

- where it is and when you went there,
- how old it is, its location and what's special about it,
- who used to live in it, and what you did or saw there.

Notes about the house:
- in Ireland
- visited cousin there last summer
- house was built in 1757
- a cottage in the countryside
- very old furniture
- great-grandparents used to live there
- baked bread in the old oven



6 A teacher gave you an assignment to write a blog entry. The first sentence is: *The lighthouse where I stayed in Canada was the best house I have ever visited.* Write the blog entry (80–130 words) in your notebook.

Lexical Review 2

1 Find seven words in the word search. They can be written either horizontally or vertically. Then try to explain the meaning of each of the words in English.

C	X	U	M	F	Z	K	D	Q	D
L	I	N	H	P	P	I	X	J	J
R	J	C	R	P	E	T	X	V	U
D	H	L	M	Z	V	C	N	T	F
G	L	E	Q	Y	V	H	S	H	E
I	M	P	A	T	I	E	N	T	P
C	E	X	A	M	I	N	E	Y	W
O	N	Z	F	E	S	K	A	T	E
C	E	N	T	U	R	Y	J	E	I
C	L	I	V	E	L	Y	O	H	B

2 Choose the correct option to complete each sentence.

1 They live very close to the city – in a typical ____ district.
a rural **c** country
b suburban **d** village

2 He never thinks of other people. He's so ____ .
a kind **c** polite
b serious **d** selfish

3 It's getting dark, can you close the ____ , please? I don't want to be seen from the street.
a drawers **c** sinks
b curtains **d** carpets

4 It's a beautiful ____ area, surrounded by farms and fields.
a rural **c** business
b urban **d** residential

5 She got very ____ when she saw the news about that terrible accident.
a funny **c** upset
b neat **d** rude

6 I think she lives on the third ____ of that block.
a district **c** level
b flat **d** floor

7 It's a really ____ neighbourhood, you can get everywhere on foot.
a crowded **c** lively
b walkable **d** rural

8 Why is he always texting me? I can't stand that – it's so ____!
a annoying **c** organised
b hard-working **d** talented

3 Write one word in each gap to complete the sentences. The first letter is given.

1 My brother is watching TV in the l iving room.
2 You should keep meat in a r efrigerator. Otherwise, it will go off very quickly.
3 Westminster Abbey is one of the most important h istoric buildings in London. Many kings and queens have been crowned there.
4 She is always calm and never worries about anything. She's so e asy-g oing.
5 My uncle has no hair at all, he's completely b ald.
6 What i ngredients do we need to buy to prepare this dish?
7 She's such a c heerful person. I don't think I've ever seen her looking sad or angry.
8 The bathroom is at the top of the s tairs on the left.

Exam guide
2 English in Use
Multiple choice

4 Match the words (1–8) to the definitions (a–h).

1 quiet e
2 neat c
3 hall a
4 decorations g
5 rude h
6 flatmate d
7 funny f
8 residential b

a the area just inside your front door
b an area of a city where people live
c well organised and tidy
d a person you live with
e not noisy
f making you laugh
g things you put in your flat to make it look nice
h not polite

Exam guide
5 English in Use
Word formation

5 Complete the sentences with the correct form of the words in brackets.

1 My cousin has sent me an invitation (*invite*) to her birthday party.
2 He has a lot of traditional (*tradition*) ideas about how family life should look.
3 People say she's a really talented (*talent*) gymnast.
4 What is a good location (*locate*) for a new shoe shop?
5 Do you know rats are one of the most intelligent (*intelligence*) animals?
6 To be an artist you need a good imagination (*imagine*).
8 She's Portuguese (*Portugal*) but she lives in Germany.
9 There's a huge shopping (*shop*) district near the railway station.

Skills Review 2

ENGLISH IN USE

Exam guide
1 English in Use
Word formation

Exam guide
4 English in Use
Multiple choice

Słowotwórstwo

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

1 Excuse me, I'd like to get to the station. Am I going in the right direction? DIRECT
2 Ask Jason how to decorate your room. He's got a rich imagination. IMAGINE
3 This is a typical residential area. There are no offices here. RESIDENT
4 Do you know who the inventor of this machine is? INVENT
5 Air pollution is a big problem in many cities. POLLUTE
6 I love living in this neighbourhood. It's extremely quiet and safe. NEIGHBOUR

Exam guide
2 English in Use
Gap-filling

Exam guide
5 English in Use
Translations

Life Skills guide
5 Mediation

Uzupełnianie luk

2 Uzupełnij luki w zdaniach **jednym** wyrazem, który najlepiej pasuje.

1 Where would you like to live in the future?
2 We usually eat dinner in the garden when the weather is nice.
3 Please, close/shut the door. It's very cold outside.
4 Birmingham is a city in England with a population of over 1 million.
5 This grand piano is not suitable for such a small room.

Exam guide
3 English in Use
Sentence formation

Exam guide
6 English in Use
Transformations

Uzupełnianie zdań

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

1 We (*relax / home*) were relaxing at home when our friends arrived.
2 Derek and Paul were playing tennis when it (*start / rain*) started to rain / raining.
3 (*you / use / live*) Did you use to live in a block of flats when you were a child?
4 It's not possible that you saw Tom at ten yesterday. At that time he (*do / project*) was doing a/his project on Spanish architecture.
5 When we were in Australia, we (*swim / pool*) swam in the pool every day.

4 Wybierz odpowiedzi, które poprawnie uzupełniają zdania.

1 After a long talk with my parents, I changed my _____ and decided not to share a flat with my friend.
a thought **b** idea **c** mind
2 New York is a lively city. Many residents and visitors _____ out late at night.
a get **b** stay **c** become
3 At first, Martha didn't want to live in the suburbs, but we finally _____ her that it was a good idea.
a convinced **b** promised **c** mentioned
4 Scientists are currently _____ plans for new types of transport.
a designing **b** doing **c** developing
5 Bill _____ his arm while he was jogging.
a break **b** broke **c** broken

Tłumaczenie fragmentów zdań

5 Przetłumacz fragmenty zdań podane w nawiasach na język angielski.

1 Mum's decided (*zastąpić*) to replace the old cups with some new ones.
2 Water (*pokrywa*) covers 71% of the Earth's surface.
3 Oak trees (*nie rosną*) don't grow all that quickly.
4 (*Czy wyobrażasz sobie*) Can/Do you imagine living in a floating city?
5 Floral Park is a (*dzielnicą mieszkaniową*) residential area/district in New York.

Parafrazy zdań

6 Uzupełnij drugie zdanie, używając podanego wyrazu w niezmienionej formie, tak żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany.

1 The city where I live was once less crowded than it is today.
USED
The city where I live used to be less crowded than it is today.
2 Sandra started cleaning her room at 10. She finished at 12.
WAS
Sandra was cleaning her room from 10 to 12.
3 Ann and Peter never spent their holidays climbing in the mountains when they were children.
USE
Ann and Peter didn't use to spend their holidays climbing in the mountains when they were children.

4 Paul was on his way home when he had an accident.
GOING
While Paul ___was going___ home, he had an accident.

5 How much did your new sofa cost?
PAY
How much ___did you pay___ for your new sofa?

LISTENING

7 **Usłyszysz dwukrotnie wywiad z młodą kobietą, mieszkającą w małym domku na kołach. Zdecyduj, które zdania są zgodne z treścią nagrania (T – True), a które nie (F – False).** 25 p. 392

1 Jessica's parents wanted her to buy a house on wheels.
2 The construction of the house cost thirty thousand dollars.
3 It was difficult for Jessica to adapt to living in such a small house.
4 There's a lot of natural light inside the house.
5 Living in a tiny house is rather costly.

1	2	3	4	5
F	T	F	T	F

WRITING

8 **Przeprowadziłeś/Przeprowadziłaś się niedawno do nowego domu. Napisz o tym w liście do kolegi z Londynu.**

- Podaj powód zmiany miejsca zamieszkania.
- Opisz okolicę, w której znajduje się dom.
- Przedstaw zaletę lub wadę nowego domu.
- Zaproś kolegę do odwiedzenia cię w twoim domu i zaproponuj termin wizyty.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić od 80 do 130 słów (nie licząc słów w zdaniach, które są podane).

Hi Jim,

Guess what! We don't live in our old house anymore!

…

SPEAKING

9 **Popatrz na Zdjęcie 1 i Zdjęcie 2.**

Rozmawiasz z kolegą/koleżanką z Wielkiej Brytanii na temat domu, w którym chciałbyś/chciałabyś zamieszkać w przyszłości. Masz do wyboru dwie opcje.

- Wybierz opcję, która będzie, twoim zdaniem, najbardziej odpowiednia i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą opcję.

1



2



Odpowiedz na pytania:

1 Do you think that old buildings are more beautiful than new ones? Why / Why not?
2 Is it better to rent a house or buy one? Give reasons for you answer.
3 What is important to consider when designing a house?
4 What things could be done to make houses more environmentally friendly?

Exam guide
9 Oral Matura

Life Skills guide
9 Critical thinking, Mediation, Self-development

Exam guide
7 Listening
True/false

Exam guide
8 Writing
An informal letter

Life Skills guide
8 Creativity, Mediation, Practical skills

3 Health and happiness

3A Vocabulary

Being well

1 Revision Choose the correct option to complete each sentence.

1 You see with your ____.
(a) eyes **b** teeth

2 Your back is part of your ____.
(a) body **b** face

3 When your tooth hurts, you go to the ____.
a doctor (b) dentist

4 When you catch a cold, you feel ____.
a fine (b) ill

5 When you don't feel well, you go to the ____.
(a) doctor **b** dentist

6 You usually recognise someone by looking at their ____.
a back (b) face

7 Smoking isn't good ____.
a to you (b) for you

2 Revision Listen and match the descriptions (1–8) with the images (a–h). 26 p. 392

a 

b 

c 

d 

e 

f 

g 

h 

1 f 3 b 5 e 7 d
2 h 4 g 6 c 8 a

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

backache	chest	flu	foot	mouth
pain	seasickness	shoulder	stomach	virus

Body parts	Illnesses
chest, foot, mouth, shoulder, stomach	backache, flu, pain, seasickness, virus

4 Write the correct words.



1 finger 5 head
2 elbow 6 shoulder
3 knee 7 arm
4 foot 8 leg

5 Complete the text with the words in the box. There are two words you don't need.

broken happiness healthy hospital illnesses injuries medicine pain patient unwell viruses

We all know that laughing makes us feel good – in fact, there is a saying that 'laughter is the best **(1)** medicine.' Positive thoughts and happy feelings can certainly ease some of our **(2)** pain. But many scientists and doctors believe there is an even stronger connection between **(3)** happiness and health. Some studies show that happier people heal faster after **(4)** injuries such as a **(5)** broken leg. They also show that positive feelings can help prepare your body to fight **(6)** viruses better. On the other hand, negative feelings like stress can lead to **(7)** illnesses such as heart disease and diabetes over time. In short, happier people are more likely to be (**8**) healthy and make fewer visits to **(9)** hospital.

6 Listen and match the topics (1–6) with the talks (a–f).
27 p. 392

1 a common virus b
2 seasickness f
3 a problem with a pain medicine d
4 patients who get more unwell instead of better e
5 reading people's faces and body language c
6 sports injuries a

7 **Extension** Where is it? Choose the correct answer for each body part.

1 brain
a inside the head
b inside the chest

2 finger
a part of the foot
b part of the hand

3 toe
a part of the foot
b part of the face

4 cheek
a below the neck
b part of the face

5 wrist
a part of your arm
b part of your leg

6 chin
a inside the body
b you can see it

7 bones
a inside the body
b you can see them

8 lungs
a inside the body
b you can see them

9 ankles
a inside the body
b you can see them

10 blood
a on your face
b in your whole body

8 **Extension** Complete the sentences with the words in the box.

accident ankles blood bone brain chin heart lungs recover toe wrists

1 Your brain thinks and controls everything in your body.
2 Your heart is inside your chest and it pumps blood around your body.
3 Your lungs are also inside your chest. They take air in and push it out.
4 If you have a/an accident, you could break a/an bone in your leg or your arm.
5 It's very painful to hit your big toe on a table when you walk into it.
6 Your forehead and your chin are both parts of your face.
7 Your wrists help you move your hands. Your ankles help you move your feet.
8 When you recover from an illness or injury, you get better.

Exam guide
6 Listening
Matching

9 **Extension** Choose the correct words to complete the text.

In 2013, motorcyclist Nick Matthews had a terrible **(1)** *blood* / *accident*. His neck was broken and his **(2)** *back* / *heart* was broken in three places. He also had a broken **(3)** *wrist* / *cheek*, two broken **(4)** *fingers* / *brains* and several broken **(5)** *bones* / *ankles* in his chest area. To make matters worse, he had a serious **(6)** *lung* / *chin* injury, which caused him to stop breathing. In the hospital, the doctors thought he might not walk again. But three weeks later, Matthews walked out of hospital. He **(7)** *recovered* / *injured* completely and ran in the Berlin Marathon, just one year later!



3B Listening

Exam guide
1 Listening
True/false

1 Listen. Are the sentences true (T) or false (F)? p. 393 28

1 The man went to hospital after falling off the roof. F
2 The woman broke her wrist. F
3 The woman had a bad stomach ache. F
4 The man is talking about a knee injury. T
5 The woman forgot to take her medicine. T

Exam guide
2 Listening
Multiple choice

2 Listen and choose the illness or injury in the description. 29 p. 393

1 **a** the flu
b a broken hand
c an earache

2 **a** a broken nose
b a bad cold
c backache

3 **a** a shoulder injury
b a knee injury
c a headache

4 **a** a broken temperature
b a high temperature
c a sore leg

5 **a** a neck injury
b a nose injury
c a knee injury

6 **a** the flu
b seasickness
c a broken leg

7 **a** seasickness
b a headache
c the flu

Exam guide
5 Listening
True/false

3 Listen. What is the speaker mainly talking about? 30 p. 393

a People who go to the doctor and take medicine are sensitive.
b Medical professionals don't believe in mind over matter.
c The mind-body connection is important in understanding health.
d Meditation is better than visiting a doctor or taking medicine.

Exam guide
4 Listening
Multiple choice

4 Listen again and choose the correct answers to the questions. 30 p. 393

1 What phrasal verb does the speaker use meaning to *handle* or *manage*?
a take control
b deal with
c depend on
d look after

2 What adjective does the speaker use for people who don't handle pain well?
a anxious
b serious
c stressful
d sensitive

3 What phrasal verb does the speaker use meaning to *stop* or *end*?
a cut off
b take out
c turn off
d able to

4 What adjective does the speaker use to describe doctors?
a prescription
b professional
c patient
d serious

5 What two things are connected in the idea of mind over matter?
a symptoms and pain
b body and mind
c patient and doctor
d prescription medicine and meditation

6 According to the speaker, what can some people do that others can't?
a tolerate pain
b describe their symptoms
c deal with their doctor
d meditate

5 Listen. Are the sentences true (T) or false (F)? p. 393 31

1 She used to enjoy showing off her money and success. T
2 She was very unhappy earlier in her life. F
3 She was missing the company of close friends. F
4 She wasn't sure what was missing in her life. T
5 She learned about Habitat for Humanity from a friend. F
6 Habitat for Humanity charges a lot of money for their homes. F
7 Her boss allowed her to take time off from work. T
8 It's not certain that she will return to her old job. T



A volunteer works on a house.

3C Grammar 1

Quantifiers, *how much/many?*

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

air arm ear eye the flu hand health hospital injury leg medicine patient skin water

Countable	Uncountable
arm, ear, eye, hand, hospital, injury, leg, patient	air, the flu, health, medicine, skin, water

2 Choose the correct options to complete the sentences.

1 My doctor gave me ____ really good suggestions for things I can do to get back into shape.
a some **b** any

2 She told me that I should do ____ exercise every couple of hours – just a few minutes is enough.
a a few **b** a little

3 She said that ____ people think they have to go to the gym to exercise, but you can do some exercises at home without expensive equipment.
a a lot of **b** a little

4 For ____ of the exercises, you can use the weight of your body.
a much **b** many

5 The intensity of the exercise depends on how ____ you weigh.
a many **b** much

6 Another tip from my doctor was to drink ____ water throughout the day.
a a lot of **b** a few

7 And to eat ____ grapes as a snack rather than crisps or biscuits.
a a little **b** a few

3 Complete the questions and statements with *how much* or *how many*.

1 ___How much___ time do you spend at the gym?
2 ___How many___ times do you meditate each week?
3 ___How much___ medicine do you take every day?
4 ___How many___ pills do you take at breakfast?
5 ___How much___ did you weigh the last time you went to the doctor?
6 I don't know ___how many___ times I was ill last year.
7 My doctor told me ___how much___ sleep I should get every night.
8 No one knows ___how many___ people have the flu each year.

4 Complete the sentences with the words in the box. Some words can be used more than once. In some sentences there may be more than one correct answer.

a little any many some much

1 I still have ___some / a little___ pain in my shoulder after working on the house. some /
2 The doctor told me I still have ___a little / much___ more weight to lose.
3 Do your grandparents take ___any/many___ pills to keep themselves well?
4 We didn't have ___much/any___ junk food in our house, so we had to eat fruit.
5 The coach showed us ___some___ really fun exercises you can do with a chair.
6 Do you have ___any___ bandages? I cut my finger and it's bleeding.
7 The doctors don't have ___any___ idea how long the illness will last.
8 We don't have ___much/any___ food in the house, so we should go to the supermarket.

5 Correct the quantifier in each sentence.

1 Last night, I went to the hospital because I had ~~much~~ pain in my stomach. ___a lot of___
2 I don't know how ~~much~~ hours I waited there, but I finally saw the doctor around midnight. ___many___
3 She asked me how ~~many~~ pain I had. ___much___
4 I told her there was ~~a few~~ pain in my stomach and that I could barely walk. ___a lot of___
5 She asked me if I had eaten too ~~many~~ food at dinner. ___much___
6 I told her that I ate too ~~many~~ pizza and then I ate a big bowl of ice cream. ___much___
7 She asked me how ~~much~~ slices of pizza I had eaten and I told her, 'Six.' ___many___
8 She said I was in pain because I ate too ~~few~~ food! ___much___
9 I won't eat so ~~a lot of~~ pizza or ice cream ever again! ___much___

3D Reading

Exam guide
3 Reading
Multiple choice

VOCABULARY BUILDING Synonyms

1 Match the words with their synonyms.

1	happy	well
	healthy	sickness
	unwell	content
	illness	ill
2	discover	combine
	mix	find
	entire	whole
	think	believe
3	angry	try
	attempt	upset
	several	normal
	typical	some

1 1 happy = content
healthy = well
unwell = ill
illness = sickness
2 discover = find
mix = combine
entire = whole
think = believe
3 angry = upset
attempt = try
several = some
typical = normal

Exam guide
2 Reading
Multiple choice

READING

2 Read the text and choose the correct answers to the questions.

1 What do some people mean when they say that they want to 'go on a diet'?
a They want to eat more grains and beans.
b They mean more than one thing.
c They want to eat every day.
d They want to lose weight.

2 What can happen when you lose weight suddenly?
a You skip a few meals every week.
b Your body thinks there's a problem.
c You eat more meat and fish.
d Your body type varies.

Exam guide
4 Reading
Matching paragraphs

3 What does Linda Bacon recommend that you do in order to stay healthy?
a Eat less food and miss several meals a week.
b Worry about whether you're too big or too small.
c Move your body and try to find foods that you enjoy.
d Keep eating even after you're full.

4 What is a 'diet'?
a the food you normally eat
b a fun physical activity
c a type of exercise
d a way to stay alert

5 According to HAES, what are two ways to avoid feeling unwell?
a Go on a diet and lose weight suddenly.
b Eat less and miss a few meals.
c Eat good food and get physical activity.
d Sleep a lot and worry about your weight.

3 Choose the correct words to complete the sentences.

1 It's important to be aware of what you _____ in order to stay healthy.
a wear
b eat
c say
d hear

2 Many people think that going on a diet is a good way to _____ weight.
a avoid
b recognise
c lose
d feel

3 Being aware of what you eat can help you avoid certain _____.
a illnesses
b diets
c weight
d hungry

4 HAES doesn't believe that everyone should be the same _____.
a height
b age
c weight
d way

5 In order to stay healthy, your body needs many different _____.
a nutrients
b experiments
c mix
d weights

4 Match the information (a–f) with the paragraphs (1–4). You may use numbers more than once.

a recommendations for healthy eating and activities 4
b two easy ways to avoid feeling unwell 3
c a description of how bodies react to sudden weight loss 2
d two definitions for the word *diet* 1
e a description of how people vary physically 2
f how listening to your body can help you feel well 4

Health at every size



1 32 The word *diet* can mean a couple of things. What you normally eat every day is your regular diet. If you eat meat or fish, grains or beans, fruit or vegetables, then those foods are part of your diet. But *diet* also has another meaning, one that you may be more familiar with. When people say that they want to 'go on a diet,' they usually mean that they want to lose some weight. They may think that by eating less, missing a few meals or eating only certain foods, they'll lose weight and become healthier.

2 Of course, everyone wants to stay healthy, avoid illnesses and live longer, but dieting isn't always the best way to do it! Like height or skin colour, weight and body type are different from person to person. A person's ideal weight range* is called their 'set-point' weight. When you go on a diet and lose weight quickly, your body thinks the sudden weight loss is a problem or challenge. It will do whatever it can to get you back to your set-point or average weight.

3 Health at Every Size (HAES) is a group that encourages healthy eating and fun physical activity as two easy ways to avoid feeling unwell and live longer. HAES doesn't believe weight loss through dieting is the way to become healthy. As Linda Bacon, a researcher and the author of *Health at every size: the surprising truth about your weight* says, 'Health at Every Size is about taking care of your body without worrying about whether you're 'too' big or small. Saying everybody needs to be the same weight is like saying all people should be the same height.'

4 'What's good for thin kids, fat kids and everyone in between, it turns out, is moving their bodies, and a healthy mix of foods that taste good and nourish their bodies. Finding the activities you enjoy might mean sports or workouts, but it could also be walking, jumping rope with friends or dancing,' Bacon says. She recommends trying out a variety of foods to find those that you enjoy most or make you happy (within reason – of course that doesn't mean you should eat a lot of junk food!). 'This means learning to listen to your body so you can recognise when you're hungry and when you're full, and what foods satisfy you. So mix it up and get a range of nutrients in you to keep you alert* and in a good mood. Experiment with food to see which ones make you feel best!'

range *the highest and lowest numbers in a series*
alert *paying attention; wide awake*

3E Grammar 2

Phrasal verbs

1 Put the phrasal verbs in the box into the correct category.

belong to bring back carry out (do) deal with eat out go in keep up look around pick up put on (music) sit down take off (clothing) wake up write down

Separable	Inseparable
carry out (do), take off (clothing), put on (music), bring back, write down, pick up, keep up	look around, sit down, deal with, eat out, go in, belong to, wake up

2 Complete the second sentence so that it means the same as the first. Use no more than three words.

1 He brought the book back to the library.
He brought back the book to the library.

2 She wrote her information on the application.
She filled in / wrote down her information on the application.

3 He filled in the form and gave it to the teacher.
He filled in the form and handed it in / gave it in.

4 She took off her hat.
She took her hat off.

5 Please pass on the book after you read it.
Please pass the book on after you read it.

6 Did you pick the coffee up on your way to work?
Did you pick up the coffee on your way to work?

7 I turned down the TV after my neighbour said it was too loud.
I turned the TV down after my neighbour said it was too loud.

3 Choose the correct words to complete the sentences.

1 I handed it ____ last week.
(a) in **b** on **c** with

2 How many times did you work ____ at the gym last week?
a with **b** up (c) out

3 I wrote his name and phone number ____.
a into **b** about (c) down

4 Please bring it ____ by Friday.
(a) back **b** out **c** down

5 He looked ____ moving to Brazil.
a back (b) into **c** off

6 I give ____! I just can't do it.
(a) up **b** on **c** with

7 I was turning ____ the lights when my friend Luiz walked into the room.
a back (b) on **c** in

8 Let's put the film ____ after we eat dinner.
(a) on **b** out **c** into

9 Is your dad looking ____ your little brother today?
a up **b** out (c) after

4 Translate the words in brackets into English, using a phrasal verb to complete each sentence.

1 Can you (*włączyć*) turn on / switch on the light? I can't see anything in here.

2 I (*obudziłem się*) woke up twenty minutes late yesterday.

3 Who (*opiekuje się*) looks after your sister when your mum's at work?

4 Please (*zapiszcie*) write down this phone number in your notebooks.

5 It's too hot in here. (*Zdejmij*) Take off your coat.

6 I (*poddaję się*) give up. Tell me the answer!

7 You need to (*wypełnić*) fill in this form.

8 Who does this book (*należy*) belong to?

Exam guide
4 English in Use
Translations

Life Skills guide
4 Mediation

5 Match the two parts of the sentences.

1	You can't give d	**a**	out at the cinema last weekend?
2	Did you hand c	**b**	on the oven 30 minutes before you put in the pizza.
3	They're looking e	**c**	in your homework on time?
4	Did he put g	**d**	up – just keep trying!
5	He's dealing f	**e**	into getting someone to help around the house.
6	Please take h	**f**	with a lot of problems at work.
7	Were you hanging a	**g**	on his new suit for the interview?
8	Remember to turn b	**h**	out the rubbish before you leave.

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

deal with	get along with	get on	give up
hang out	look after	put on	work out

1 Hurry! Get on the train before it leaves.
2 Dina gets/got along with her flatmate very well.
3 Francis likes to hang out at the beach every Saturday.
4 She looks after her sister before their mum gets home from work.
5 How do you deal with the stress of working and studying?
6 I told him he needs to give up junk food.
7 Let's go to the gym and work out today.
8 I was putting on my jacket when the phone rang.

7 Correct the sentences.

1 I picked my friend from the train station up.
I picked my friend up / picked up my friend from the train station.
2 Let's hang into Gina and Ruby on Friday.
Let's hang out with Gina and Ruby on Friday.
3 Rachel deals her pain with by doing yoga.
Rachel deals with her pain by doing yoga.
4 Susan is looking in her neighbour's cat while he's on holiday.
Susan is looking after her neighbour's cat while he's on holiday.
5 Please down sit.
Please sit down.
6 My mum left a voicemail message for me, so back her I called.
My mum left a voicemail message for me, so I called her back.
7 He spoke with the need to eat well and exercise.
He spoke about the need to eat well and exercise.
8 Did you look the museum around?
Did you look around the museum?

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

1 on / She / earrings / put / favourite / her
She put on her favourite earrings. / She put her favourite earrings on.
2 TV / turned / on / I / the
I turned on the TV. / I turned the TV on.
3 along / flatmate / get / new / I / my / with
I get along with my new flatmate.
4 too / He / easily / up / gave
He gave up too easily.
5 while / I / was / out / with / my / brother / was / he / studying / hanging
I was hanging out with my brother while he was studying.
6 looking / car / She / was / new / buying / into / a
She was looking into buying a new car.
7 I / out / yesterday / worked
I worked out yesterday.
8 to / Remember / rubbish / the / out / take
Remember to take out the rubbish. / Remember to take the rubbish out.
9 Tell / it / take / to / off / him
Tell him to take it off.

9 Listen and choose the correct response. 33
p. 393

1 (a) Yes, I wrote down his number.
b Yes, I wrote his down number.
2 (a) We looked around the Opera House.
b We looked the Opera House around.
3 **a** He grew with in New York.
(b) He grew up in New York.
4 (a) Yes, I need to lie down and rest.
b Yes, I need to lie off and rest.
5 **a** She woke at 7.30 up.
(b) She woke up at 7.30.
6 (a) Let's eat out at the new Italian restaurant.
b Let's eat about at the new Italian restaurant.
7 (a) Yes, I filled in all the information.
b Yes, I filled all in the information.
8 (a) Sure. I'll turn it down now.
b Sure. I'll turn down it now.

Technology guide

Video available on DVD, Multibook and **www.dlanauczyciela.pl**

TEDTALKS Extra

The amazing story of the man who gave us modern pain relief

> "Bonica saw pain close up. He felt it. He lived it. And it made it impossible for him to ignore in others."
>
> **LATIF NASSER**

Exam guide

6 Listening
Multiple choice

Life Skills guide

2 Collaboration

Life Skills guide

4 Collaboration, Mediation

AUTHENTIC LISTENING SKILLS

Collaborative listening

When you listen to authentic speech, you usually won't understand everything you hear and you often can't go back and listen again. However, different people often understand different parts of a message. You can increase your understanding by comparing listening notes with others.

1 Read the Authentic listening skills box. Then listen to the extract from the TED Talk and write down the words you remember. 34 p. 393

2 Work in small groups. Compare notes on what you heard. Did you write the same words? Write a summary of what you heard as a group. Do you have more information now?

3 Listen to the extract again. Did you understand more this time? 34 p. 393

BEFORE YOU WATCH

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

flock wire-walkers tramp clowns cannonball bully lion tamer climax slump motionless tuition villain nerdy do-gooder parallel inflict treat contradict track down surgeon neurologist psychiatrist nerve-block injection plea spring up bout surgery spine operation hip replacement crutch empathy

WHILE YOU WATCH

5 Watch the clip about the Speaker. Choose the correct definitions of the words and phrases. 3.0 p. 402

medical wrestler pseudonym dumb dodo

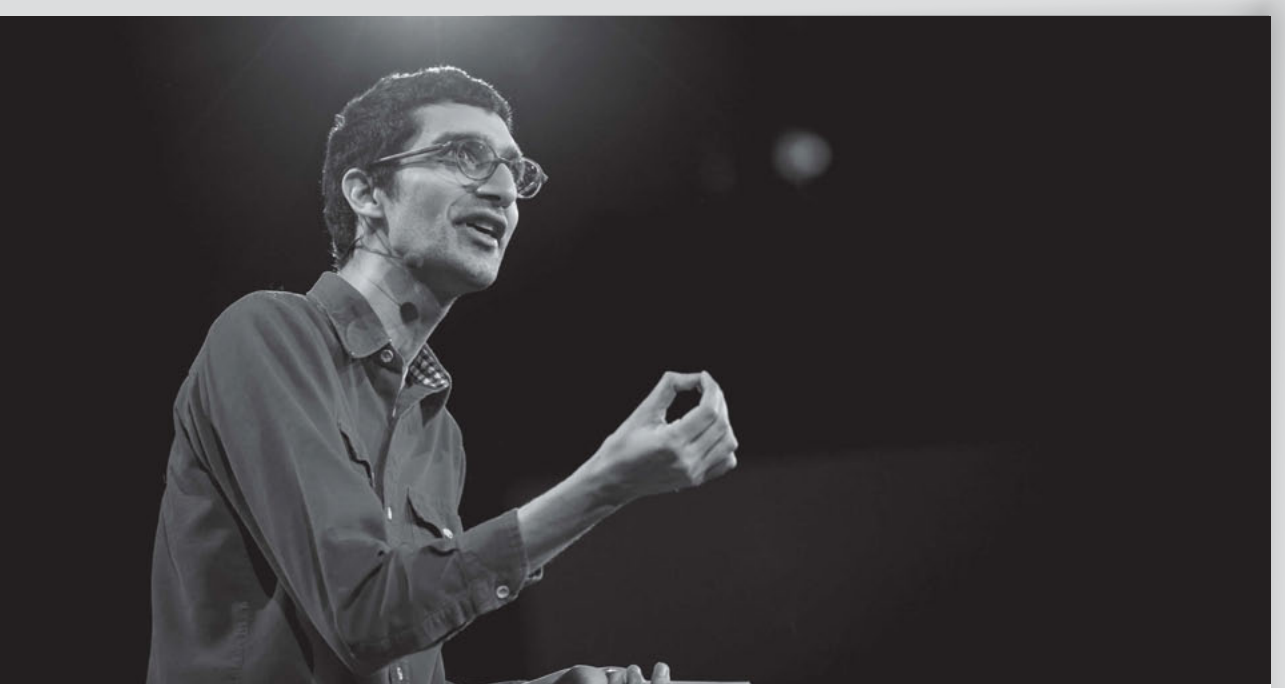
6 Watch part 1 of the talk. Choose the correct option to complete each sentence. 3.1 p. 402

1 The lion tamer's main problem was that _____.
a the lion bit him
b he couldn't breathe with his head in the lion's mouth
c he was scared

2 The strongman worked at the circus to help pay for _____.
a a new car
b healthcare
c medical school

3 At the army hospital, Bonica's job was _____.
a helping patients with pain
b doing amputations
c looking after the whole hospital

4 Pain is a signal for _____.
a fear
b an injury
c being tired



7 Watch part 2 of the talk. Choose the correct option to complete each sentence. ▶ 3.2 p. 402

1 Bonica often discussed pain with *other doctors* / *patients' families*.
2 Bonica read medical books and found that they gave *a lot of* / *only a little* information about pain.
3 Now there are *only a few* / *hundreds of* pain clinics around the world.
4 Bonica understood pain well because he *felt a lot of* / *read a lot about* pain.

8 VOCABULARY IN CONTEXT

Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases you will see in the clip. ▶ 3.3

passed out specialists hit the books institution take seriously ignore

AFTER YOU WATCH

9 Work in pairs. Answer the questions. Then compare your answers with your partner.

1 Have you ever had a problem and tried to ignore it? What happened?
2 When do you usually hit the books? Where do you do it?
3 Have you ever passed out? Or has a friend or family member ever passed out? What happened?
4 Is there anyone in your family who is a specialist in a subject? Who? Which subject?
5 How many institutions can you name in your town/area? What kind of institutions are they?
6 When was the last time you felt that someone didn't take you seriously? Who was it? How did you feel?

CHALLENGE

Bonica did a lot of good in the world, making life better for people in pain. Think of a teacher, doctor, nurse, scientist, sportsperson or someone else you know about who has helped people feel better. Make some notes about what they did.

Cristiano Ronaldo
– *footballer*
– *gave money to a ten-year-old fan who needed medical help*
– *paid for a cancer centre in Portugal*

Life Skills guide

9 Communication, Mediation, Self-development

Technology guide
Video available on DVD, Multibook and **www.dlanauczyciela.pl**

Technology guide
LearningApps.org

TEDTALKS Practice
The amazing story of the man who gave us modern pain relief

Rozwiąż dodatkowe zadania do filmu na LearningApps.org.

AUTHENTIC LISTENING SKILLS

1 Listen to the TED Talk extracts and take notes. Choose the correct options to complete the sentences. 35 p. 394

1 The *lion tamer* / *wire-walker* had an emergency during an act.
2 John J. Bonica didn't tell anyone that he *was a medical student* / *worked for the army.*
3 John spoke to *patients* / *doctors* to do research on pain.
4 John read *7,700* / *14,000* pages of medical textbooks. He found that the word *pain* appeared on *17.5* / *27* pages.
5 John wanted doctors to *understand pain* / *be more careful with surgeries.*
6 Hundreds of *pain clinics* / *hospitals* opened because of John's work.

WATCH p. 402

2 Watch the TED Talk and put the events in the correct order.

__6__ John writes the 'Bible of Pain.'
__1__ The circus arrives in Brookfield, New York.
__4__ John goes to Madigan Army Medical Center.
__2__ There is an announcement that a doctor is needed.
__3__ John gives the lion tamer mouth-to-mouth.
__5__ John speaks to specialists and reads every medical textbook he can.

Life Skills guide
3 Critical thinking

3 Underline the things that are true about John J. Bonica.

He used other names like Masked Marvel and Bull Walker.
He was a lion tamer.
He worked at a circus.
He was a nurse.
He had two jobs while he was in the circus.
He wrote a book about the circus.
He wanted to help patients feel better.

4 Complete each sentence about the talk with a word or short phrase.

1 The strongman ___saved___ the lion tamer's life.
2 The strongman kept ___a secret___ from the other people to protect himself.
3 The same year, he was crowned the Light Heavyweight Champion ___of the world___.
4 Over the years, John had two jobs. He was a wrestler and ___a doctor___.

Life Skills guide
6 Critical thinking, Mediation

5 John was ___in charge___ of all pain control in one of the largest army hospitals in America.
6 ___No one___ had ever focused on pain like John had.
7 For the next ___eight years___ John would talk about pain.
8 The ___goal___ wasn't to make patients better; it was to make patients to feel better.

VOCABULARY IN CONTEXT

5 Choose the correct meaning of the words in bold.

1 Alison **passed out** and fell to the ground after running ten miles.
a stopped being awake
b kept going
c felt well

2 Mr Brown is **a specialist** who takes care of people with cancer.
a a teacher
b an expert
c a writer

3 Louisa has three tests tomorrow, so she has to **hit the books** tonight.
a borrow books from the library
b study
c hit books so they get softer

4 Edwin wants to create **an institution** that helps people with their pain.
a an organisation
b a company
c a website

5 My mum and dad **take** lies **seriously**. They don't get as angry about other things, but lying is not OK.
a see as important
b understand
c don't know how to joke

6 Jacob could not **ignore** the pain of others. She decided to become a doctor.
a see
b not think about
c look at carefully

6 Bonica's contributions to science have helped millions of people live more comfortable lives. Can you give an example of someone in your life who has benefited from his work?

3F Speaking

1 Put the phrases in the correct category. Then listen and check your answers. 36

Are you kidding?	Could you explain that a bit more?
I believe …	I think …
I don't agree.	In my opinion …
I'm not sure about that.	Sorry, but I don't think so.
Really?	Why do you say that?
Well, that's true …	
You're right that …	

Saying what you think	Disagreeing
I believe …, I think …, In my opinion …	Are you kidding?, I don't agree. I'm not sure about that., Really?, Sorry, but I don't think so.
Asking follow-up questions	**Conceding a point**
Could you explain that a bit more?, Why do you say that?	Well, that's true …, You're right that …

2 Use the phrases from exercise 1 to complete this conversation between two friends.

A: It's so depressing, there are so many people getting ill these days because they don't do enough exercise.
B: I know. And they say that getting more exercise actually makes you happier.
A: **(1)** _____ everyone should have to do two hours of exercise every week. It should be the law.
B: **(2)** _____. I think that's a bit extreme.
A: **(3)** _____. The health system spends lots of money treating illnesses, when people could stop some problems by doing regular exercise.
B: **(4)** _____. My grandad's 85 and since he's been swimming every day, he's been a lot healthier than my other grandparents. But **(5)** _____ _____, you can't make people do exercise.
A: **(6)** _____.
B: Well, **(7)** _____ exercise is good for us, but it's not that simple. The reason some people may not enjoy exercise is that it actually causes them pain, and anyway, not everyone has enough time to exercise. Some people have really busy lives and have a family to take care of.
A: **(8)** _____. Exercise reduces the risk of lots of diseases and lowers stress so **(9)** _____ _____ people should make time to do this. It's their responsibility to stay healthy.
B: **(10)** _____. I think it's each person's choice if they want to do exercise. There are other ways to stay healthy.
A: **(11)** _____.
B: Well, people can eat healthy food and not smoke or drink alcohol. Some people also take vitamins and do meditation, things like that.
A: **(12)** _____. These things may help a little, but it's not the same as doing exercise to keep your body fit and working.
B: Maybe, but I don't think you can make a law telling people they have to exercise.

3 Match the statements (1–8) with the replies (a–h).

1 Teenagers are under more and more pressure from their friends these days. h
2 Students have too much stress from school. g
3 If you get ill in the jungle, you're going to die. c
4 It would be great not to feel any pain. a
5 Teenagers don't have very healthy diets. d
6 The way to stay thin is to eat less. b
7 Smartphones are really bad for your health. f
8 I believe the best way to stay healthy is to exercise every day. e

a **Are you kidding?** That's what stops us from getting more serious injuries.
b **I don't agree.** Your body needs a good supply of healthy food and some regular exercise.
c **I'm not sure about that.** Emergency health services can help you in most places.
d **In my opinion,** junk food should be banned from school canteens.
e **Really?** I think being happy is just as important for your health as exercise.
f **Sorry, but I don't think so.** People just worry about the effects of new technology.
g **Well, that's true.** Students don't have enough time to relax these days.
h Yes, **I think** social media makes the problem worse.

4 Listen and follow the instructions. You will hear three questions. Listen to each question and make notes about how you would answer it. Speak for at least one minute and record yourself. 37 p. 394

5 Now listen to the model answers and compare them with your ideas. 38 p. 394

Life Skills guide
1 Communication

Life Skills guide
4 Communication, Creativity, Critical thinking

2 Suggested answers:
1 I believe … / I think … / In my opinion …
2 I'm not sure about that / Sorry, but I don't think so
3 I don't agree / Sorry, but I don't think so
4 Well, that's true …
5 in my opinion
6 I'm not sure about that / Sorry, but I don't think so
7 you're right that
8 I don't agree / Sorry, but I don't think so
9 I believe / I think
10 Really? I'm not sure about that / Sorry, but I don't think so / I don't agree
11 I'm not sure about that / Sorry, but I don't think so / I don't agree
12 Well, that's true

3G Writing

Exam guide
3 Reading
True/false

A blog post

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

1 fast food / I think / convenient / While it's / that / is unhealthy, / true / very / it's
While it's true that fast food is unhealthy, I think it's very convenient.

2 easier / believe that / understand / should / to / I / food labels / be
I believe that food labels should be easier to understand.

3 healthcare / opinion, / smokers / my / In / should / get / any / not
In my opinion, smokers should not get any healthcare.

Exam guide
4 Writing
An opinion essay

4 acceptable / sometimes / food / For / is / junk / me,
For me, junk food is sometimes acceptable.

Life Skills guide
4 Creativity,
Mediation,
Practical skills

5 think this / us / I / reason / jealous / is / makes / that / feel / One / social media
One reason I think this is that social media makes us feel jealous.

6 because / don't / too / exercise / expensive / We / gym membership / is
We don't exercise because gym membership is too expensive.

7 right, / you're / but / Yes, / people / can't / some / exercise
Yes, you're right, but some people can't exercise.

2 Choose the correct options to complete the blog post.

Should everyone be forced to go to the gym?

Some students in our school have suggested introducing obligatory gym classes for all the students. This is supposed help us stay healthy.

(1) *One reason I think this is* / *While it's true that* joining gym classes is a good way to get exercise and stay healthy, **(2)** *I think* / *because* forcing people to do it is a bad idea.

(3) *For me,* / *One reason I think this is* that we are less likely to do things we don't enjoy. So it's a bad idea **(4)** *because* / *in my opinion* people stop enjoying anything they are forced to do. **(5)** *I believe* / *For me,* that everyone should be encouraged to go to the gym, but not forced.

Secondly, **(6)** *because* / *in my opinion* many of us already exercise and stay healthy without going to the gym. For example, some students walk or cycle to school.

(7) *While it's true that* / *For me,* hiking in the countryside or swimming is how I get exercise. It's healthy … and it's fun!

It doesn't matter how people exercise as long as they try to do some physical activity most days. Forcing everyone to go to gym classes will not work.

And what do you think about it?

3 Read the blog post in exercise 2 again. Are the statements true (T), false (F) or is the information not given (NG)?

1 The writer mainly disagrees with the idea. T
2 The writer doesn't feel that getting exercise is important. F
3 The writer thinks people should enjoy getting exercise. T
4 The writer believes the gym is the best place to get exercise. F
5 The writer exercises and is overweight. NG
6 Overall, the writer feels it's best if people have a choice. T

4 In this writing exercise you will read a statement and write a response to it. In your written response, give your opinion with reasons and examples to support it.

We would be healthier if we stopped eating meat.

To support your answer, use specific reasons and the expressions you have learned in this unit.

Acknowledging other ideas:
While it's true that …, I think …

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

Giving reasons for your opinion:
One reason I think this is …
… because …



Lexical Review 3

1 Unscramble the letters to make words.

1 cchebaka backache
2 dosrlheu shoulder
3 secasnsikes seasickness
4 syjampa pyjamas
5 oebfhklos bookshelf
6 tlitneinleg intelligent
7 ocbpdrua cupboard
8 edarlxe relaxed

2 Write one word in each gap to complete the text. The first letter is given

Mosquitoes are very small insects but they can carry a very serious **(1)** d isease called malaria. When a mosquito bites a person, the malaria parasite gets into their **(2)** b lood and is then carried around the body. People who **(3)** s uffer from malaria often feel tired and have headaches. They can also vomit food because of problems with their **(4)** s tomach. The **(5)** t reatment involves taking special medicines that fight the disease. Many people who get malaria later **(6)** r ecover and are completely healthy. However, doctors say that some of their **(7)** p atients continue to have problems for the rest of their lives.



3 Match the words (1–8) to the definitions (a–h).

1 garden h
2 lungs c
3 active a
4 unwell e
5 cushion g
6 injury b
7 wardrobe f
8 ankle d

a doing a lot of sport, for example
b damage to the body, often while doing sport
c the organs we breathe with
d the joint which connects your leg to your foot
e ill, not healthy
f a piece of furniture for keeping clothes in
g something soft you have on a sofa or armchair
h the area with plants and flowers surrounding a house

4 Choose the correct option to complete each sentence.

1 I can't move my hand because I have a broken ____.
a ankle **c** foot
b toe **d** wrist

2 She wants to work in the fashion industry so that she can ____ new clothes.
a design **c** put
b dress **d** attach

3 The ____ in this room is too high, so I can't clean the lamp.
a floor **c** ceiling
b walls **d** apartment

4 When you have a cough, the doctor will usually listen to your ____.
a heart **c** brain
b chest **d** stomach

5 The police are conducting an ____ into the bank robbery.
a investigate **c** investment
b investing **d** investigation

6 She was so ____ that she couldn't even walk.
a fine **c** weak
b illness **d** painful

7 When I go running, my left ____ always hurts really badly.
a knee **c** feet
b brain **d** chest

8 He's very ____ and is always doing horrible things to other people.
a cheerful **c** kind
b generous **d** nasty

5 Translate the text in brackets to complete the sentences. Use **two** words in each gap.

1 He is (*zły z powodu*) angry about his test results.
2 She works in a big building in the (*dzielnica biznesowa*) business district.
3 I'm sorry, but you are going in the (*złym kierunku*) wrong direction.
4 I'd prefer to eat in the (*jadalni*) dining room if that's OK with you.
5 You have a (*złamaną kość*) broken bone in your hand, I'm afraid.
6 What's the best way to (*stracić wagę*) lose weight in your opinion?
7 Did you (*ćwiczyłeś*) work out at the gym last week?
8 I can't run any further, I (*poddaję się*) give up!

Exam guide
4 English in Use
Multiple choice

Exam guide
5 English in Use
Translations

Life Skills guide
5 Mediation

Skills Review 3

ENGLISH IN USE

Exam guide
1 English in Use
Word formation

Exam guide
4 English in Use
Translations

Life Skills guide
4 Mediation

Exam guide
5 English in Use
Lexical pairs

Exam guide
2 English in Use
Gap-filling

Exam guide
3 English in Use
Sentence formation

Exam guide
6 English in Use
Transformations

Słowotwórstwo

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

1 I can't download the material for my presentation because I have some problems with the internet ___connection___. CONNECT
2 Wendy burst into ___laughter___ when she heard the funny story. LAUGH
3 It was ___painful___ for us to learn about her accident. PAIN
4 Cindy couldn't tell Frank the ___truth___ because it would hurt him too much. TRUE
5 It's healthy to lose weight, but you should never do it too ___quickly___. QUICK

Uzupełnianie luk

2 Uzupełnij luki w zdaniach **jednym** wyrazem, który najlepiej pasuje.

1 My grandpa can't see very well. To ___make___ matters worse, he has problems with his hearing.
2 Fish and vegetables are an important ___part___ of my healthy diet.
3 I'm familiar ___with___ the way Greg behaves and the manner in which he treats other people.
4 As there was nothing interesting on TV, I ___turned/switched___ it off and went to bed.
5 Our neighbours are friendly people who we get ___along___ with very well.

Uzupełnianie zdań

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

1 I was born in Glasgow but I (*grow / Liverpool*) ___grew up in Liverpool___, where I lived until I was 21.
2 (*remember / turn*) ___Remember to turn___ the lights off before you leave the house.
3 Mum (*need / lie*) ___needs to lie down___ and rest. She's tired.
4 (*she / put*) ___Did she put on___ her new dress for the theatre visit last Saturday?
5 It's important to be (*aware / much*) ___aware of how much___ you eat.

Tłumaczenie fragmentów zdań

4 Przetłumacz fragmenty zdań podane w nawiasach na język angielski.

1 (*Ile czasu*) ___How much time___ do you need to prepare dinner?
2 My brother eats (*kilka jabłek*) ___a few / several apples___ a week.
3 (*Ile razy*) ___How many times___ a week do you go swimming?
4 Could you (*włączyć światło*) ___turn/switch on the light___, please? It's too dark in here.
5 Sheila decided to (*wziąć wolne od pracy*) ___take time off from work___ and visit her family in York.

Pary zdań

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

1 You must wear a warm jacket on such a cold day or you'll _____ a cold.
I'm afraid I'll be late for school. I'll have to _____ the bus.
a pick **b** catch **c** find

2 I could see _____ my own eyes that he didn't feel good.
Complete the sentence _____ up to four words.
a with **b** to **c** on

3 Doctors _____ exercising regularly.
Can you _____ a good restaurant in your city?
a remember **b** remind **c** recommend

4 How often do you work _____ in the gym?
I enjoy eating _____ whenever I meet my friends.
a on **b** out **c** at

5 My doctor _____ me to do some exercise every day.
What he _____ her about his diet was not true.
a said **b** told **c** spoke

Parafrazy zdań

6 Uzupełnij drugie zdanie, używając podanego wyrazu w niezmienionej formie, tak żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany.

1 It's not good for you to smoke.
BAD
___Smoking is bad___ for you.

2 Are you taking care of your little sister this evening?
AFTER
Are you ___looking after___ your little sister this evening?

3 Jennifer is the owner of the car parked outside our house.
TO
The car parked outside our house belongs to Jennifer.

4 You should stop watching late night films.
GIVE
You should give up watching late night films.

5 There isn't much I can do for you in this matter.
LITTLE
There is little I can do for you in this matter.

READING

7 **Przeczytaj trzy teksty związane ze snem. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu.**

Tekst 1

Oh, He's Alive

The idea of sleeping at work may sound unusual, but it happens surprisingly often. A man once fell asleep on the second day at his new job. To make things worse, it didn't go unnoticed. His co-workers gathered around him and took photos of him. The man woke up after a short nap to bursts of laughter from his co-workers. However, it later transpired that he had some problems with his blood pressure. So when he felt tired, he simply fell into a short but deep sleep.

1 Why did the man fall asleep at work?
a He was experiencing health problems.
b He came to work very tired.
c He had nothing to do on that day.

Tekst 2

What can I do?

I've had this problem for as long as I can remember. I'll go to bed and roll around for at least an hour. I feel tired but I simply can't fall asleep. I often wake up once or twice at night and it takes me about an hour before I fall asleep again. In the morning, I always feel exhausted and can't concentrate on my work as a result. I'm getting tired of this. It always puts me in a bad mood. I'd like to fall asleep after a few minutes and wake up full of energy in the morning. I wonder if there's anything that would be able to help me.

2 The author of the text _____
a is explaining how to overcome a sleeping problem.
b is describing different ways of dealing with sleeplessness.
c is presenting the negative effects of lack of sleep.

Tekst 3

Cat naps

Have you ever heard someone use the expression 'cat nap'? It describes the short nap we sometimes have during the day. People thought up the term because they thought these naps were similar to those that cats have. They usually last from 15 to 30 minutes and help build up levels of energy in the body. Cat naps are a great way to to feel better and maybe even live longer.

3 The author has written the text to _____
a recommend a beneficial sleeping practice.
b encourage people to imitate the lifestyle of a cat.
c compare human and cat sleeping habits.

Exam guide
7 Reading
Multiple choice

WRITING

8 **Należysz do klubu zrzeszającego osoby lubiące zimowe kąpiele na świeżym powietrzu. Napisz o tym na swoim blogu.**

- Uzasadnij swoją decyzję wstąpienia do klubu.
- Opisz swoje pierwsze doświadczenie pływania zimą na świeżym powietrzu.
- Podziel się opinią o swojej obecnej kondycji fizycznej.
- Zachęć do uczestnictwa w klubie i obiecaj pomoc w przygotowaniach do zajęć.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić od 80 do 130 słów (nie licząc słów w zdaniach, które są podane).

Hi guys, I belong to the Cold Water Swimming Cluband . . .

Exam guide
8 Writing
A blog entry

Life Skills guide
8 Creativity,
Mediation,
Practical skills

SPEAKING

9 **Uważasz, że twój kolega z Wielkiej Brytanii źle się odżywia. Rozmawiasz z nim na ten temat. Poniżej podane są 4 kwestie, które musisz omówić w rozmowie z egzaminującym.**

- zmiana diety
- ilość posiłków
- regularność spożywania posiłków
- konsultacja dietetyka

Rozmowę rozpoczyna egzaminujący.

Exam guide
9 Oral Matura

Life Skills guide
9 Communication,
Critical thinking,
Self-development

4 Learning

4A Vocabulary

Education

1 Revision Label the photos with the words in the box.

classroom dictionary homework library map teacher university



1 map



2 dictionary



3 homework



4 university



5 teacher



6 library



7 classroom

2 Revision Choose the correct option to complete each sentence.

1 My favourite *class* / *classroom* is Spanish. Today's *lesson* / *teach* was about the past tense.
2 When I don't understand a word, I look it up in my English-Spanish *map* / *dictionary*.
3 I always *teach* / *pass* all of my exams. I work hard because I don't want to *fail* / *take*.
4 My classes start at 7.30 am. I have to take the *books* / *school bus* at 7.00. Sometimes it's late, but usually I am the one who is late!
5 My classes end at 2.15 pm, but in the evening I have a lot of *maps* / *homework* to do.
6 There are a lot of books in our school *library* / *university*.
7 My mother *fails* / *teaches* Chinese classes at the *dictionary* / *university*.

3 Fill in the missing vowels to form more words about school.

1 b e cr e a t i v e
2 h a rd-w o rk i ng
3 pr i m a ry sch o o l
4 n o t e b o o k
5 d e v e l o p sk i lls
6 a n e d u c a t i o n
7 o nl i n e l e a rn i ng
8 g o o d gr a d e s
9 t a k e e x a ms

4 Match the words or phrases (1–9) with the definitions (a–i).

1 what students write in c
2 to go to classes e
3 to become good at something g
4 to have new, interesting ideas b
5 to do and study a lot f
6 piece of furniture students sit at a
7 learning i
8 internet-based classes d
9 what you get in a class to show how you did h

a desk
b be creative
c notebook
d online learning
e attend school
f be hard-working
g develop a skill
h grade
i education

5 Write one word in each gap to complete each sentence. The first letter is given.

1 It's important to get an e*ducation*. At school, children learn and develop s*kills* they will need in life, like reading and maths.
2 In developed countries, most children a*ttend* school during the day. Younger children go to p*rimary* school, and older children go to s*econdary* school.
3 In a typical classroom, students sit at d*esks* and the teacher stands in front and writes on a b*oard/blackboard*.
4 The government pays for s*tate* schools, so all children can go there. Some parents choose to pay to send their children to p*rivate* schools. These can be very expensive.
5 Class s*ize/sizes* can vary a lot. There may be only three or four students in a class, or there may be 30–40! It depends on the area and the school.
6 School is usually fun for younger students, but as they get older, it gets more difficult. They start to worry about taking t*ests* and getting good g*rades*.

6 Complete the text with the words in the box.

attend classes creative desks develop education (x2) free online learning primary students study teacher

In rural Bangladesh, heavy rains make it hard for many children to **(1)** attend school. An organisation called Shidhulai Swanirvar Sangstha found a **(2)** creative solution to this problem: Floating **(3)** primary schools! Twenty boats pick up children near their homes, then they stop and **(4)** classes begin. So the boats are both school buses *and* classrooms! Inside, there are **(5)** desks and chairs for the **(6)** students, and a board for the **(7)** teacher to write on. There are also computers with internet for **(8)** online learning. The children **(9)** study for three hours on the boats, then they go home and work on their homework.

Some of their parents go to the floating schools, too. There are seven boats for adult **(10)** education. In the classrooms, the men and women **(11)** develop skills for farming and good health. The schools for both the children and the adults are **(12)** free so they don't have to pay for their **(13)** education.



7 **Extension** Write the subjects in the correct category.

algebra biology chemistry drama club geography geometry history orchestra physics sports

Science: biology, chemistry, physics

Maths: algebra, geometry

Social sciences: geography, history

After-school activities: drama club, orchestra, sports

8 **Extension** Write the class or club that each person belongs in.

algebra ancient history band biology chemistry drama club orchestra social sciences sports team

1 I'm interested in plants and animals. biology
2 I like reading about people who lived a very long time ago. ancient history
3 I play football and tennis. sports team
4 I want to be a theatre actor or maybe be in films. drama club
5 I'm learning to play the guitar. I love pop and rock music. band
6 I want to learn about other cultures and the world we live in. social sciences
7 I enjoy finding out what things are made of. I also like doing interesting experiments! chemistry
8 I'm good with numbers, but I'd like to develop my skills more. algebra
9 I play the violin. I love Mozart and Beethoven. orchestra

4B Listening

Exam guide
1 Listening
Matching

1 Match the sentences (a–f) with the speakers (1–5). There is one extra sentence that you do not need to use. 39 p. 394

a This person has tried studying online.
b This person likes science subjects.
c This person belongs to several school clubs.
d This person thinks e-learning is the future of education.
e This person takes part in online lessons.
f This person does a lot of research online.

1 b **2** f **3** c **4** a **5** d

Exam guide
2 Listening
Multiple choice

2 Listen and choose the subject that each speaker talks about. 40 p. 394

1 **a** history
b geography
c art

2 **a** computing
b art history
c a foreign language

3 **a** science
b geography
c history

4 **a** maths
b physical education
c science

5 **a** maths
b computing
c a foreign language

6 **a** music
b physical education
c maths



Exam guide
5 Listening
Gap-filling

3 Listen and choose the best title for the talk. 41 p. 394

a Remote education
b Online classes
c Distance learning
d Modern technology

4 Listen to the speaker again and answer the questions. 41 p. 394

1 How many other names does the speaker use for distance learning?
a one
b two
c three

2 What does the speaker say makes online learning possible?
a the internet and computers
b colleges and universities
c teachers and students

3 What adjective does the speaker use for areas that are distant and isolated?
a faraway
b remote
c secluded

4 What does the *e* in *e-learning* stand for?
a everybody
b electronic
c everything

5 What is one reason the speaker gives for people not choosing e-learning?
a wanting to be with other students
b fear of being with others
c frustration with technology

6 What is another word for *choices* that the author uses?
a opinions
b opportunities
c options

5 Listen and complete the sentences. 42

1 Online learning is a lot ___easier___ for me than attending a college.
2 Technology is ___stressful___ for me. I prefer to be in a classroom.
3 My online classes are ___less___ expensive than attending a university.
4 Learning with others is ___more___ interesting than studying alone.
5 I think distance education is clearly the ___best___ way to learn.
6 I'm happy that people have lots of ___options___ these days.

4C Grammar 1

Comparatives and superlatives

1 Complete the sentences with the comparative form of the adjectives in brackets.

1 I want to buy a bigger (*big*) desk, so I can see my notes and my books at the same time.
2 My new chair is more comfortable (*comfortable*) than the one I used to have in my bedroom.
3 My eyes don't hurt now when I read because I'm using a brighter (*bright*) lamp.
4 I can use several programs at the same time on that better (*good*) computer.
5 This year, our teacher chose more interesting (*interesting*) books, so our classes are more fun.
6 I need a larger (*large*) notebook because this one is almost full!
7 I'm going to ask my friends to recommend some cooler (*cool*) music to listen to when I study. My music is quite boring.
8 I asked for a more expensive (*expensive*) laptop because I need more storage space.

2 Complete the sentences with the comparative form of the adverbs in the box.

attentively clearly early fast hard often regularly well

1 How should I change my study habits to do better in school?
2 I need to work harder so I can get better grades.
3 When I do my homework more regularly, I don't need to work so much before tests.
4 I could ask the teacher to explain things I don't understand more often.
5 I know I need to listen to my teachers more attentively
6 I should write more clearly so I can read my notes and study from them later.
7 The students who started revising for the test earlier got a better grade than me.
8 I need to write much faster in exams so I have enough time to answer all the questions.

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

1 the best / in the whole city / is / school / Our school
Our school is the best school in the whole city.
2 nicer / and bigger / the other schools / than / near here / is / The building
The building is nicer and bigger than the other schools near here.
3 than / are / better / teachers in / other schools / Our teachers
Our teachers are better than teachers in other schools.
4 place / in the school / The library / the quietest / is
The library is the quietest place in the school.
5 has / computers / Our / computer lab / the fastest
Our computer lab has the fastest computers.
6 the other / than / classes / is / My class / better
My class is better than the other classes.
7 because we / learning / We work / than / harder / like / other classes
We work harder than other classes because we like learning.
8 also have / football team / We / best / the
We also have the best football team.
9 class / other classes / My / higher / than / grades / gets
My class gets higher grades than other classes.

4 Write questions using the correct superlative form of the words in bold.

1 A: what / **old** / university in the world?
What is the oldest university in the world?
B: The University of Karueein (also known as Al Quaraouiyine University) in Morocco started in 859.
2 A: what country / **large** / number of students?
What country has the largest number of students?
B: According to the 2011 census, there are 315 million students in India, which has a population of 1.3 billion people.
3 A: where / **big** / school in the world?
Where is the biggest school in the world?
B: In India. The Lucknow City Montessori School in Uttar Pradesh has 2,500 teachers who teach more than 52,000 students in 1,000 classrooms.
4 A: how big / **small** / school in the world?
How big is the smallest school in the world?
B: A school in Turin, Italy, has just one student.
5 A: who / **old** / high-school graduate in the US?
Who is the oldest high-school graduate in the US?
B: Fred Butler was 106 years old when he graduated from high school.
6 A: who / **young** / high-school graduate in the US?
Who is the youngest high school graduate in the US?
B: Michael Kearney graduated from high school when he was six years old! He graduated from university when he was eight!
7 A: where / students / **long** and **short** / summer holidays?
Where do students have the longest and shortest summer holidays?
B: In Ethiopia, some schools have twelve to fifteen weeks of summer holidays. In Germany, most students have only six weeks of summer holidays.
8 A: where / students / receive / **more** / homework?
Where do students receive the most homework?
B: In China, where students have to do more than fourteen hours of homework a week!

4D Reading

VOCABULARY BUILDING Suffixes *-ful/-less*

Exam guide
1 English in Use
Word formation

1 Complete the sentences with the correct form of the words in brackets. Add the suffix *-ful* or *-less* and make changes to spelling where necessary.

1 Finnish schools believe that studying subjects together is more useful (*use*) than studying them separately.
2 When students work together, they may be more careful (*care*) about what they do than when they work alone.
3 Learning about beautiful (*beauty*) works of art is part of a complete education.
4 Working together in groups can help students become more skilful (*skill*) learners.
5 Working with a group is a good way to avoid making careless (*care*) mistakes.
6 Students should be more thankful (thank) for the help that teachers give them.

READING

Exam guide
2 Reading
Multiple choice

2 Read the text and choose the correct options.

1 According to paragraph 1, which of the following is true of Finnish schools?
a Students only learn about their favourite subjects.
b Finnish schools don't teach history and geography.
c Students learn about different subjects at the same time.
d Students work in cafés.

Exam guide
4 Reading
Matching headings

2 Which TWO of these points about Finnish schools does the writer make?
a Working in groups is a good way to become good communicators.
b Some students prefer to study science rather than geography or history.
c Studying topics, as opposed to subjects, is a useful way to learn.
d Finnish students study maths, art and history.

3 According to paragraph 3, how is Finland making changes to learning environments?
a by creating courses about World War II
b by encouraging students to work in groups
c by building new school buildings without separate classrooms or hallways
d by preparing students for jobs in the future

4 According to the article, what do students learn by studying topics instead of subjects?
a They learn how to look for a job.
b They study the history of wars, including World Wars I and II.
c They develop the skills needed to work in a restaurant.
d They learn to share information and apply skills to a variety of tasks.

5 In the article as a whole, the writer appears to feel that
a schools should have separate classrooms and hallways.
b recent changes in Finnish education are good for students.
c some students prefer to work alone and not in groups.
d most Finnish teachers usually work very long days.

3 Choose the correct option (a–d) to complete each sentence.

1 According to the article, c subjects together.
2 Rather than study subjects on their own, a way to learn.
3 Working in groups, d work together successfully.
4 Studying one subject at a time b them together.

a working together is the best
b isn't as useful as studying
c students in Finland study some
d students need to be able to

4 Match the headings (a–d) with the paragraphs in the article.

a The advantages of working together
b The new approach in practice
c Finland's new approach to education
d Giving students the skills to succeed

Paragraph 1 c
Paragraph 2 a
Paragraph 3 b
Paragraph 4 d

Exam guide
5 English in Use
Word formation

5 Complete the sentences with words from the box below, using the correct suffix *-less* or *-ful*. There are two extra answers that you don't need to use.

cheer fear forget help hope limit rest use

1 The choice of subjects at college is almost limitless. You can study pretty much anything you want.
2 Meeting the careers advisor was really helpful. She gave me lots of advice.
3 He never remembers what books to bring to school. He's so forgetful.
4 She's completely fearless. She isn't afraid of anything.
5 Some of the maths we study at school is useless. We'll never need it in real life.
6 Her parents are hopeful that she'll be accepted by one of the top universities.

What do you want to know?



1 43 What's your favourite school subject? Do you love maths? Does English interest you? Are you not as excited about art as you are about music? Or are you more of a science buff*? We all have favourite subjects, but what if, instead of learning about each subject separately, you studied two or more together? That's exactly how some students in Finland are learning.

2 When students learn about topics such as world events, they study several subjects together. For example, in a course about World War II, the students study history, geography and maths. Learning about topics, not just one subject, helps students see several points of view. In another course*, called 'Working in a café,' students study English language, communication skills and economics. In courses like this, students use many skills as they are learning.

3 Finnish educators* believe that students learn better when they work in small groups to solve problems. Working together is a very useful skill that helps students develop their ability to communicate. At this point, students in Finland don't spend their whole school day working in groups. They still attend 'regular' classes and study some subjects separately. But Finland is serious about making changes to the school day and to how students learn. The country has already built several new school buildings that don't have separate classrooms or hallways.

4 Finnish schools are making this change because many educators there believe that working together to study topics is the best way to learn. They believe that working alone and studying only one subject at a time isn't the best way to learn. They feel that students who work together with teachers and other students to choose and study topics they care about are better learners. They also feel that students who learn in this way are better prepared for jobs, once they've completed their education.

buff *a fan; someone who likes something a lot*
course *class*
educators *teachers and school directors*

4E Grammar 2

Comparative forms

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

1 Computer skills are ___so___ important for students.
2 There is ___such___ a need for computers in every classroom.
3 The book was ___so___ interesting Airi read it in one day!
4 Tomas is ___such___ a talented writer. Do you read his blog?
5 That test was ___so___ easy!
6 The English exam was ___so___ challenging.
7 We saw ___such___ a fun play on Friday night.
8 My nephew and niece both got top grades; they are ___such___ clever children.

2 Listen and complete the sentences. 44

1 Victor hopes the essay he wrote is ___long enough___. It's 200 words.
2 Grammar is ___as easy as___ vocabulary for me.
3 Studying for your exams is ___as important as___ doing your homework.
4 I thought our homework was ___too long___.
5 The classroom wasn't ___big enough___ for fourteen students.
6 My classmate decided the study group wasn't ___important enough___ for her to attend.
7 Watching films in English is ___so fun___!
8 I watched ___such an interesting___ film last weekend.

3 Choose the correct option to complete each sentence.

1 Playing football **isn't as fun as** swimming.
The phrase *isn't as … as …* ____.
a shows that the quality described by an adjective is more than wanted or needed
b compares things and says how they are similar or different
c makes the adjective stronger

2 My soup was **not hot enough**, so I sent it back.
The phrase *not … enough* ____.
a shows that the quality described by an adjective is more than wanted or needed
b says that the quality described by the adjective is the right amount
c says that the quality described by the adjective is less than the right amount

3 Tom has **such a great** car.
The word *such* ____.
a shows that the quality described by an adjective is more than wanted or needed
b compares things and says how they are similar or different
c makes the adjective stronger

4 His score was **high enough** to earn him an award.
The word *enough* ____.
a shows that the quality described by an adjective is more than wanted or needed
b says that the quality described by the adjective is the right amount
c says that the quality described by the adjective is less than the right amount

5 I love that book! It's **so interesting**.
The word *so* ____.
a shows that the quality described by an adjective is more than wanted or needed
b compares things and says how they are similar or different
c makes the adjective stronger

6 This shirt is **too big** for me.
The word *too* ____.
a shows that the quality described by an adjective is more than wanted or needed
b compares things and says how they are similar or different
c makes the adjective stronger

4 Are the words in bold correct or incorrect? Correct those that are incorrect.

1 It is **such cold** today. ___so cold___
2 Chen isn't **as old enough** his brother. ___as old as___
3 The wifi in this café is **so bad**. ___✓___
4 The train is **enough fast** to get us to Granada by 4.00. ___fast enough___
5 This is **such a slow bus**. I don't think we'll get to class on time. ___✓___
6 The bus was **enough slow** – we didn't get to class on time. ___too slow / so slow___
7 Is it **hot such** to go swimming today? ___hot enough___
8 My maths class has three students in it. It **isn't as big as** my English class. ___✓___
9 Alex is **so a bad** loser – he gets really angry if he doesn't win. ___such a bad___

5 Choose the option which is closer in meaning to the original sentence.

1 Maths is as easy as history.
(a) Maths is easy and history is easy.
b History is not as challenging as maths.

2 My new neighbourhood is a lot safer than where I lived last year.
(a) My old neighbourhood isn't as safe as my new neighbourhood.
b My new neighbourhood isn't as safe as my old neighbourhood.

3 Lara's car wasn't big enough for us all to travel in.
a Lara's car was small enough.
(b) Lara's car was too small.

4 Dan's car is noisy. Lila's car is quiet.
(a) Dan's car isn't as quiet as Lila's car.
b Lila's car isn't as quiet as Dan's car.

5 I went to Athens, but I was only there for two days. It was a very quick trip!
a My trip to Athens was quick enough.
(b) My trip to Athens was so quick.

6 Kate thinks studying is as important as working to make money.
a Kate thinks studying is important enough.
(b) Kate thinks studying is important. She also thinks making money is important.

7 I wasn't old enough to see that film.
(a) I was too young to see that film.
b I was so young to see that film.

8 It is very challenging to climb Mt. Everest.
(a) Mt. Everest is such a challenging mountain to climb.
b Mt. Everest is challenging enough to climb.

6 Complete the second sentence so that it means the same as the first. Use no more than three words in each gap.

1 I thought the exam was very stressful.
I thought the exam was ___too/so___ stressful.

2 That coffee was awful!
That was ___such___ bad coffee.

3 I am seventeen years old and my friend Zach is seventeen years old.
I am ___as old as___ Zach.

4 Will is very popular, but his friend Kyle is not.
Kyle ___isn't as popular___ as Will.

5 I really loved that book!
That book was ___so___ good!

6 I needed to get to the theatre by 8.00 to get a good seat; I got there at 7.50.
I got to the theatre early ___enough___.

7 I gave up because I was afraid.
I gave up because I wasn't ___brave enough___.

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

1 was / cool / The / to / drink / enough / tea
The tea was cool enough to drink.

2 The / too / were / hot / peppers
The peppers were too hot.

3 We / enough / to / have / a / salad / vegetables / make
We have enough vegetables to make a salad.

4 There / people / were / to / class / play / the / game / in / enough There were enough people to play the game in class./ There were enough people in class to play the game.

5 My / tomorrow / is / at / the / important / school / interview / so My interview at the school tomorrow is so important. / My interview tomorrow at the school is so important.

6 teacher / us / Our / easy / gave / an / such / test
Our teacher gave us such an easy test.

7 as / Josh / father / is / as / his / tall
Josh is as tall as his father.

8 can / as / I / run / as / can / fast / Leo
I can run as fast as Leo can. / Leo can run as fast as I can.

8 Choose the correct option to complete each sentence.

1 My tea was too hot, so
(a) I didn't drink it.
b I heated it up.

2 The birthday cake was so good that
a I didn't have any.
(b) I ate two pieces.

3 He wasn't serious enough when he practised for the competition, so
(a) he came in last place.
b he came in first place.

4 The chemistry course wasn't challenging enough for me, so
(a) I took a different class.
b I got a bad grade.

5 She doesn't think watching TV is as interesting as seeing films, so
(a) she went to see a film.
b she stayed home and watched TV.

6 I had enough money to buy my mum a really nice birthday present, so
a my mum was sad and didn't like her present.
(b) my mum loved her present and was really happy.

7 The trip took such a long time, so
(a) we got there late at night and were really tired.
b we got there really quickly and had a lot of time to relax before bed.

Technology guide
Video available on DVD, Multibook and **www.dlanauczyciela.pl**

Technology guide
LearningApps.org

TEDTALKS Practice
Don't eat the marshmallow!

Rozwiąż dodatkowe zadania do filmu na LearningApps.org.

AUTHENTIC LISTENING SKILLS

Life Skills guide
4 Critical thinking

1 Listen to the TED Talk extracts. Choose the correct option to complete each sentence. 45 p. 395

1 In the US research, *one out of three* / *two out of three* children ate the marshmallow.
2 *One out of three* / *Two out of three* children did other things, like walking around.
3 *A great percentage* / *A few* of the children who ate the marshmallows were in trouble years later.
4 In Colombia, *one out of three* / *two out of three* ate the marshmallow.
5 Joachim made *one* / *two* marshmallow book(s) for children in Korea.

WATCH p. 402

Exam guide
2 Listening
Multiple choice

2 Watch the TED Talk and choose the correct answers.

1 Who started the first research?
a Joachim de Posada
b a group of children
c a professor at Stanford

2 How long did the children have to wait in the room?
a four minutes
b fifteen minutes
c two hours

3 What did the children get if they waited?
a one more marshmallow
b two more marshmallows
c coffee

4 What does Joachim de Posada say is the most important factor for success?
a being able to control yourself
b knowing how to get more of what you want
c asking for a better opportunity or deal

5 What did Joachim want to find out in Colombia?
a if Hispanic children liked marshmallows
b if Hispanic children acted differently to American children
c if the first research was correct

6 Why does Joachim think the research is so important?
a People are eating too many sweets like marshmallows.
b People should teach their children to stop eating sweets.
c People are using more than they are giving back.

3 Match the words (1–5) with the correct paraphrased line (a–e).

1 principle c
2 question d
3 experiment e
4 message a
5 factor b

a I'm here because I have **something very important to say**.
b I think we have found the most important **reason** for success.
c The children already, at four, understood the most important **rule** for success.
d I have **something I want to ask** …
e I did the same **test** in Colombia.

4 Tick (√) the things that are true about the children who did not eat the marshmallows.

1 They knew how to wait. ☑
2 They grew up to be successful. ☑
3 They did not like marshmallows. ☐
4 They did not make it to university. ☐
5 They had good grades. ☑
6 They were in trouble. ☐
7 They had good eating habits. ☐
8 They were happy. ☑

VOCABULARY IN CONTEXT

5 Listen and complete each sentence with the correct word or short phrase. 46

1 What did they find? They went to look for these kids who were now eighteen and nineteen. And they found that _100 percent_ of the children that had not eaten the marshmallow were successful.
2 A great percentage of the kids that ate the marshmallow, they _were in trouble_.
3 They did not _make it to_ university. They had bad grades. Some of them dropped out.
4 This little girl was interesting; she ate the inside of the marshmallow. _In other words_, she wanted us to think that she had not eaten it, so she would get two. But she ate it.
5 She should not _go into_ banking, for example, or work at a cash register. But she will be successful.
6 We are eating more marshmallows than we are _producing_. Thank you so much.

4F Speaking

1 Read the conversation and complete the sentences with the phrases in the box. Then listen to the conversation and check your answers. 47

is the best choice	isn't as useful as this
isn't it expensive	look the most useful
looks more exciting	more interesting
think it's useful enough (x2)	too boring

A: Hey, I'm looking for an app to practise my English with, do you know any?

B: Ah, that's a good idea. I've never thought of that. Which ones **(1)** look the most useful?

A: Well, there's this one here, which has flash cards and some grammar exercises, and it's free.

B: Is it **(2)** too boring, maybe?

A: I don't know, it's for school anyway, but do you **(3)** think it's useful enough?

B: Well, you get what you pay for. What about that one, with the star logo?

A: That looks **(4)** more interesting. There are things to read and listen to.

B: And there are some collocation activities for vocabulary, too.

A: Excellent! Teachers always tell us to practise them. We'll be awesome.

B: Yeah, that first one **(5)** isn't as useful as this.

A: Are there any more?

B: I had a look and there's this one. It **(6)** looks more exciting, with lots of games to play with words and grammar.

A: Let's see. Oh, yeah, but **(7)** isn't it expensive?

B: Well, it is a little. Do you **(8)** think it's useful enough to pay for?

A: I'm not sure. I guess you have to pay to find out.

B: Yeah. I think the star one **(9)** is the best choice.

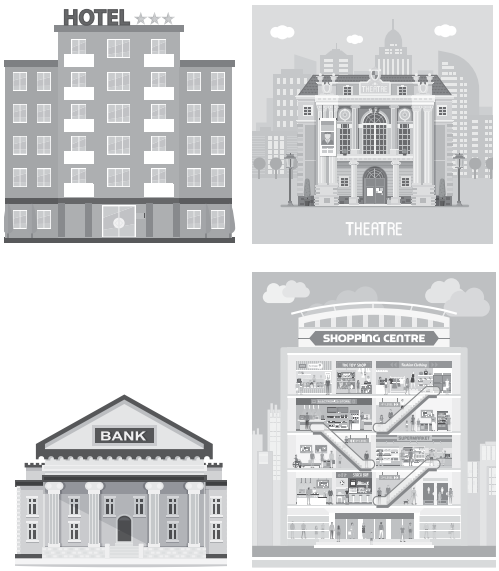
2 You're writing an article for the school website about things students like and dislike about the school.

Think about the three different people described below and make notes about what their answers to the questions might be. Then listen to the model answers to compare your ideas. 48 p. 395

- A student in the first year at the school, who is quite lazy.
- A student in their last year at school, who is captain of the football team.
- A student in the middle of school, who plans to go to university.

1 What's the most fun thing about being at this school?
2 Which subjects are the most interesting?
3 Do you think that school is useful enough for your future?

3 Listen and follow the instructions. 49 p. 395



Listen to the model answer and compare it with your ideas. 50 p. 395

Life Skills guide
2 Creativity, Critical thinking

4G Writing

An enquiry email

Life Skills guide
4 Creativity
Practical skills

1 Choose the correct answers to the questions.

1 What greeting would you use in an email to someone you don't know?
(a) Dear Evening Class Coordinator,
b Hi Evening Class Coordinator,

2 How would you say how you know about the course?
a I am really interested in this course.
(b) I saw an advertisement for this course online.

3 How would you introduce your reason for emailing?
a I wanted to do a course in printmaking last year.
(b) I am writing because I have a couple of questions.

4 What kind of information would you ask?
(a) Are all the materials for the course provided?
b Do you prefer printmaking or photography?

5 How would you thank the person you are emailing?
(a) Thank you in advance for any information.
b Thanks a lot. I really appreciate your help!

6 What closing expression would you use?
a See you soon,
(b) Yours sincerely,

2 Put the six sections of the enquiry email in the correct order.

3 First, is the course suitable for complete beginners? Second, is there a focus on sound editing or do you mainly cover mixing techniques?
6 Daniel Wilson
4 Thanks for any information you can provide. I look forward to hearing from you.
5 Yours sincerely,
2 I saw your poster for the five-day music production course when I was at the train station this morning. I'm writing because I'd like some more information.
1 Dear Sound Studios,

Exam guide
5 Writing
A formal email

Life Skills guide
5 Creativity,
Mediation,
Practical skills

3 Read the enquiry email. Then choose the correct information for the categories. There are two items you don't need.

Dear Sound Studios,
I saw your poster for the five-day music production course when I was at the train station this morning. I'm writing because I'd like some more information.
First, is the course suitable for complete beginners? Second, is there a focus on sound editing or do you mainly cover mixing techniques?
Thanks for any information you can provide. I look forward to hearing from you.
Yours sincerely,
Daniel Wilson

Daniel Wilson five days formal informal
music production sound editing Sound Studios
train station

1 Course venue: Sound Studios
2 Course title: music production
3 Length of course: five days
4 Question: sound editing
5 Sender: Daniel Wilson
6 Tone of email: formal

4 Read the enquiry email. Find and correct six mistakes in it.

Dear Happy Language School,
I saw you're advertisement for the four-week course in Business English on your website. I'd like to ask about a couple of things.
First, what is the language level of most students who take this course?
First, is your Certificate of Achievement recognised by industry professionals(.)
Thanks for any informations you can give me. I look forward to hearing for you.
Your sincerely,
Joan Hanks

your
Second
?
information
from
Yours

5 This is part of an advertisement for a course you have seen online.

Introduction to lead guitar
Experienced instructor gives group lessons every Monday, 6 pm to 8 pm. Efficient teaching method. Useful exercises, techniques and tips. Contact *Guitar Experts Inc.* at info@GEI.com.

Now, write an enquiry email to the course directors. Follow the instructions:

- say where you saw the course advertised and why you are emailing,
- ask about the style of music taught and the cost of a lesson,
- use polite language for your greeting, closing statement and closing expressions.

Lexical Review 4

1 Complete the crossword and write the keyword below.

1	F	R	I	E	N	D	L	Y	
	2	S	E	R	I	O	U	S	
3	C	L	A	S	S	R	O	O	M
	4	H	I	S	T	O	R	Y	
	5	E	X	E	R	C	I	S	E
6	C	R	E	A	T	I	V	E	
		7	P	I	C	K			
8	A	P	A	R	T	M	E	N	T

Keyword: district

1 someone who is nice to other people and who is always ready to help them is ____

2 a person who is not joking is ____

3 the place where you have lessons at school

4 the subject in which you study the past

5 physical movement, for example, when doing sport

6 a person who has lots of original ideas is ____

7 to collect someone by car – to ____ up

8 the American word for a 'flat'

2 Choose the correct option to complete each sentence.

1 Pupils have to ____ school until they are 18 years old.
a develop **c** wait
b study **d** attend

2 I hope I ____ the geography test with a high mark.
a take **c** have
b pass **d** learn

3 When did you ____ that you were allergic to nuts?
a avoid **c** stay
b discover **d** catch

4 She didn't like her teachers at ____ school.
a primary **c** physics
b premier **d** early

5 I was very ____ so as not to make any silly mistakes in the exam.
a cared **c** caring
b careless **d** careful

6 He ____ to a few clubs and goes to meetings several times a week.
a deals **c** belongs
b keeps **d** brings

7 The bandages are in the second ____ on the left.
a sink **c** shelf
b furniture **d** drawer

8 The European ____ of South America was started by the Spanish.
a explored **c** location
b exploration **d** direction

3 Match the words (1-8) with the definitions (a-h).

1 curly c
2 cheek f
3 dictionary e
4 chair a
5 grade g
6 beard b
7 chin h
8 fail d

a something you sit on when working at your desk
b the hair that grows on a man's face
c not straight
d to not pass a test
e the place you look when you don't know a word
f the part of your face below your eye
g the mark for a piece of work at school
h the part of your face below your mouth

4 Write one word in each gap to complete the sentences.

1 My doctor says there is nothing wrong with me and that I am completely healthy.

2 I love geometry because I like drawing shapes and calculating distances and dimensions.

3 When he was only 12, he had to start wearing glasses in order to see better.

4 There is too little light in this room. We need to buy a better lamp.

5 Students often think that some subjects are useless because they will never need them in the real world.

6 His handwriting is terrible! Look how he writes in his notebook for history lessons.

7 Jane has bought a new carpet and has just finished putting it on the floor in the living room.

8 I need to borrow a few books from the school library.

5 Match the words (1–8) with with their synonyms (e–h).

1 angry d
2 ancient f
3 drama b
4 attempt g
5 old-fashioned h
6 develop c
7 free e
8 entire a

a whole
b acting
c improve
d upset
e without any charge
f very old
g try
h not modern

Exam guide
4 English in Use
Gap-filling

Exam guide
2 English in Use
Multiple choice

Skills Review 4

ENGLISH IN USE

Słowotwórstwo

Exam guide
1 English in Use
Word formation

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

1 Exams are always ___stressful___ for students.
STRESS
2 My sister is terribly ___careless___ and usually makes a lot of mistakes.
CARE
3 Thanks to her ___ability___ to communicate with people she is a good manager.
ABLE
4 Is it more ___useful___ to know English or Chinese?
USE
5 Most people want to be ___successful___ in their professional life.
SUCCESS

Uzupełnianie luk

Exam guide
2 English in Use
Gap-filling

2 Uzupełnij luki w zdaniach **jednym** wyrazem, który najlepiej pasuje.

1 David uses online dictionaries to look a word ___up___ if he doesn't understand it.
2 We should care more ___about___ our environment.
3 I think history is easier ___than___ maths.
4 Beth speaks English very well but she ___would___ like to develop her skills more.
5 I see your point, of ___course___, but I have a different opinion.

Uzupełnianie zdań

Exam guide
3 English in Use
Multiple choice

3 Wybierz odpowiedzi, które poprawnie uzupełniają zdania.

1 It was ____ interesting lesson.
a such
b so
c such an
2 I'm a little taller ____ my cousin.
a as
b than
c so
3 Yesterday's test was ____ I have ever written.
a hardest
b the hardest
c harder
4 I was ____ tired to watch TV in the evening.
a too
b enough
c very
5 The tea was ____ hot that I couldn't drink it.
a such
b so
c very

Exam guide
4 English in Use
Sentence formation

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

1 It (*be / important / get*) ___is important to get___ a good education. Without one it's unlikely that you'll get a decent job.
2 La Rosey in Switzerland is (*expensive / school*) ___the most expensive school___ in the world. Very few people can afford to study there.
3 Students (*need / listen*) ___need to listen___ carefully to what their teachers are saying.
4 It's true that some students (*prefer / study*) ___prefer to study___ languages rather than maths.
5 In my school there (*be / 45 / teacher*) ___are 45 teachers___, who teach over 600 students between them.

Tłumaczenie fragmentów zdań

Exam guide
5 English in Use
Translations

5 Przetłumacz fragmenty zdań podane w nawiasach na język angielski.

1 I'd do anything (*aby zdać*) ___to pass___ the exam.
2 In many countries children (*uczęszczają do*) ___attend___ school five days a week.
3 We (*przeprowadzamy wiele eksperymentów*) ___carry out many experiments___ during our chemistry lessons.
4 Our homework (*zabrała tyle czasu*) ___took so much time___ that we had no time for any relaxation.
5 (*Najbardziej pracowici*) ___The most hard-working___ students usually get the highest grades.
6 Lots of students take part in (*zajęciach pozalekcyjnych*) ___after-school activities___.

Life Skills guide
5 Mediation

Parafrazy zdań

6 **Uzupełnij drugie zdanie, tak żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów.**

1 I'm 1.65 m tall. My sister is also 1.65 m tall.
I'm _____as tall as_____ my sister is.

2 I've got a bookcase, but it's too small for all my books.
I need _____a bigger_____ bookcase.

3 All the students in our class run fast, but Philip runs faster than we do.
Philip is _____the fastest runner_____ in our class.

4 Lucy is too young to travel alone.
Lucy is not _____old enough_____ to travel alone.

5 Vicky knows the most English words out of all the students in her class.
No other students in Vicky's class know _____
_____as many English words_____ as she does.

Uzupełnianie zdań

LISTENING

7 **Usłyszysz dwukrotnie cztery wypowiedzi na temat egzaminów. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej pytanie (a–e). Wpisz rozwiązania do tabeli.** 51 p. 395
Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

Which speaker …

a is giving a talk in the examination room?
b is explaining how to pass an exam?
c is talking about possible unexpected problems before an exam?
d is advertising a way to prepare for an exam?
e is describing an exam he/she expected to fail?

1	2	3	4
d	a	c	e

WRITING

8 **Wybrano cię na przewodniczącego samorządu uczniowskiego. W e-mailu do kolegi z Londynu napisz:**

- dlaczego postanowiłeś/postanowiłaś kandydować,
- jak przebiegała twoja kampania wyborcza,
- o reakcji uczniów na twoje zwycięstwo w kampanii,
- jak zamierzasz poprawić działanie samorządu uczniowskiego.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić od 80 do 130 słów (nie licząc słów w zdaniach, które są podane).

Hi Dan,
Guess what! I was elected president of the Students' Board!
…

SPEAKING

9 **Opisz ilustrację i odpowiedz na pytania znajdujące się w zestawie dla egzaminującego.**



Pytania w zestawie dla egzaminującego:

1 Why has the boy decided to learn in this location?
2 Do you prefer learning alone or in a group? Why?
3 Tell me about how you once learnt in a location other than your school/house.

Exam guide
6 English in Use
Transformations

Exam guide
8 Writing
An email

Life Skills guide
8 Creativity,
Mediation,
Practical skills

Exam guide
9 Oral Matura

Life Skills guide
9 Creativity,
Critical thinking,
Mediation

Exam guide
7 Listening
Matching

5 Family and friends

5A Vocabulary

How's it going?



1 **Revision** Look at the photo. Choose the correct words to complete the sentences.

1 They are *friends* / *a family*.
2 Michael is a *boy* / *man*.
3 Alana is a *girl* / *woman*.
4 Alana and Darrell are *married* / *divorced*.
5 Stephanie is Darrell's *son* / *daughter*.
6 Darrell is Michael's *father* / *mother*.
7 Alana and Darrell are Stephanie and Michael's *children* / *parents*.
8 Darrell is Alana's *wife* / *husband*.

2 **Revision** Complete the sentences with the correct words.

1 Before people get married, they are s i n g l e .
2 If a man was married, but now he's not, he's d i v o r c e d .
3 Your mother and father are your p a r e n t s .
4 Boys and girls are c h i l d r e n .
5 Fathers are m e n .
6 Mothers are w o m e n .

3 Put the people into the correct category.

aunt	brother	classmate	cousin	daughter
father	friend	husband	mother	partner
sister	son	stranger	uncle	wife

man / boy	woman / girl	either
father, brother, husband, uncle, son	mother, sister, wife, aunt, daughter	cousin, partner, stranger, classmate, friend

4 Match the words (1–8) with the definitions (a–h).

1 aunt h
2 uncle d
3 partner g
4 teammate b
5 stranger a
6 kiss c
7 hug f
8 wave e

a a person you don't know
b a person you play football or cricket with
c touch someone's cheek with your lips
d the brother of your mother or father
e move your hand in the air
f put your arms around someone
g a person you work together with on a project
h the sister of your mother or father

5 Listen and match (1–6) with the photos (a–e). 52
p. 396

a 
b 
c 
d 
e 
f 

1 d
2 c
3 e
4 f
5 b
6 a

Exam guide

6 English in Use
Multiple choice

6 **Choose the correct words to complete the text.**

A big family

Having a big family can be fun. I have one older **(1)** __c__ and he's not always nice to me, but I also have three younger **(2)** __a__ and we are very close. We live with our parents and my **(3)** __b__, who is my father's mother. Her husband, my **(4)** __d__, died two years ago.

My father was an only child, but my grandparents on my mother's side had two sons and four daughters, which means I have two **(5)** __d__ and three **(6)** __c__.They all had children, too, so I have a lot of **(7)** __b__ on that side of the family.

There are also some other people I think of as part of my family, for example my **(8)** __c__. She comes to my house every weekend and celebrates holidays with us, too. There are also my volleyball **(9)** __b__. We are like a family at school; we're always together and helping each other.

1 **a** sister
b father
c brother
d stranger

2 **a** sisters
b parents
c aunts
d classmates

3 **a** aunt
b grandmother
c uncle
d grandfather

4 **a** aunt
b grandmother
c uncle
d grandfather

5 **a** mothers
b cousins
c aunts
d uncles

6 **a** brothers
b grandfathers
c aunts
d uncles

7 **a** partners
b cousins
c brothers and sisters
d strangers

8 **a** stranger
b friend of a friend
c best friend
d cousin

9 **a** classmates
b teammates
c strangers
d partners

7 **Complete the sentences with the words and phrases in the box.**

best friend	classmate	neighbour	partner
say hello	shake	strangers	teammates	wave

1 When I meet someone for the first time, I smile and __shake__ their hand.
2 When I see my friends across the street, I __wave__ my hand and __say hello__.
3 In class, we often have to work with a __partner__ on an activity.
4 A lot of people don't enjoy talking to __strangers__ on the bus or the train, but there are some people who are friendly with everyone!
5 Simon is my __neighbour__. He lives just across the street.
6 In a basketball game, all of the __teammates__ must work together to win.
7 Some people don't have just one __best friend__, but many different people who they spend a lot of time with.
8 I don't know Annabel very well, but she's a __classmate__; we study French together.

8 **Extension** **What is each person's relationship to Rachel, the second speaker? Listen and circle the answers.** 53 p. 396

1	Dan	brother	stepbrother
2	Steve	stepfather	father-in-law
3	Max	half-brother	stepbrother
4	April	sister-in-law	stepsister
5	Olivia	niece	half-sister
6	Amanda	sister-in-law	half-sister
7	Jared	half-brother	nephew

9 **Extension** **Complete the text with the words in the box.**

brother-in-law	ex-wife	father-in-law	half-brother
half-sister	mother-in-law	nephews	nieces
stepbrothers	stepfather	stepmother	stepsisters

Our families often grow as we do. If you have a sister and she gets married, then you will have a new **(1)** __brother-in-law__. If they have children, you will have **(2)** __nieces/nephews__ and **(3)** __nephews/nieces__. Then, if you get married, you will have a husband or wife, and his or her mother and father will become your **(4)** __mother-in-law/father-in-law__ and **(5)** __father-in-law/mother-in-law__

Or, you might become part of a *blended family*. When a married couple gets divorced, or someone loses a wife or husband, sometimes they get married again. The man marries a new woman and his children get a **(6)** __stepmother__. If his new wife has children, too, then his children will also have new **(7)** __stepbrothers/stepsisters__ and **(8)** __stepsisters/stepbrothers__ If the father and his new wife have a baby together, this child will be the **(9)** __half-brother/half-sister__ or **(10)** __half-sister/half-brother__ of the children from the first marriages. If the man's **(11)** __ex-wife__ also marries someone new, then the kids will also have a **(12)** __stepfather__ and another new family!

5B Listening

Exam guide
1 Listening
Matching

1 Match the sentences (a–f) to the speakers (1–5). There is one extra sentence that you do not need to use. 54 p. 396

a This person has a half-brother.
b This person has no younger relatives.
c This person is talking about her cousin.
d This person is divorced.
e This person has two nieces.
f This person is married.

1 d **2** a **3** f **4** c **5** e

LISTENING

Exam guide
2 Listening
True/false

2 Listen to the conversations (1–6). Are the statements correct (*YES*) or incorrect (*NO*)? Tick the boxes. 55 p. 396

	YES	NO
1 He invited her to the party.	☐	☑
2 She invited him to the celebration.	☑	☐
3 She accepted his invitation.	☐	☑
4 He didn't accept the invitation.	☑	☐
5 She accepted his invitation.	☑	☐
6 She invited everyone to the celebration.	☑	☐

Exam guide
3 Listening
Gap-filling

3 Listen to the speaker and complete the text with the correct words. 56

I recently graduated from Manchester University. We had a fantastic **(1)** celebration with my family and friends. And, to be honest, it was both sad and happy for me. Sad because I'm leaving a lot of people that I've **(2)** known for years. Happy because a whole new period in my life is beginning and I feel really excited about what the future holds.

Fantastically, I've been **(3)** offered two different jobs. I haven't decided which one to take **(4)** yet, but they're both good. I feel really lucky. And my parents are really supportive. They want me to follow my dreams. My mother told me that she'll be **(5)** proud of me no matter what I decide to do.

It's impossible to predict the future, but I feel really good about things. I'm **(6)** healthy, I have a wonderful family and I feel like almost anything is possible. I'd better stop talking before I get too **(7)** emotional.

4 Listen to the sentences about each photo. Write the letter (a, b, c or d) of the sentence that best describes the photo. 57 p. 396



1 a



2 c



3 b



4 a

5C Grammar 1

Present perfect and past simple

1 Choose the correct verb forms to complete the dialogues.

1 A: How long *have* / *had* / *has* you had your computer?
B: I haven't *has* / *had* / *having* it very long – only a year.

2 A: How many books has Ms Brenner *ask* / *asks* / *asked* you to read this term?
B: She *has* / *have* / *had* given us two books so far.

3 A: *Had* / *Has* / *Have* you found your smartphone yet? I know you had it yesterday.
B: No, I *don't have* / *haven't* / *haven't had*. I don't know where it is.

4 A: Have you *knows* / *known* / *know* your best friend for a long time?
B: Yes, I have. We *had* / *having* / *have* been friends since we were ten!

5 A: How many years has our class *studies* / *study* / *studied* English? Three? Four?
B: I think we have *has* / *have* / *had* English for four years now. We're getting pretty good!

6 A: I have *work* / *worked* / *works* at the bookshop since the summer. I really like it.
B: That's awesome! *Has* / *Had* / *Have* you thought about working there when you finish school?

2 Rewrite the negative sentences in the affirmative and the affirmative sentences in the negative.

Example: Marco hasn't finished his homework.
Marco has finished his homework.

1 Celia has seen her parents all day.
Celia hasn't seen her parents all day.

2 Josh and Natalie have seen a lot of really good films.
Josh and Natalie haven't seen any / a lot of really good films.

3 Our teacher has given us a lot of homework this weekend.
Our teacher hasn't given us any / a lot of homework this weekend.

4 My friends have not called yet.
My friends have (already) called.

5 I haven't met my best friend's sister.
I have met my best friend's sister.

3 Complete the text with the present perfect form of the verbs in brackets.

My family and I like to travel. We **(1)** have taken (*take*) advantage of every chance to travel. Together and separately, we **(2)** have visited (*visit*) some really exciting places. My parents **(3)** have been (*be*) to Peru many times. They **(4)** have seen (*see*) Machu Picchu and **(5)** have walked (*walk*) the Inca Trail. My brother and I **(6)** have been (*go*) to Europe a couple of times. We **(7)** have kayaked (*kayak*) on fjords and **(8)** (have) skied (*ski*) on glaciers in Scandinavia. And my sister and I **(9)** have taken (*take*) the train from London to Paris.

We **(10)** have never travelled (*never, travel*) to Japan, so I **(11)** haven't eaten (*not, eat*) 'real' sushi, and I **(12)** haven't been (*not, be*) able to see the cherry trees in bloom. I **(13)** haven't been (*not, go*) to Africa yet either. I **(14)** have always wanted (*always, want*) to go on safari and see lions and giraffes.



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

1 _____ you _____ (*ever*, *read*) about people in Lhasa sticking out their tongues? It's a polite greeting there.

2 _____ they _____ (*not*, *tell*) you about the *mano*? That's where young Filipinos sometimes press the hand of an older person to their own forehead. It's very polite.

3 _____ you _____ (*not*, *see*) people touching each other's feet in India? It's a greeting called the *pranāma*.

4 _____ anyone _____ (*do*) the *kunik* with you in Greenland? People put their nose and top lip on your cheek and breathe in. It's a special way of greeting someone there.

5 _____ you _____ (*rub*) noses with anyone? For traditional Bedouins, it is a respectful greeting.

6 _____ you _____ (*hear*) people clap to greet each other? That's what the Shona people in southern Africa do.

7 _____ you _____ (*not*, *ever*, *notice*) people raising their eyebrows as a greeting? They do that in the Marshall Islands.

8 _____ you _____ (*not*, *say*) that you went to Niger? Then you probably saw people shaking their fists near their heads and saying 'Wooshay!' to greet each other.

4
1 Have you ever read
2 Haven't they told / Didn't they tell
3 Didn't you see / Haven't you seen
4 Did anyone do / Has anyone done
5 Have you rubbed / Did you rub
6 Did you hear / Have you heard
7 Haven't you ever noticed / Didn't you ever notice
8 Didn't you say / Haven't you said

5D Reading

VOCABULARY BUILDING Suffix *-al*

Exam guide
1 English in Use
Word formation

1 Complete the sentences. Change the nouns in brackets to adjectives ending in *-al*.

1 Going walkabout is an important cultural (*culture*) tradition among the Yolngu people.
2 A traditional (*tradition*) walkabout can last for up to six months.
3 Going walkabout can be a very emotional (*emotion*) experience for a boy.
4 Songs and singing are part of the musical (*music*) aspect of going walkabout.
5 Boys going walkabout are surrounded by natural (*nature*) sights and sounds.
6 Uluru, or Ayers Rock, is a very famous sandstone rock in one of Australia's national (*nation*) parks.

READING

Exam guide
4 Reading
True/false

2 Read the text and complete the summary with the words in the box.

aboriginal ancestral desert grandfather skills tradition

It is a/an **(1)** tradition for some young Australian **(2)** aboriginal boys to go walkabout for up to six months, completely on their own and without supplies. A walkabout is a journey that reminds the boys of similar journeys that they believe their **(3)** ancestral spirits made thousands of years ago. The boys follow songlines that help them find their way through the Australian **(4)** desert. Sometimes, the boys travel part of the walkabout with a male relative, for example, their father or **(5)** grandfather. They need to develop many important **(6)** skills in order to survive the walkabout.

Exam guide
5 English in Use
Word formation

Exam guide
3 Reading
Multiple choice

3 Choose the correct answers to the questions.

1 How long have the Yolngu people lived in Australia?
a 10,000 years
b hundreds of years
c over 50,000 years

2 What is the aboriginal term for an invisible pathway that crosses the land?
a song
b songline
c ritual

3 According to the Yolngu, who created the songlines they follow?
a ancestral spirits
b Australians
c outsiders

4 How long does a walkabout last?
a six months
b twelve to thirteen years
c 1,000 days

5 What is the main reason for going walkabout?
a to make maps
b to look for footprints
c to survive alone in the desert

6 Who might teach a Yolngu boy about his ancestral songlines?
a his grandfather
b his sister
c his aunt

4 Are the statements true (T), false (F) or is the information not given (NG)?

1 The Yolngu are an aboriginal group that has lived in Australia for tens of thousands of years. T
2 Songlines are pathways that are visible to anyone in the desert. F
3 The Yolngu believe that ancestral spirits look after the boys while they go walkabout. NG
4 A Yolngu boy usually learns his clan's songlines from his father, grandfather and other male relatives. T
5 Yolngu girls learn about their ancestral songlines from their mothers and grandmothers. NG
6 Going walkabout is one way that Yolngu boys demonstrate that they're ready to take on new responsibilities. T

5 Complete the text, using words in the box with the suffix *-al*. There are two extra answers that you don't need to use.

centre emotion magic music person region survive

The Australian Aboriginal people have a very special relationship with nature. They have learnt that **(1)** survival in the Outback depends on an understanding of their environment. Many Aboriginal lands are located in the **(2)** central part of Australia, where conditions are extreme, but where every member of the community has their own unique relationship with the animals, trees and rocks. This is obviously a **(3)** personal matter involving only the individual. This can make them highly **(4)** emotional when people from outside treat the land with disrespect. This is especially true of those places that have an almost **(5)** magical influence on them, one that cannot be explained by simple logic.

Going walkabout



1 58 Imagine waking up in the morning alone, hundreds of miles away from anyone you know, with no supplies, in the middle of a desert. This is what one day of 'going walkabout' is like for a young Yolngu, or Australian aboriginal*, boy. The Yolngu have lived in Australia for approximately 60,000 years. In fact, they and other aboriginal people lived on the continent of Australia for tens of thousands of years without seeing people from any other places. The land was theirs. As a result, they respect tradition and have a strong connection to the land.

2 One of their oldest traditions is called 'going walkabout' in English. The Yolngu and other aboriginal clans, or family groups, believe that invisible trails, called songlines, cover the land. According to their beliefs, songlines are secret pathways that follow the journeys made by ancestral* spirits as they created the earth. These ancestors sang names for everything that crossed their paths and, in the process, created and named everything in the world. Aboriginal people consider songlines to be the footprints of their ancestors.

3 Going walkabout is a coming-of-age event for twelve- to thirteen-year-old aboriginal boys. When young males go walkabout, they follow the songlines of their ancestors. They sing traditional songs in order to navigate, or find their way, as they walk. And they often walk very far. Some boys travel up to 1,000 miles, without any supplies, in the six months of a typical walkabout! They need to develop important skills in order to make the journey. The goal of going walkabout is to be able to survive alone in the wild just as their ancestors did.

4 Before they go walkabout, boys learn about songlines from the older people in the clan. Some walk parts of their ancestral songlines with their father, grandfather, or another male relative or friend. They learn to use songlines as a kind of map. They use the songs to identify parts of the landscape, such as caves or hills, and to connect to the stories that their ancestors have told for thousands of years.

5 When the boys return from going walkabout, they celebrate with their families and friends. They have made the passage from childhood into the adult world. They have already proved that they can take care of themselves during the six months of going walkabout and that they're ready for new responsibilities.

aboriginal *belonging to the race of people who were living in Australia before Europeans arrived*

ancestral *related to people in your family who lived long before you*

5E Grammar 2

Present perfect

1 Complete the sentences with the words in the box. In some sentences there may be more than one correct answer.

already for since yet

1 A: Do you want to go to the gym with me this afternoon?
B: No, I've already been there this morning.
2 He hasn't called his brother since last month.
3 Natalie has studied for three hours.
4 A: Did you hear Aunt Sofia is coming to visit next week?
B: Yes! I've already heard the news.
5 A: Have you started your English homework yet?
B: Actually, I have already finished it.
6 A: Have you asked your teacher for help yet?
B: No, I haven't asked him yet.
I think I'll talk to him tomorrow.
7 Alice has lived with his cousins for two years.
8 Yasmin has already celebrated her *fiesta de quince años*.

2 Underline the present perfect verbs.

Do you know that humans aren't the only species that has rich social lives and family ties? For example, chimpanzees do as well. How do we know this? Well, have you ever heard of Jane Goodall? She is a scientist who has studied chimpanzees since 1960. She has learned a lot about chimpanzees since then. And she has shared this knowledge with both the scientific community and the rest of the world. For example, Goodall has taught us that not only do chimpanzees have rich social lives and family ties, they also make and use tools. She has set a very high standard for studying apes in the wild and has focused on individual characteristics as well as group patterns.



3 Match the questions (1–6) with the answers (a–g).

1 Is the plane here yet? f
2 How long have you taken English classes? g
3 Do you know my friend Tammy? d
4 Have you tried some of this pizza yet? b
5 How long has your brother worked at that company? a
6 How long have Shen and Jun been friends? c
7 Have you finished your essay? e

a He has been there since 2015.
b Yes, I've already eaten some.
c They met in 2011 and have been friends ever since.
d No, I haven't met her yet.
e Yes, I've just handed it in to our teacher!
f Yes, it's already arrived.
g I've studied English for two years.

4 Put the words in the correct order to make sentences and questions.

1 called / three times / has / already / She
She has already called three times.
2 the test / Have / yet / for / revised / you
Have you revised for the test yet?
3 got / I've / from school / just / home
I've just got home from school.
4 been / never / The students / to another country / have
The students have never been to another country.
5 we haven't / We have / met / cousins / that / even
We have cousins that we haven't even met!
6 since / has studied / 2017 / Jana / English
Jana has studied English since 2017.
7 for / my best friend / Ron / five years / has been
Renato has been my best friend for five years.

5 Answer the questions so they are true for you. Write complete sentences.

1 Have you learned to drive yet?
2 Have you already done your homework for this week?
3 What is something you have just finished doing?
4 How long have you been a student at this school?
5 Have you ever visited an English-speaking country?
6 What is one food you have never wanted to eat?
7 How long have you known your best friend?
8 Have you been on holiday this year?

6 Use the prompts to write sentences or questions with the present perfect. You may need to add some words.

1 I / live Liverpool / for / three years
I have lived in Liverpool for three years.

2 I / already / listen that song / twice
I have already listened to that song twice!

3 She / not / go rock climbing / since / last year
She hasn't been rock climbing since last year.

4 Alex / be / my friend / since / four years old
Alex has been my friend since I/he/she was / we were four years old.

5 We / just / go / beach
We've just gone/been to the beach.

6 Nate / already / eat breakfast
Nate has already eaten breakfast.

7 They / just / finish / take test
They've just finished taking the test.

8 I / not talk / new neighbour / yet
I haven't talked to my/our/your/his/her/their/the new neighbour yet.

9 How long / you / know / Jack and Sally
How long have you known Jack and Sally?

7 Choose the option which is closer in meaning to the original sentence.

1 I've just taken a walk.
a I took a walk not long ago.
b I have been taking walks for a long time.

2 Dan's teacher was surprised to find out he had already learned about ancient Roman history.
a Dan's teacher was surprised he had studied history.
b Dan's teacher didn't expect him to know about ancient Roman history.

3 He's lost his book.
a He doesn't have his book now.
b He lost his book, but has it now.

4 I haven't learned all of the new vocabulary yet.
a I did not learn all of the new vocabulary, but I plan to soon.
b I did not learn all of the new vocabulary and I am not planning to.

5 He has just come from Dubai.
a He recently arrived from Dubai.
b He arrived from Dubai more than a month ago.

6 It's 2018 now and Kim has known Eliza for four years.
a Kim met Eliza in 2014.
b Kim knows Eliza now, but didn't know her in 2014.

7 She hasn't made plans for after graduation yet.
a She knows what she's doing after she graduates.
b She doesn't know what she's doing after she graduates.

8 My cousins have already seen the film.
a My cousins saw the film.
b My cousins did not see the film.

8 Choose the correct response for each question.

1 How long have you had that phone?
a I've had it for last week.
b I've had it since last week.

2 Do you know how to get to the art museum?
a No, I don't. I haven't been there for I was a child.
b Yes, I've been there regularly since I was a child.

3 Have you seen the new painting at the museum?
a No, I've seen it already.
b Yes, I've already seen it.

4 Did you talk to Tom yesterday?
a No, I haven't talked to him since last week.
b Yes, I have talked with him yesterday.

5 Have you started your piano lessons yet?
a Yes, I've already started my lessons.
b Yes, I've just been started my lessons.

6 How long have you played the piano?
a I was playing the piano for 2009.
b I began playing when I was six years old.

7 Have you invited your teammates to the party yet?
a No, I haven't invited them yet.
b Yes, I have invited them yet.

8 Do you know Sarah?
a Oh, yes, I've known her for a long time.
b Oh, yes, I've already known her.

9 Translate the Polish fragments of the sentences into English. Use up to three words.

1 Have you finished your homework (*już*) yet?
2 The lesson has (*właśnie*) just finished.
3 He has lived here (*od*) for 20 years.
4 How long (*jesteś*) have you been a student at this school?
5 Oh, no! I have (*już*) already seen this film!
6 The library (*jest zamknięta*) has been closed since last April.
7 She has (*nigdy*) never been abroad.
8 I've had this backpack (*od kiedy*) since I was 10 years old!

Exam guide
9 English in Use Translations

Life Skills guide
9 Mediation

Technology guide

Video available on DVD, Multibook and **www.dlanauczyciela.pl**

TEDTALKS Extra

Why we laugh

> "You are laughing to show people that you understand them, that you agree with them, that you're part of the same group as them."
>
> **SOPHIE SCOTT**

AUTHENTIC LISTENING SKILLS

Dealing with fast speech

Some people speak very quickly, often because they are excited about a topic or they are nervous. Here are some ways to deal with fast speech:

- Listen for words or ideas that the speaker repeats.
- Try to identify the main idea and then connect it with what you hear.
- Focus on what you do understand and try not to worry too much about what you don't understand.

Exam guide

4 Listening True/false

1 Read the Authentic listening skills box. Then listen to the first part of the TED Talk and answer the questions. 59 p. 397

1 What words or ideas does the speaker repeat?
2 What words tell us that she's talking about her childhood?

1 1 laughter, laughing
2 This was when I was a little girl. I would've been about six.

BEFORE YOU WATCH

Life Skills guide

2 Collaboration, Mediation

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

come across scream immensely sophisticated joyful breathe mammals primates rats humans tickle interactions involuntary encounter posed real helpless whistling sound fake

WHILE YOU WATCH

3 Watch the clip about the Speaker. Choose the correct definition of the words and phrases. ▶ 5.0 p. 403

neuroscientist vocalise primitive contagious laughter

4 Watch part 1 of the talk. Are the sentences true (T) or false (F)? ▶ 5.1 p. 403

1 Sophie's parents were laughing at a song. T
2 The first recording includes both a man and an animal. F
3 Sophie is worried that the second person laughing doesn't breathe in. T
4 The third recording is an example of a monkey laughing, which is very similar to a human. F

5 Watch part 2 of the talk. Choose the correct option to complete each sentence. ▶ 5.2 p. 403

1 People laugh mostly when _____
a they hear a joke.
b they watch a comedy.
c they're with friends.

2 When we hear other people laugh, we usually _____
a start laughing.
b ask why they're laughing.
c think they're laughing at us.



3 Laughter that we cannot control is called _____ laughter.
- **a** voluntary
- **b** involuntary
- **c** vocal

4 The first recording is _____ laughter.
- **a** polite
- **b** involuntary
- **c** not really

5 The second recording is _____ laughter.
- **a** polite
- **b** involuntary
- **c** not really

6 Complete the summary of part 3 of the talk before you watch it. Then watch it and check your answers. ▶ 5.3 p. 404

animals bonds emotions humans laughs sounds

(1) Humans are not the only **(2)** animals that laugh – many mammals laugh to feel better. And animals also have both real and fake **(3)** laughs with very different **(4)** sounds. Laughter helps us maintain social **(5)** bonds and control our **(6)** emotions.

7 VOCABULARY IN CONTEXT

Watch the clips from the talk. Choose the correct meaning of the words and phrases you will see in the clip. ▶ 5.4

weird odd silly origins roots

8 Complete the sentences with your own words. Then discuss with a partner.

1 I think _____ is *weird*.
2 I had an *odd* experience when _____
3 I think _____ is *silly*.
4 I would like to know more about the *origins* of _____
5 I would like to know the *roots of* _____

Life Skills guide
8 Mediation, Self-development

AFTER YOU WATCH

9 Work in pairs. Discuss the questions.

- Which part of Sophie's talk was the most interesting to you? Why?

Life Skills guide
9 Communication, Critical thinking

CHALLENGE

For a couple of days, listen for people laughing. Try to notice examples of both real and polite laughter. Make notes. Present your results to the class, explaining the situations where you heard each type of laughter.

Technology guide
Video available on DVD, Multibook and **www.dlanauczyciela.pl**

Technology guide
LearningApps.org

Exam guide
3 Listening
True/false

Exam guide
5 English in Use
Multiple choice

TEDTALKS Practice
Why we laugh

Rozwiąż dodatkowe zadania do filmu na LearningApps.org.

AUTHENTIC LISTENING SKILLS

1 Listen to the TED Talk extracts and complete each sentence with the correct word or short phrase. 60 p. 397

1 Sophie noticed laughter when she was a little girl.
2 She saw her parents doing something unusual when they were laughing.
3 They were screaming with laughter. She didn't know what they were laughing at, but she wanted to join in.
4 Her parents were laughing at a song that people used to sing.
5 The song was based around signs in toilets in trains.
6 She says that the English have a sophisticated sense of humour.

WATCH p. 403

2 Watch the TED Talk and choose the correct answers to the questions.

1 Who thought that humans were the only animals that laugh?
a Sophie Scott
b Robert Levenson
c Nietzsche

2 What does Sophie say about laughing with other people?
a People aren't really laughing at jokes.
b People laugh less when they are with other people.
c People make other people laugh with jokes.

3 What do people try to show when they are laughing in a group?
a that they think things are funny
b that they are part of the group
c that they have feelings

4 What is posed laughter?
a when someone laughs because something is funny
b when someone laughs at a silly song
c when someone makes a fake laugh

5 How does laughter affect relationships?
a It helps people become less stressed.
b It makes people annoyed.
c It makes people speak better.

6 What does Sophie say about laughter?
a It is a new and recent behaviour.
b It is an ancient and evolutionary behaviour.
c It is something humans do to be different from other animals.

3 Are the statements true (T) or false (F)?

1 Laughter is most similar to human speech. F
2 Laughter sounds like animals calling each other. T
3 Humans are the only animals that laugh. F
4 People are more likely to laugh if they are with other people. T
5 Laughter is a social interaction or activity. T

4 Match the words (1–8) with the definitions (a–h).

1 social b
2 laughter f
3 voluntary g
4 involuntary h
5 emotional c
6 funny d
7 joke e
8 mammals a

a a group of animals that includes humans
b something that involves other people
c connected with feelings
d making a person laugh
e an act or something people say which makes people laugh
f the sound of a laugh
g when someone does something without being asked
h when someone does something because he can't control himself

VOCABULARY IN CONTEXT

5 Choose the correct words to complete the sentences.

1 My parents thought the song was really ____. They laughed really hard.
a silly **b** frightening **c** beautiful

2 When people laugh, they make ____ sound. It isn't a usual sound.
a a silly **b** an odd **c** a stupid

3 I cared about laughter and when I became a neuroscientist, I cared about it again. It's a ____ thing to care about. Not many people care about it.
a scary **b** dangerous **c** weird

4 I wanted to find out the beginnings of laughter. The ____ of it.
a origins **b** ending **c** sounds

5 Laughter has two different ____. There are two causes for it.
a problems **b** meanings **c** roots

5F Speaking

1 Listen and complete the dialogues with the correct words. 61

1 A: Hey, Marta, are you busy next Saturday ____?
B: I'm not sure. Why?
A: Well, I'm having a party at my house. Can you come?
B: Oh, I'd love to. What time should I come over?
A: Any time after 8.

2 A: Are you around on Sunday?
B: It depends. I usually spend time with my family in the afternoon.
A: Well, a few of us are going cycling. Want to come?
B: Um, I'll have to ask my parents. Can I let you know later?
A: Yeah, just text me, OK?

3 A: Jane, have fun playing at the concert tonight!
B: Thanks! Would you like to come and hear the band?
A: I can't make it, but thank you for inviting me.
B: No problem.

4 A: Hey, listen. Are you doing anything on Tuesday night?
B: I don't think so. Why?
A: There's this new skate meet at the youth club.
B: Oh, yeah? That sounds great.
A: It starts at 7.
B: Cool! I'll be there!

5 A: Hey, Lucy! I just wondered, you haven't replied to my invitation to see the play my brother's starring in.
B: Oh, yeah, I need to check my schedule. One sec.
A: Sure.
B: Yeah, I thought so. Thanks for inviting me, but I'm afraid I'm busy.
A: Oh, that's a shame.



2 Find and correct the mistake in each sentence. Then decide the function of the sentence or question. Write the letter on the line.

(A) asking if someone is available
(S) saying if you are available or not
(Y) accepting an invitation
(N) saying no to an invitation

1 Are you ~~near~~ around/free/busy next Saturday? A
2 I need to ~~make~~ check my schedule. S
3 Sure, ~~I~~ I'd love to. Y
4 ~~She~~ It depends. S
5 ~~This~~ That sounds great! Y
6 Thanks for inviting me, but I'm ~~worried~~ afraid I'm busy. N
7 I'll ~~go~~ have to ask my parents. S
8 Are you ~~making~~ doing anything on Tuesday night? A
9 Sorry, I can't ~~take~~ make it, but thank you for inviting me. N
10 Are you ~~above~~ around/free/busy on Sunday? A
11 I (don't) think ~~that~~ so. A
12 I'm ~~not definitely~~ definitely not. N

3 Describe an invitation you got recently.

You should say:

- who gave you the invitation,
- how you know them,
- what the invitation was for,
- how you responded to the invitation,
- why you gave this response.

You will talk about the subject for one to two minutes. Record yourself. Take one minute to think about what you're going to say. You may make notes to help you. Then listen and compare your recording with the model answer. 62 p. 397

Exam guide
1 Listening
Gap-filling

Life Skills guide
1 Communication

Life Skills guide
3 Mediation,
Practical skills,
Self-development

5G Writing

Informal invitations and replies

1 Write the missing letters of the following abbreviations.

1 A_S_A_P_ as soon as possible
2 _R_S_V_P reply and say if you can make it
3 _P_S let me also add this

2 Complete the text with the words in the box. There is one word you don't need.

apologise	begin	date	enjoy
know	make it	offer	say

When you write an invitation, you should include the time, **(1)** date, location and type of event. Remember to ask the person to let you know if they can come.

When you accept an invitation, **(2)** begin by thanking the person who invited you. Ask any questions you might have about the event. You could also **(3)** offer to bring something (food or drinks, for example).

If you can't go to the event, you should still **(4)** say *thank you* for the invitation. Then **(5)** apologise and, if you want to, you can give a short explanation about why you can't **(6)** make it. It's polite to end by saying you hope they **(7)** enjoy the event.

3 Read the invitation. Then circle the information that answers the questions below.

Jason,

I'm having a surprise party for Paul on Sunday the 18th from 7 pm to 10 pm at the tennis club. We're celebrating his success at the tennis finals last weekend. Can you make it?

RSVP
Mike

1 Who is the invitation to? Jason
2 What kind of party is it? a surprise party
3 Who is the party for? Paul
4 What day and date is the party on? Sunday the 18th
5 What time does the party end? 10 pm
6 Where is the party being held? at the tennis club
7 What is the reason for the party? Paul's success at the tennis finals
8 Who is sending the invitation? Mike

4 Read the note. Then put the points in the correct order.

Hi Boris,

Thanks for inviting me to the street party on Friday. It sounds like fun, but I'm really sorry, I can't make it. I've already made plans with my cousin. (We're going to a concert in town.)

Hugo
PS I hope everyone has a fantastic time at the street party!

__6__ hopes people enjoy the street party
__5__ explains why he can't go
__1__ gives a greeting
__4__ says *no* to the invitation
__3__ apologises
__2__ says *thank you* for the invitation

5 Imagine you are Pat. This is an invitation you have received from your friend, Erika.

Hey Pat,

I'm having a dinner party on Thursday the 9th at 7.30 at my house. I'm going to cook curry and rice. Can you make it?

RSVP
Erika

Write a note to Erika accepting or saying no to the invitation. Include the following information:

If you can make it
- thank the sender for the invitation
- say you can make it
- offer to bring something
- ask a question

If you can't make it
- thank the sender for the invitation
- say you can't make it
- explain why
- say you hope the party goes well

Exam guide
5 Writing
A note

Life Skills guide
5 Creativity, Mediation, Practical skills

Lexical Review 5

1 Unscramble the letters to make words.

1 gtrnrsea stranger
2 tboahomr bathroom
3 rutvsiniey university
4 imreadr married
5 grsnto strong
6 otolnamie emotional
7 sypishc physics
8 ihpoltsa hospital

2 Write one word in each gap to complete the sentences. The first letter is given.

1 There are three bedrooms u**pstairs** – on the first floor.
2 She plays the violin in the school o**rchestra**.
3 Tim is my c**ousin**. His dad is my mother's brother.
4 I always s**hake** hands with my friends when I meet them.
5 Our thoughts and movements are all controlled by our b**rain**.
6 He's married to an Italian. His w**ife**, Francesca, comes from Pisa.
7 I love c**hemistry** lessons because we often do experiments in the laboratory.
8 Your brother's daughter is your n**iece**.

3 Match the words (1–8) with the definitions (a–h).

1 virus e
2 divorce c
3 oven a
4 stepmother g
5 secondary b
6 sister-in-law f
7 loud h
8 biology d

a kitchen equipment used for baking bread
b the level of education after primary school
c when two people end their marriage
d the school subject about plants and animals
e something that may make you ill
f your brother's wife
g your dad's new wife
h not quiet

4 Choose the correct option to complete each sentence.

1 He kicked the table by accident and broke his ____.
a chin **c** finger
b toe **d** lung

2 When we leave my grandparents, we always ____ to them from the train.
a hold **c** hello
b hug **d** wave

3 We ____ in to our new house three weeks ago.
a came **c** changed
b moved **d** lived

4 Your sister's son is your ____.
a cousin **c** nephew
b study **d** niece

5 At university, students have to learn to ____ on their own.
a working **c** pass
b teach **d** study

6 A lot of ____ can be treated with aspirin.
a illnesses **c** prescriptions
b health **d** exercises

7 My mother's sister, my ____ Pam, lives in Canada.
a mother **c** aunt
b uncle **d** niece

8 It's important to learn ____ which will be useful in your future career.
a ideas **c** skills
b grades **d** mistakes

5 Translate the Polish fragments of the sentences into English. Use a maximum of two words.

1 He doesn't have any brothers or sisters, he's a/an (*jedynakiem*) only child.
2 My mum is very (*pracowita*) hard-working.
3 They want to (*pobrać się*) get married next summer.
4 That picture is (*do góry nogami*) upside down.
5 My dad and his new wife have a son. He's my (*bratem przyrodnim*) half-brother.
6 They should be (*wdzięczni*) thankful/grateful for all the help we gave them.
7 Do you think (*uczenie się w sieci*) online learning is a good idea?

Exam guide
2 English in Use Gap-filling

Exam guide
5 English in Use Translations

Life Skills guide
5 Mediation

Skills Review 5

ENGLISH IN USE

Exam guide
1 English in Use
Word formation

Exam guide
4 English in Use
Transformations

Słowotwórstwo

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

1 I'm going to send ___invitations___ for my 18th birthday party to all of my friends. INVITE
2 The teachers in my school are very ___supportive___ and always help the students. SUPPORT
3 Lots of people participated in ___national___ celebrations of the anniversary of Shakespeare's birthday. NATION
4 George's house is surrounded by trees and, as a result, is almost ___invisible___. VISIBLE
5 Ann is very ___musical___, so she's currently learning to play the piano and sing. MUSIC

Exam guide
2 English in Use
Gap-filling

Exam guide
5 English in Use
Multiple choice

Uzupełnianie luk

2 Uzupełnij luki w zdaniach **jednym** wyrazem, który najlepiej pasuje.

1 I'm an ___only___ child, so I've got no brothers or sisters to play with.
2 Why don't you like Josh? He's always been very kind ___to___ you.
3 When students graduate ___from___ university, they usually start looking for a job.
4 I've read ten books ___since___ last summer.
5 You had ___better___ start learning now. The exam is next week.

Exam guide
3 English in Use
Translations

Life Skills guide
3 Mediation

Exam guide
6 English in Use
Sentence formation

Tłumaczenie fragmentów zdań

3 Przetłumacz fragmenty zdań podane w nawiasach na język angielski.

1 This place (*przypomina mi o*) ___reminds me of___ my childhood.
2 I enjoy meeting my (*krewni*) ___relatives___ at family celebrations.
3 When we grow older, we should begin to (*brać odpowiedzialność*) ___take responsibility___ for our actions.
4 At the beginning of the meeting, the presidents (*uścisnęli sobie dłonie*) ___shook hands___.
5 Students should (*dzielić się wiedzą*) ___share their knowledge___ whenever they are working on a project.

Parafrazy zdań

4 Uzupełnij drugie zdanie, używając podanego wyrazu w niezmienionej formie, tak żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany.

1 I first met Jill five years ago.
HAVE
I ___have known Jill___ for five years.
2 Wendy still has to finish reading the book.
NOT
Wendy ___has not finished reading___ the book yet.
3 Tom bought a car two years ago.
FOR
Tom ___has had/owned a car for___ two years.
4 After a long walk we are usually tired, but also relaxed.
BOTH
After a long walk ___we are (usually) both tired___ and relaxed.
5 Greg hasn't been rock climbing since last year.
TIME
The ___last time Greg went___ rock climbing was last year.

Uzupełnianie zdań

5 Wybierz odpowiedzi, które poprawnie uzupełniają zdania.

1 My grandparents ____ my father's side have two children.
a from **b** with **(c)** on
2 I have a brother and a sister. We are very ____.
a near **(b)** close **c** next
3 Many students ____ to school yesterday.
(a) didn't come **b** haven't come **c** don't come
4 Danny started writing emails an hour ago. He ____ four emails so far.
a is writing **(b)** has written **c** wrote
5 Jenny hasn't called me ____.
a for **b** already **(c)** yet

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

1 How many (*exercise / you / do*) ___exercises have you done___ so far?
2 Jerry (*not / finish / write*) ___hasn't finished writing___ his essay yet.
3 Mary and Jane have been friends since Mary (*arrive / York*) ___arrived in York___, where she now lives.

4 My teacher (*be / surprise / hear*) was surprised to hear that I had already had my job interview.

5 Why (*not / you / begin*) didn't you begin piano lessons when you were five?

READING

7 **Przeczytaj tekst, z którego usunięto trzy zdania. Wpisz w luki (1–3) litery, którymi oznaczono brakujące zdania (a–e), tak aby otrzymać logiczny i spójny tekst. Uwaga: dwa zdania zostały podane dodatkowo i nie pasują do żadnej luki.**

A HOUSEWARMING PARTY

It's been one month since my family moved into our new house. Soon after settling into our new place, we decided to throw a housewarming party. **(1)** d We were very surprised but happy that they all responded positively. We also sent out a map of the area, letting people know how to get to our house.

Last Saturday, at 6 pm the first guests began to arrive. Luckily nobody had got lost. It was thanks to the arrows that my brother had drawn on the pavement. They went right up to our front door and helped people find their way. **(2)** e There they gave us bouquets of flowers, potted plants and bottles of wine as gifts. Then we invited our guests to enjoy the food and drink. We were so excited to have a house full of people.

It was really enjoyable to see our friends from different groups get to know each other. The party went on until nearly 11 pm. **(3)** b My parents decided to leave tidying the mess up until the next day, so we went to bed. It took quite a while to clean up on Sunday, but we had our place back in order by noon.

a Before the guests arrived, we arranged the food on the tables.
b After everyone had left, we were completely exhausted, but also happy.
c We didn't expect so many people to come to our house.
d A couple of weeks ago, we sent invitations to our friends.
e As the guests showed up, we invited them into the main living space.

1	2	3
d	e	b

WRITING

8 **Po ukończeniu szkoły zorganizowaliście bal dla absolwentów Waszego rocznika. Napisz o tym w e-mailu do kolegi z Londynu.**

- Wyjaśnij, dlaczego postanowiliście zorganizować bal.
- Opisz miejsce, w którym zorganizowaliście bal.
- Przedstaw opinie kolegów na temat balu.
- Napisz o planach wspólnych spotkań.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić od 80 do 130 słów (nie licząc słów w zdaniach, które są podane).

Hi Jack, I'd like to tell you about the end-of-school dance we organised last week.
. . .

SPEAKING

9 Popatrz na Zdjęcie 1 i Zdjęcie 2.

Dostałeś/Dostałaś zaproszenie od przyjaciół na wspólne spędzenie wolnego czasu. Masz do wyboru dwie propozycje.

- Wybierz opcję, która będzie, Twoim zdaniem, najbardziej odpowiednia i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą opcję.

1



2



Odpowiedz na pytania:

1 Is it better to have a lot of friends or just a few that are really close to you? Explain your choice.
2 Do you think that internet sites are a good way to maintain friendships or do they stop people from getting close? Why?
3 Some people say that friends are more important than family. How far do you agree with this opinion?
4 At what stage of life is it the easiest to make friends? Why?

Exam guide
7 Reading
Missing sentences

Exam guide
9 Oral Matura

Life Skills guide
9 Communication, Critical thinking

Exam guide
8 Writing
An email

Life Skills guide
8 Creativity, Mediation, Practical skills

6 Do your best

6A Vocabulary

Goals and expectations

1 **Revision** Choose the correct option to complete each sentence.

1 Rachel enjoys meeting new people. She's very *worried* / *relaxed* / *friendly*.
2 The students are quiet because they are *nervous* / *relaxed* / *afraid* about the test.
3 Ana is *relaxed* / *afraid* / *shy* to fly.
4 They are *friendly* / *shy* / *worried* about money.
5 Alana was *nervous* / *relaxed* / *friendly* during her holiday. She enjoyed it.
6 Roger doesn't talk in class because he's *relaxed* / *friendly* / *shy*.
7 Jake is really *angry* / *excited* / *afraid* with me because I forgot to call him.
8 He never helps clean the flat. He's incredibly *upset* / *pleased* / *lazy*.

2 Complete the table with the words in the box.

accept accepting fail failed failure imperfect imperfection perfect perfection reject succeed success successful unsuccessful

Positive	Negative
accept	fail
accepting	failed
perfect	failure
perfection	imperfect
success	imperfection
succeed	reject
successful	unsuccessful

3 Match the two parts of the sentences to complete the definitions.

1 Something **perfect** g
2 When something **fails**, c
3 A **success** f
4 Something that has **imperfections** b
5 When you **accept** something, d
6 A **failure** a
7 When you **reject** something, e

a is a bad result.
b is not perfect.
c it finishes without success.
d you think it's OK.
e you don't think it's OK.
f has a good result.
g has no mistakes or problems.

4 Complete the table with the words in the box.

accept fail failure imperfect imperfection perfect perfection reject succeed success successful unsuccessful

Noun	Verb	Adjective
failure	accept	imperfect
imperfection	fail	perfect
perfection	reject	successful
success	succeed	unsuccessful

5 Complete the sentences with the correct form of *be*, *have* or *have to*.

1 You don't have to ___be___ perfect. Just try your best.
2 Don't buy that mirror. It ___has___ an imperfection in the glass.
3 The brothers opened a restaurant last year, but it ___was___ unsuccessful and it closed.
4 Jake, you ___have to___ accept it. Your vision ___is___ imperfect. You need glasses!
5 She didn't get into the team. Now she thinks she ___is___ a failure.
6 This ___is___ perfect! I want to buy it.
7 She ___has___ a successful design business in the city.
8 It was difficult at first and they ___had to___ work very hard to make the project a success.

6 Choose the correct option to complete each sentence.

1 The students work hard in order to ____.
a perfection **b** success **c** succeed

2 Sometimes it's hard to ____ failure.
a accept **b** imperfect **c** reject

3 The worst ____ is to not try.
a success **b** failure **c** imperfection

4 People have different ideas about what it means to be ____.
a succeed **b** perfection **c** successful

5 Young people often feel a need to be ____.
a imperfect **b** perfect **c** succeed

6 You can learn from ____, but you can also learn from failure.
a success **b** successful **c** perfect

7 Remember that nobody's ____.
a perfect **b** imperfect **c** accepting

8 People who always look for ____ will be unhappy.
a failure **b** imperfection **c** perfection

7 Listen and complete the sentences with the words in the box. 63

accept failure imperfect imperfections
perfect reject successful

1 Teachers ___accept___ that students will make mistakes as they learn English.
2 But some students do not accept their own ___imperfect___ English.
3 They think making mistakes means ___failure___.
4 They don't want to speak until their English is ___perfect___.
5 These students need to ___reject___ the fear of failure and start talking.
6 ___Successful___ students work hard and try to learn from their mistakes.
7 The best way to improve ___imperfections___ is to practise.

8 Extension Choose the correct option to complete each sentence.

1 She owns a very *successful* / *success* / *accepting* company.
2 My friend had a bad week. He *failed* / *rejected* / *succeeded* two exams.
3 Buy this fruit. It costs less because it has *perfect* / *imperfect* / *imperfections*.
4 This author's first book was very *successful* / *perfect* / *accepting* and it made her famous.
5 An apple is a *perfect* / *successful* / *failed* example of a healthy snack.
6 Items such as clothing and furniture that are slightly *failed* / *imperfect* / *rejected* usually cost less.
7 I was locked out of my phone after three *unsuccessful* / *imperfect* / *accepted* attempts to unlock it with my code!
8 Studying in an English-speaking country is a(n) *perfect* / *successful* / *accepted* opportunity to improve your English.
9 I'm really disappointed because the university *accepted* / *succeeded* / *rejected* my application.

9 Extension Put the words in the correct order to make sentences.

1 car / in / condition / is / father's / My / perfect
My father's car is in perfect condition.

2 Michael's / rejected / group / idea / The
The group rejected Michael's idea.

3 skiing / winter / Monica / attempt / at / last / made / unsuccessful / an
Last winter Monica made an unsuccessful attempt at skiing. / Monica made an unsuccessful attempt at skiing last winter.

4 more / success / is / or academic / economic / important
Is economic or academic success more important?

5 actions / accept / have to / responsibility / for / their / They
They have to accept responsibility for their actions.

6 a / Carol / example / a / of / student / hard-working / perfect / is
Carol is a perfect example of a hard-working student.

Exam guide
6 English in Use
Multiple choice

6B Listening

Exam guide
1 Listening
True/false

Exam guide
4 Listening
Multiple choice

Exam guide
2 Listening
Multiple choice

Exam guide
3 Listening
Multiple choice

Exam guide
5 Listening
Multiple choice

1 Listen. Are the sentences true (T) or false (F)? 64 p. 397

1 The woman was very successful. T
2 The man's idea was rejected. T
3 The woman accepted the suggestion. F
4 The man's project was a failure. T
5 The woman was satisfied with the skiing trip. F

2 Listen to the conversation. Answer the questions. 65 p. 397

1 Why is the man going to the museum?
(a) for a project
b for fun
c for his art class
d for his job

2 What is the problem?
a He is busy on Saturday.
b He can't get to the museum.
(c) He doesn't like art museums.
d He isn't a good student.

3 What does the man have to do?
a choose a gift in the gift shop
b choose a painting or sculpture and draw it
c choose a museum to go to
(d) choose a piece of art and write about it

3 Listen and answer the questions. 66 p. 397

1 Where would you hear this announcement?
a on the radio
b on television
c in school
(d) in a supermarket

2 What is the purpose of the announcement?
(a) to provide information about closing time
b to give a weather update
c to report on road conditions
d to say that the wifi is not working

3 When will the place open again?
a after the snow stops
(b) after tomorrow
c before Thursday
d after 3 pm tomorrow

4 Listen and choose the correct option to complete each sentence. 67 p. 397

1 According to the fruit seller, the fruit is _____.
(a) perfect
b imperfect
c damaged

2 The fruit arrangement includes _____.
a an orange
b a banana
(c) an apple

3 There are two kinds of _____.
a apple
(b) melon
c pear

4 The type of container chosen is a _____.
a box
b basket
(c) bowl

5 The customer wants a gift sent to _____.
a his home
(b) Chicago
c Macedonia

6 The bowl is _____.
(a) imperfect
b traditional
c perfect

7 The price includes _____.
a an additional bowl
(b) free delivery
c insurance

5 Listen to the conversations. Answer the questions. 68 p. 398

1 How do the speakers describe the vegetables?
a perfect
(b) not perfect
c expensive

2 What is the student asking about?
a a class
b a text
(c) a test

3 What are the speakers talking about?
(a) weekend plans
b success stories
c travel

4 How was the woman's presentation?
a a failure
(b) perfect
c unsuccessful

6C Grammar 1

Modals

1 Match the statements (1–5) with the instructions or information (a–e).

1 You can't talk in this room. c
2 You can't pay with a credit or debit card. e
3 You must be a student to enter the library. b
4 I have to finish my homework today. a
5 I should go to a tutor for help with my English. d

a Students must hand in their essays tomorrow.
b Students only. Please show your ID.
c Quiet, please!
d Tutors available Tuesday and Thursday afternoons.
e Cash only.

2 Read each sentence. Change the modal verb to rewrite it as a negative sentence.

1 At our school students have to wear a uniform.
At our school students don't have to wear a uniform.
2 Students should use social media every day.
Students shouldn't use social media every day.
3 Our coach says we must eat just before a match.
Our coach says we mustn't eat just before a match.
4 You have to have a password to use the wi-fi.
You don't have to have a password to use the wi-fi.
5 We have to be quiet.
We don't have to be quiet.
6 I can call you tonight.
I can't call you tonight.
7 You should close your social media account.
You shouldn't close your social media account.
8 Students have to pay to use the pool.
Students don't have to pay to use the pool.
9 They can take drinks into the classroom.
They can't take drinks into the classroom.

3 Complete the sentences with the words in the box. There may be more than one correct answer.

can can't don't have to have to must should shouldn't

You **(1)** must follow these rules in yoga class. You **(2)** can't wear shoes in the yoga studio. Leave your shoes outside. You **(3)** have to / must use a yoga mat, but you **(4)** don't have to bring your own. You **(5)** can use the mats the studio provides. You **(6)** can't talk in the yoga class. You **(7)** must be quiet. You **(8)** should wear comfortable clothes. You **(9)** shouldn't try to do exercises that you're not ready for. You **(10)** have to / must be patient. Yoga takes practice!

4 Complete each sentence with the correct modal verb. There may be more than one correct answer.

1 It's going to rain. You should take an umbrella.
2 At this restaurant you can't / mustn't / can wear jeans.
3 You don't have to pay to visit the museum. It's free for students.
4 You should bring a small gift for your friend's parents.
5 Football players can't / mustn't wear any jewellery during the match.
6 People have to / must turn off their phones in the theatre.
7 Customers can use the café's wifi. It's free.
8 No, you shouldn't learn German. You should study English instead.

5 Choose the correct modal verb to complete each sentence. Choose all answers that are correct and logical.

1 You ____ be seventeen years old to have a driving licence.
(a) must (b) have to c should
2 You ____ text Adam and ask him to give you a lift to school.
a couldn't (b) should c can't
3 Students ____ use their phones during the exam.
(a) can't b don't have to (c) must not
4 She ____ read more books in English.
(a) should b can c must not
5 In my opinion, restaurants ____ waste food.
(a) shouldn't b can't c should
6 You ____ talk on the phone in the cinema.
a don't have to (b) must not (c) can't
7 When you don't understand something, you ____ ask a question.
(a) should b must not c don't have to
8 You ____ take photos in the museum.
a have to (b) can c must
9 If you want to be successful, you ____ work hard in class.
(a) should b can't c don't have to

6D Reading

VOCABULARY BUILDING Prefixes

1 The words in the box and the prefixes in the table form opposite words. Complete the table.

active	agree	connect	correct	direct
finished	honest	kind	like	lucky
mature	~~perfect~~	proper		successful

dis	im	in	un
agree	*perfect*	active	finished
connect	mature	correct	kind
honest	proper	direct	lucky
like			successful

READING

Exam guide
2 Reading
True/false

2 Read the text. Are the sentences true (T), false (F) or is the information not given (NG)?

1 The museum exhibit is unusual. T
2 The exhibit includes perfect and imperfect items. F
3 A coin that is not round might be something you could find on display in this museum. T
4 All of the imperfect items are valuable. NG
5 The exhibit shows that *perfect* means the same thing to all cultures. NG
6 Artists had to reject items that were unusable. T
7 The exhibit shows that all imperfections are mistakes. F

Exam guide
3 Reading
Multiple choice

3 Read the text again and choose the correct options.

1 The meaning of the word *circular* in paragraph 2 is similar to
a whole.
b metal.
c silver.
d round.

2 In paragraph 2, why does the author include information that the imperfect items were found in many parts of the world?
a to provide evidence that the items are from more than one culture
b to show that the exhibit is international
c to encourage people from all over the world to see the exhibit
d to explain why some items are glass and others are metal

3 Which of the following can be inferred from paragraph 3?
a *Perfect* and *imperfect* mean the same in all cultures.
b The creators of the exhibit believe it is better to fail than to succeed.
c The creators of the exhibit believe that people learn from failure.
d Something that is imperfect can still be useful.

4 The meaning of the word *process* in paragraph 3 is similar to
a routine.
b procedure.
c result.
d instruction.

5 According to paragraph 3, all of the following statements are true of the imperfect items EXCEPT:
a Unusable items were rejected.
b Imperfect small statues were accepted.
c Imperfect coins were usable and accepted.
d Imperfect items had no value.

6 According to paragraph 4, what happened to make the items imperfect?
a The artist made the imperfections on purpose.
b Something damaged them after they were made.
c A mistake made them all the wrong colour.
d Imperfect items are important in the artists' cultures.

7 The meaning of the word *deliberate* in paragraph 4 is similar to
a intentional.
b unintentional.
c unsuccessful.
d delicate.

4 Match the causes (1–4) with the effects (a–d).

1 In the process of making these items, something went wrong. c
2 Some imperfect items were unusable. d
3 Some imperfect items, like coins, were acceptable. a
4 Some cultures think imperfection is acceptable. b

a People used them.
b Artists made imperfect items on purpose.
c They're imperfect.
d The artists rejected them.

Less than perfect



1 69 Museums are famous for their great works of art. Perfect sculptures, paintings and treasures from ancient times are what people expect to see. Usually. But one museum has an unusual exhibit of items that are imperfect. It's called 'Less than perfect.'

2 Some of the imperfect items are coins that are not circular, bottles that bend to one side and ceramic pots that are thin on one side and thick on the other. These items are failures. Some objects in the exhibit are more than 2,000 years old, but others are more recent mistakes. They were found all over the world and now are at the Kelsey Museum of Archaeology at the University of Michigan in the US.

3 There are two important parts to the exhibit. The first is 'Failed perfection'. It includes imperfect bowls, glass, small statues, coins and other objects. In the process of making these items, something went wrong and the result was imperfections in the product. The artists had to reject some things because they were unsuccessful and unusable. For example, a bowl with a crack in it or a bottle that formed without a bottom. But other imperfect items, such as small statues and coins with the image not in the centre, were acceptable and people used them.

4 The second part is called 'Deliberate imperfection'. With these items, the artists made them imperfect on purpose. This was often for cultural reasons. For example, some Japanese pottery from five hundred years ago has flaws* on purpose because of the idea that there is beauty in imperfection.

5 The museum shows these imperfect objects to make people think about what *perfect* meant to other cultures in different times. And to think about what people learned from these failures.

flaw *mistake, imperfection*

6E Grammar 2

Zero conditional

1 Listen and complete the sentences. 70

1 When you try hard, you succeed.
2 If you learn to drive, you can use my car.
3 If you listen carefully, you can learn a lot.
4 If you don't work hard, you can't pass the test.
5 When people exercise, their health improves.
6 When I buy fruit at the farmer's market, it tastes better.
7 When I watch films in English, I learn new vocabulary.
8 When he doesn't get enough sleep, he can be very rude.

2 Complete each gap (1–5) with the correct phrase (a–e).

a a painting party is
b If someone needs a break,
c if the painting isn't perfect,
d they laugh about it with a friend
e they often share a photo of it online

If you want your friends to spend time together, **(1)** a a good idea. It's creative and fun. A teacher gives instructions, but nobody's work is a failure. When people make mistakes, **(2)** d. They accept imperfections. **(3)** b he/she can have something to eat or drink and chat with others. It is a party after all. When people finish a picture, **(4)** e. And **(5)** c they still share it!



3 Match the two parts of the sentences.

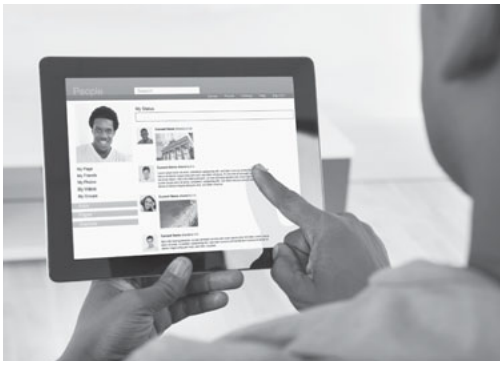
1 If you fail, d
2 When you iron your clothes, a
3 When Emily cooks, f
4 If a player scores a goal, g
5 When you come to my house, b
6 If she drinks too much coffee, e
7 When the baby cries, h
8 When his phone rings, c

a they look better.
b you can meet my family.
c John looks to see who is calling before he answers.
d try again until you succeed.
e she feels nervous.
f the food is very spicy.
g the game is over.
h his mother picks him up.

4 Read the text. Find six mistakes and correct them.

If you use social media, be careful about what you post. For example, when you are posting photos, think about the other people in the photos. If they don't want the photo online, you shouldn't to post it. If you post comments, don't write anything inappropriate or unkind. When you receive a friend request from someone you don't know, don't accept it. If you want to keep your information private, you can to change the settings. And when you are online too much, you take a break for a day or two.

should



5 **Choose the correct options to complete the text.**

When you're in London, **(1)** *take* / *taking* a walk through Harrod's food hall. It's a world of speciality food. Sometimes **(2)** *when* / *if* you walk through the hall, you **(3)** *can* / *can't* try samples, like a piece of chocolate or a taste of meat or cheese. The large hall and the foods are beautiful. Just looking is almost as good as eating. But, if you have a camera, you **(4)** *shouldn't* / *don't use* it. Photography is not allowed.

6 **Put the words in the correct order to make sentences. In sentences where the comma is not present, the result clause comes first.**



1 Lima / Miraflores neighbourhood / to / you / the / Go / when / to / go
Go to the Miraflores neighbourhood when you go to Lima.

2 phone / If / turn off / your / relax, / want / you / to
If you want to relax, turn off your phone.

3 stand / I / take / always / When / the / I / bus,
When I take the bus, I always stand.

4 comes / news / watches / my / When / he / father / home, / the
When my father comes home, he watches the news.

5 I / my / family / coffee / I / make / get up / for / when
I make coffee for my family when I get up.

6 a / If / make / are / sandwich / you / hungry, / you / can
If you are hungry, you can make a sandwich.

7 try / If / flavour / ice cream, / like / you / this / should / you
If you like ice cream, you should try this flavour.

8 you / you / a test, / talk / test / If / fail / during / the
If you talk during a test, you fail the test.

7 **Use the prompts to write advice with the zero conditional.**

1 If / go / Barcelona / should / visit / the Pedrera
If you go to Barcelona, you should visit the Pedrera.

2 If / like / sweet things / try / some churros
If you like sweet things, try some churros.

3 When / arrive / take / walk / along / Las Ramblas
When you arrive, take a walk along Las Ramblas.

4 should / take photos / if / visit / the Sagrada Familia
You should take photos if you visit the Sagrada Familia.

5 If / love / seafood / take / metro / restaurant in Barceloneta
If you love seafood, take the metro to a restaurant in Barceloneta.

6 should / go / beach / when / want / relax
You should go to the beach when you want to relax.

8 **Complete the sentences using the zero conditional with your own ideas.**

1 If you don't try to speak English, _____.

2 When you travel overseas, _____.

3 If you visit my city, _____.

4 When you visit my country, _____.

5 If you like art, _____.

6 When you don't succeed, _____.

7 If you like something, _____.

8 When you don't like something, _____.

Life Skills guide

8 Creativity, Mediation

Technology guide

Video available on DVD, Multibook and **www.dlanauczyciela.pl**

Technology guide

LearningApps.org

TEDTALKS Practice

Teach girls bravery, not perfection

Rozwiąż dodatkowe zadania do filmu na LearningApps.org.

AUTHENTIC LISTENING SKILLS

1 Complete the extracts from the TED Talk with words or phrases that mark contrast. Then listen and check your answers. 71

1 For years, I had existed safely behind the scenes in politics as a fundraiser, as an organiser, _____ but in my heart _____, I always wanted to run.

2 She had never lost a race and no one had really even run against her in a Democratic primary. _____ But in my mind _____, this was my way to make a difference, to disrupt the status quo.

3 The polls, _____ however _____, told a very different story.

4 She tried, she came close, _____ but she _____ didn't get it exactly right.

5 It turns out that our girls are really good at coding, _____ but it's not enough _____ just to teach them to code.

6 We have to show them that they will be loved and accepted not for being perfect _____ but _____ for being courageous.

WATCH p. 404

2 Watch the TED Talk and complete the sentences with the correct words.

accepted	brave	failed	perfect
risk	socialise	trial and error	win

1 My pollsters told me that I was crazy to run, that there was no way I could _____ win _____.

2 It was the first time in my entire life that I had done something that was truly _____ brave _____, where I didn't worry about being _____ perfect _____.

3 Most girls are taught to avoid _____ risk _____ and failure.

4 It's often said in Silicon Valley, no one even takes you seriously unless you've had two _____ failed _____ start-ups.

5 Coding, it's an endless process of _____ trial and error _____, of trying to get the right command in the right place, with sometimes just a semicolon making the difference between success and failure.

6 We have to _____ socialise _____ our girls to be comfortable with imperfection and we've got to do it now.

7 We have to show them that they will be loved and _____ accepted _____ not for being perfect but for being courageous.

3 Put the sentences in the correct order.

4 The coding teachers notice that the girls feel they have to be perfect.

1 Saujani ran for Congress, but was unsuccessful.

5 Saujani wants girls to learn to code and to be comfortable with imperfection.

3 She started a company to teach girls to code.

2 Saujani says that girls are taught not to take risks.

4 Choose the correct option to complete each sentence.

1 Writing computer code is a process of trial and error. It is *easy* / *difficult* to get it right at first.

2 Girls often *delete* / *correct* their code when it has mistakes.

3 Boys usually say, 'There's a problem with *me* / *my code*.'

4 Girls usually say, 'There's a problem with *me* / *my computer*.'

5 Good coders are *perfect* / *brave*.

6 Saujani thinks we should *be comfortable with* / *fight* imperfection.

VOCABULARY IN CONTEXT

5 Complete the sentences with the words in the box.

courageous	negotiate	potential	ran
struggling	supportive network		

1 She _____ ran _____ for Congress, but she didn't win.

2 People have to learn to _____ negotiate _____. It's a skill that takes practice.

3 When students move to another country to study, it's hard because they don't have a _____ supportive network _____ in the new place.

4 My teacher says I have the _____ potential _____ to do better in this class.

5 It's more important to be _____ courageous _____ than perfect.

6 I'm really _____ struggling _____ with this homework.

6F Speaking

Useful language

Giving advice

If someone asks for advice, use these expressions.

***When** you don't understand something in class, **you should** ask your teacher for help.*
***If** you need more maths practice, **try** downloading a maths app.*
Why don't you …?

The best time to give advice is when someone asks for it. If someone hasn't asked, but you want to give advice, be polite and use these expressions.

*If the computer isn't working, **you might want to try** re-starting it.*
*I can see you don't have a phone signal. I got a signal near the window and **that may work for you**.*
***I'm not sure, but I think** this door is locked after 6.00. **You may/might** need to use the side entrance.*

1 Complete the conversations with words and phrases from the Useful language box. More than one answer may be possible. Then listen to the model answers. 72

1 A: How can I get better at this video game?
B: Why don't you watch some online tutorials?

2 A: I'm really worried about cooking dinner for everyone this weekend.
B If you aren't confident in the kitchen, try asking someone for help.

3 A: I always know exactly where I'm going.
B: I'm not sure, but I think this is the wrong way. You might need to go back to the main road.

4 A: This is useless. I can't do it!
B: If you're not sure about the answer, you might want to try checking it with someone.

5 A: Oh, no! I'm going to look so stupid. Everyone else is so much better than me!
B: You look a bit nervous. I think about my breathing when I'm nervous and that may work for you.

6 A: I've just failed my driving test. What am I going to do?
B: When you don't succeed at something, you should try to do it again.

2 Read the advice. Decide if the other person asked for the advice (Y) or not (N).

1 If the homework is too difficult, try asking for some help. Y
2 If the bus is late, you might want to try checking the app. N
3 Why don't you google it? Y
4 I found a great price when I searched online, that might work for you. N
5 I'm not sure, but I think you need to reserve a seat. You might want to check. N
6 When you go to South America, you should visit Machu Picchu. Y

3 Read the situations and make notes about what advice you would offer. Use the Useful language. Then listen to the model answers and compare your ideas. 73 p. 398

1 You are waiting at a bus stop. Some tourists are talking about where they can go for lunch.
2 An online friend talks to you about her problems with her brother/sister. They are often unkind and they argue a lot.
3 You reply to a post on social media asking what music is popular in your country.
4 Some people visiting your town are planning to go to the local museum tomorrow, but that's the day when it's usually closed.
5 A student from another country is coming to stay with your family for a week. Think about some useful advice you can give them.



Life Skills guide
2 Critical thinking

Life Skills guide
3 Creativity, Mediation, Self-development

6G Writing

An advice blog

1 Read and label the advice blog.

a conclusion **b** problem **c** topic
d solution 1 **e** solution 2 **f** solution 3

1 __c__ It's good to have goals.

2 __b__ You might have personal goals, like travelling or learning a new language, and, of course, academic and professional goals are also important. But goals can cause problems, too. Some people worry so much about their goals that they forget about everything else. This can be unhealthy. If you have a goal that is taking up all of your time, here is some advice that might help.

3 __d__ Think about what really matters in your life, for example, your family and your friends. While you are working on your goal, make sure you still see the people who care about you. Focusing on your goals and nothing else could make you very lonely.

4 __e__ It may sound obvious, but don't forget to eat well and sleep enough at night. If you're putting all of your energy into your goals so that you miss meals and go to bed too late, you could become unwell. Take care of your health and well-being!

5 __f__ Keep a positive attitude about your goals, but try to have another plan in case something goes wrong. It's normal to feel disappointed when we don't reach our goals, but it's important not to become too upset. After all, there are always other things you can do.

6 __a__ Remember, goals are great, but we all need a healthy balance between living well and working toward our goals.

Exam guide
2 Reading
True/false

2 Read the advice blog in Exercise 1 again. Are the statements true (T) or false (F)?

1 The blogger doesn't think that people should have goals. __F__
2 According to the blog, it's a problem when we focus too much on our goals. __T__
3 The blogger advises people not to spend too much time with their family and friends. __F__
4 The blog reminds people to eat and sleep well while working on their goals. __T__
5 When we don't reach our goals, we shouldn't feel disappointed. __F__
6 The blogger's conclusion is that it's best to have a balanced approach to our goals. __T__

Life Skills guide
4 Creativity,
Mediation,
Practical skills

3 Complete the text with the words or phrases in the box.

a problem	advice	costs nothing	don't worry
for free	good news	no problem	too expensive
too much	wonderful		

Money gives us the freedom to do many things. But not having enough money is **(1)** __a problem__ that many of us live with. However, there is some **(2)** __good news__. Follow this **(3)** __advice__ and soon you'll find yourself enjoying the things you thought you couldn't afford!

All your friends are members of a gym and they go to lots of cool classes. The fees are too high for you? **(4)** __No problem__. Exercising in nature **(5)** __costs nothing__ and anyway is more fun. Invite your friends to join you for a run on the beach or a bike ride in the park. Have fun!

You love the theatre, but tickets cost **(6)** __too much__? No problem. Volunteer or get a part-time job working at a theatre a couple of evenings a week. The work isn't difficult and you'll get to see the shows **(7)** __for free__. Enjoy!

Everyone is talking about this beautiful restaurant in town, right? You want to go, but it's **(8)** __too expensive__. No problem. Most restaurants offer special deals that don't cost very much, especially in the middle of the week. Check it out!

So, if you don't have much money, **(9)** __don't worry__. It's still possible to do many **(10)** __wonderful__ things!

4 Choose one of the problems. Then follow the instructions.

Everyone I know is really into sports. I mean, everyone in my family and all my friends either watch sports or play sports, or both. The problem is that I have absolutely no interest in sport. I find it boring. What can I do? —*Tomas*	*I got my driving licence last month, which is great. The problem is now everyone expects me to drive them everywhere! I don't mind helping sometimes, but my friends are always asking me to take them places. What should I do?* —*Yumi*

Write a paragraph offering advice for one of the problems. Suggest at least three solutions.

- Confirm what the problem is.
- Establish why it is a problem.
- Offer some solutions.
- End with a concluding sentence.

Lexical Review 6

1 Circle the odd one out in each of the lines below.

1	tall	long	curly	blonde
2	traditional	modern	historic	ancient
3	teach	fail	pass	take
4	history	chemistry	geography	algebra
5	son	sister	husband	uncle
6	reject	fail	success	imperfect
7	agree	proper	correct	right
8	failure	accept	perfection	success

2 Write one word in each gap to complete the text. The first letter is given.

A good way to try out your artistic talent is to **(1)** attend an art workshop. It's great fun because you can do whatever you want. Nobody will criticise you if your work isn't **(2)** perfect, and you can paint or draw whatever comes into your head. The most important thing is to have your own ideas and be **(3)** creative. A lot of people get **(4)** nervous before they show their work to other people, so producing it together is a great solution. The tutors will **(5)** accept any ideas that you suggest and will also help you create your artwork. They will show you how to **(6)** develop your skills and try out new techniques. What's more, all the materials you need are **(7)** free, so it won't cost you anything.



3 Choose the correct option to complete each sentence.

1 The dentist told me that I should brush my ___ three times a day.
a cheeks **b** teeth **c** mouth **d** chin

2 My aunt always wants to ___ me on the cheeks whenever we meet.
a hold **b** hug **c** show **d** kiss

3 Don't worry if they ___ your first application. Keep trying!
a agree **b** accept **c** fail **d** reject

4 He's got some beautiful paintings on the ___ next to the window.
a wall **b** floor **c** flat **d** ceiling

5 I was a little unwell yesterday but today I feel ___.
a injury **b** ill **c** fine **d** bad

6 Their attempt to climb the mountain in winter was ___.
a unsuccessful **b** imperfect **c** failure **d** success

7 She has two children; a son aged 4, and a ___, who is 8.
a niece **b** daughter **c** aunt **d** sister

8 They tried to break the world speed record, but it was a ___.
a success **b** failure **c** perfection **d** result

4 Match the words (1–8) with the definitions (a–h).

1	heart d	**a**	to do something well
2	ex-wife f	**b**	a group of musicians
3	succeed a	**c**	peaceful and relaxed
4	calm c	**d**	the organ that pumps the blood in your body
5	partner h	**e**	a small fault or mistake
6	imperfection e	**f**	the woman a man was once married to
7	band b	**g**	be unable to do something
8	fail g	**h**	the person you have a personal or professional relationship with

5 Translate the Polish fragments of the sentences into English.

1 My (*współlokator*) flatmate always leaves such a mess in the kitchen.
2 Her (*mąż*) husband is a truck driver.
3 You're so (*niedojrzały*) immature! Why can't you grow up?
4 The answer you gave to question 5 is (*niepoprawna*) incorrect.
5 I had (*grypę*) (the) flu last week and was off school for three days.
6 Make sure you (*odłączyłeś*) disconnect the appliance form the electrical socket before you touch it.
7 Rob and I are (*kolegami z drużyny*) teammates. We play basketball together.
8 I think it's important to get a good (*wykształcenie*) education nowadays.

Exam guide
5 English in Use Translations

Life Skills guide
5 Mediation

Exam guide
3 English in Use Multiple choice

Skills Review 6

ENGLISH IN USE

Słowotwórstwo

Exam guide
1 English in Use
Word formation

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

1 Harry was very excited when he first visited the British Museum. EXCITE
2 Katie is a nice girl, a little immature, but very clever. MATURE
3 My credit card was inactive, so I couldn't pay for the tickets. ACTIVE
4 It's improper of you to ask me such personal questions. PROPER
5 Jack didn't mean to hurt you. What he did was unintentional. INTENTIONAL

Uzupełnianie luk

Exam guide
2 English in Use
Gap-filling

2 Uzupełnij luki w zdaniach **jednym** wyrazem, który najlepiej pasuje.

1 What is Pablo Picasso famous for?
2 I've never seen such an amazing painting.
3 Robert didn't break the window by mistake, he did it on purpose.
4 It doesn't matter whom you invite to the party. I'm sure you'll have a good time.
5 Jenny worries too much about her future. She should concentrate on what she has to do at the moment.

Uzupełnianie zdań

Exam guide
5 English in Use
Transformations

Exam guide
3 English in Use
Sentence formation

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

1 When Mary (*be / Edinburgh*) is in Edinburgh, she should visit the Museum of Childhood.
2 If you (*not / try / read*) don't try to read books in English, you will never increase your vocabulary.
3 Helen (*not / have / do*) doesn't have to do her homework now. She can do it on Saturday.
4 George (*must / drive*) mustn't drive his father's car. He's got no driving licence.
5 When I (*listen / song / English*) listen to songs in English, I learn how to say words better.

Pary zdań

Exam guide
4 English in Use
Lexical pairs

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

1 I don't want to live all my school days in _____.
I didn't tell Jason about his exam results for _____ of upsetting him.
a worry **b** stress **c** fear

2 Rick wanted to _____ the world how happy he was once he had swum across the lake.
I wonder in how many languages you can _____ somebody the way.
a tell **b** inform **c** say

3 I told him what I wanted and he agreed _____ my suggestions.
According _____ the weather forecast, it will snow tomorrow.
a to **b** with **c** on

4 We have only one hour to _____ a conclusion.
Give me a call when you _____ your destination.
a get **b** reach **c** arrive

5 Try to make this dish look _____ perfect as possible.
I don't think giving your sister an atlas _____ a gift is a good idea.
a such **b** as **c** like

Parafrazy zdań

5 W poniższych zdaniach spośród podanych opcji wybierz tę, która może najlepiej zastąpić zaznaczony fragment.

1 If you want to share a flat with me, you must *follow my rules*.
a do as you tell me
b help me set some rules
c stick to my regulations

2 Greg, you don't have to *keep working* in this office if it is making you unhappy.
a continue to work
b apply for the job
c take too much work

3 *You don't have to prove your age.*
a It's not necessary for you say how old you are.
b You mustn't tell anybody your age if somebody asks you.
c You shouldn't answer any questions about your age.

4 *It might be a good idea to* invite Alice today, but it isn't a must.
a We should
b We can
c We have to

5 Spectators *are not allowed to* take photos during the performance.
a needn't
b don't have to
c mustn't

Minidialogi

6 W poniższych minidialogach spośród podanych opcji wybierz tę, która może najlepiej uzupełnić dialog.

1 A: I think you get too little sleep.
B: You're probably right.
A: _____
B: Good idea!
a Why don't you stop watching late night films?
b Do you enjoy watching films before bedtime?
c Shouldn't you watch films till late at night?

2 A: We don't have any bread at home.
B: Why don't you buy some?
A: _____
a Yes, I do.
b I'll do it later.
c Well, only if you do.

3 A: I'd like to redecorate my room.
B: _____
A: Thanks for the advice.
a I think you should paint the walls white.
b White is my favourite colour.
c Do you want to paint the walls white?

4 A: Do you always change your shoes when you get to school?
B: _____
A: Oh, I see. It's obligatory in my school, too.
a We don't need to if we don't want to.
b We mustn't do it.
c We have to do it every day.

5 A: I'd like to start my own business.
B: _____
A: Why not?
B: Because you are too young.
a You don't have to yet.
b You can't do it yet.
c You needn't do that yet.

WRITING

7 W twojej szkole zorganizowano tydzień biznesu połączony z warsztatami i spotkaniami z przedsiębiorcami, którzy odnieśli sukces. Napisz e-mail do koleżanki z Edynburga, aby podzielić się z nią wrażeniami z udziału w tym projekcie.

- Wyjaśnij, jaka tematyka była poruszana podczas warsztatów.
- Opisz spotkanie z przedsiębiorcą, które zrobiło na tobie największe wrażenie.
- Wyraź swoją opinię na temat zajęć w jakich brałeś/brałaś udział.
- Wyraź nadzieję, że takie projekty będą organizowane w przyszłości.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić od 80 do 130 słów (nie licząc słów w zdaniach, które są podane).

Hello Lucy,
I'm sorry I haven't written for such a long time but I had a really busy week.
...

Exam guide
6 English in Use
Mini-dialogues

Exam guide
7 Writing
An email

Life Skills guide
7 Creativity,
Mediation,
Practical skills

SPEAKING

8 W trakcie wakacji chciałbyś/chciałabyś pracować jako wolontariusz w schronisku dla zwierząt. Rozmawiasz o tym z pracownikiem schroniska.

Poniżej podane są 4 kwestie, które musisz omówić w rozmowie z egzaminującym.

- zakres obowiązków
- godziny pracy
- sposób dotarcia do schroniska
- możliwość wzięcia dni wolnych

Rozmowę rozpoczyna egzaminujący.

Exam guide
8 Oral Matura

Life Skills guide
8 Communication,
Mediation

7 Tell me what you eat

7A Vocabulary

Food, drink and flavours

1 Revision Listen and match the descriptions (1–6) with the images (a–e). 74 p. 398

a 

b 

c 

d 

e 

f 

1 e
2 b
3 d
4 f
5 c
6 a

Exam guide
2 Listening
Gap-filling

2 Revision Listen again. Write one word in each gap to complete each sentence. 74 p. 398

1 The meal they are talking about is breakfast. He had juice with this meal today.
2 She drank milk and ate bananas this morning.
3 He's having some soup and a (cheese) sandwich for lunch today.
4 He's going to have pizza and salad for dinner.
5 She usually has fish and rice in the evening.
6 He doesn't think it's a good idea to have cake later because of the sugar.

3 For each item, write one word from the box that describes it.

dessert	drink	meat	salty	sour
spice	vegetable			

1 lemon sour
2 potato vegetable
3 curry spice
4 crisps salty
5 tea drink
6 ice cream dessert
7 chicken meat

4 Write one word in each gap to complete each sentence.

1 I want to cook something spicy. Do we have any c*hilli* p*owder*?
2 Wild fruits are the best. The s*trawberries* in our garden are small, dark red and very sweet.
3 Meat often comes with f*rench* f*ries* in restaurants, but you should order a salad instead. Salad is less salty and much better for you!
4 A*pples* grow on trees and they can be red, yellow or green. They can also be sweet or sour.
5 Many children don't like the flavour of v*egetables*, but they love s*weet* things like desserts like i*ce* c*ream*.
6 She likes meat and chicken, but she can't eat fish or p*rawns*. Seafood makes her sick.
7 Ch*ocolate* is a popular ingredient that is used in many desserts and even hot drinks, but without sugar in it, it is actually quite b*itter*.

5 Choose the correct option to complete each sentence.

1 French fries are made from *potatoes* / *tomatoes*.
2 Mexicans eat a lot of *spice* / *spicy* food.
3 Strawberries are *sweet* / *salty*.
4 Many people enjoy the *flavour* / *snack* of coffee.
5 Coffee is *sour* / *bitter* before you add sugar and milk.
6 Ice cream is a popular *drink* / *dessert* all around the world.
7 Apples are a very common *fruit* / *vegetable*.
8 Italian-style *pasta* / *lemon* with meat and tomato sauce is a very popular meal in many countries.
9 *Prawns* / *Chickens* come from the sea.
10 Too much *beef* / *snack* or other red meats is unhealthy.

6 Listen and choose the correct description. 75 p. 398

1 **a** She's cooking Indian food.
b She's making a fruit salad.
c She's eating a salty snack.

2 **a** He's going to buy a snack.
b He needs an ingredient to make dinner.
c He wants a hot drink.

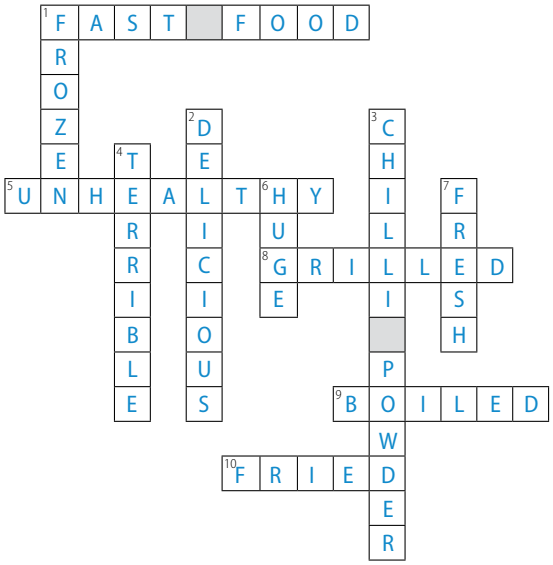
3 **a** She doesn't like very spicy food.
b She loves her friend's cooking.
c She wants some more chicken.

4 **a** She's preparing food for a party.
b She doesn't eat meat.
c She's ordering sandwiches at a café.

5 **a** He doesn't like the lunch dishes.
b He's trying to choose a dessert.
c He's not very hungry.

6 **a** She's looking for the meat section.
b She's looking for the fruit section.
c She's looking for the snack section.

7 **Extension** Complete the crossword.



Across
1 cheap and quick meal, for example, a burger and french fries (2 words)
5 bad for you
8 cooked using direct heat
9 cooked in hot water
10 cooked in hot oil

Down
1 cold, like ice
2 tastes very good
3 it makes your food spicy (2 words)
4 really bad
6 very large
7 like vegetables picked from the garden this morning

8 **Extension** Choose the correct words to complete the text.

Let's face it – many people today have a pretty **(1)** __c__ diet. Lots of people don't take time to eat a good lunch with friends or family. Instead, they get **(2)** __b__, which is cheap and often fried or covered with cheese, and they eat it quickly in their cars. They drink coffee or fizzy drinks full of sugar. After work, they are too tired to cook, so they heat up some **(3)** __a__ meals from the supermarket. Or they go out to restaurants, where they are served a **(4)** __c__ amount of food – and there is often a big dessert after the meal! All of this is **(5)** __a__ for the body.

However, things are starting to change. More and more people are interested in changing their habits. They are buying **(6)** __b__ fruits, vegetables, meat and eggs from local farms. They're drinking water instead of fizzy drinks. They're looking for restaurants that serve normal-sized dishes with interesting **(7)** __b__ and local ingredients. They are discovering that home-cooked meals **(8)** __c__, and that **(9)** __a__ food is lighter and healthier than **(10)** __b__ food.

1 **a** healthy
b spicy
c unhealthy

2 **a** a home-cooked meal
b fast food
c fresh vegetables

3 **a** frozen
b amazing
c boiled

4 **a** fresh
b frozen
c huge

5 **a** terrible
b delicious
c natural

6 **a** frozen
b fresh
c boiled

7 **a** amounts
b flavours
c delicious

8 **a** taste terrible
b smell bad
c taste amazing

9 **a** grilled
b salty
c fried

10 **a** boiled
b fried
c sweet

Exam guide
6 Listening
Multiple choice

Exam guide
8 English in Use
Multiple choice

7B Listening

Exam guide
1 Listening
Matching

Life Skills guide
3 Critical thinking

Exam guide
2 Listening
Multiple choice

Exam guide
4 Listening
Multiple choice

1 Listen and match the sentences (a–f) to the speakers (1–5). There is one extra sentence that you do not need to use. 76 p. 398

a This person prefers grilled dishes.
b This person always follows a recipe.
c This person doesn't like buying frozen food.
d This person doesn't like healthy food.
e This person often eats fried food.
f This person tries to buy local food.

1 c **2** e **3** a **4** b **5** f

2 Listen and answer the questions. 77 p. 398

1 What is a potluck dinner?
a everyone cooks the meal together.
b Everyone brings a dish to the dinner.
c Everyone tries to guess what the food is.

2 What is the man planning on bringing?
a a cheesecake
b a dessert
c a curry

3 What does the woman think might be funny?
a if she isn't able to get the organic honey
b if he doesn't warn people about the spices
c if they bring the same dish to the dinner

4 What does the woman need for her dish?
a organic honey
b cheesecake
c hot peppers

5 What is the woman definitely going to do?
a make a dessert
b make a cheesecake
c make something spicy

6 What is the woman not sure about?
a if she'll be able to eat all the spicy foods
b if other people are bringing dishes to the dinner
c what she'll make if she doesn't get the honey



3 Listen to the speaker and decide what his philosophy about life is. 78 p. 399

a Don't regret the mistakes you've made.
b Be kind to everyone you meet.
c Find something you enjoy and do it.
d Keep calm and carry on.



4 Listen again. Choose the correct answers. 78 p. 399

1 What has the young man been wondering about?
a if he should work in a restaurant or not
b if he should go to university or not
c if he should ask his parents for money or not

2 Why does he think some people go to university?
a because they feel like they're supposed to
b because that's the best way to get a good job
c because they'll be disappointed if they don't

3 How long has he worked at the local restaurant?
a since last summer
b he hasn't yet
c for three summers

4 What is he doing this summer?
a working at the restaurant
b going to catering college
c he still isn't sure

5 How long does the catering course last?
a eight weeks
b two years
c eighteen months

6 What is he going to do if he isn't accepted at catering college?
a think about a different career
b continue to work towards his career goal
c apply to a university

7 Why does he feel so lucky?
a because he has a good job in a restaurant
b because he is going to catering college
c because he knows what he wants to do

7C Grammar 1

Predictions and arrangements

1 Complete the sentences with the correct form of *will* and the verb in brackets.

1 We won't eat (*not eat*) all of this food!
2 The tomatoes will be (*be*) ripe and ready to eat in July.
3 Nonno's Pizza, a new restaurant, will open (*open*) in two weeks.
4 I will call (*call*) the restaurant and book a table.
5 The takeaway delivery will arrive (*arrive*) in 30 minutes.
6 Turn down the heat or the sauce will burn (*burn*).
7 Friday's newspaper will print (*print*) a review of Finn's Café.
8 We won't have (*not have*) enough time to make a salad.

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

1 we / have / a / Sarah / party / this / Will / year / big / for
Will we have a big party for Sarah this year?
2 family / invite / of / friends / we / her / all / and / Will
Will we invite all of her friends and family / family and friends?
3 the / Will / food / parents / our / prepare / help
Will our parents help prepare the food?
4 help / Ana / with / Will / decorations / the
Will Ana help with the decorations?
5 invitations / Will / by / send / email / the / we
Will we send the invitations by email?
6 Will / cake / bake / a / David
Will David bake a cake?
7 arrange / Zach / Will / music / dancing / for
Will Zach arrange music for dancing?

3 Choose the correct option to complete each sentence.

1 One serving of kale *will give* / *is going to give* you more calcium than a large glass of milk.
2 Eating kale *going to add* / *will add* fibre, protein, omega-3s, and vitamins and minerals to your diet.
3 One cup of kale *are going to have* / *will have* only 33 calories and tons of vitamins, minerals and protein.
4 If you buy kale, it *won't to be* / *isn't going to be* expensive.
5 You can use kale to make lots of things. *You going to want* / *You'll want* to try it in a smoothie, a salad, a side dish – or baked as a crisp!
6 Adding kale to your diet *won't to cause* / *is not going to cause* medical problems.
7 If you travel to Scotland, Kenya or Portugal, you *will seeing* / *are going to see* kale on the menu.
8 The average person in other places *going to eating* / *will eat* only two to three cups of kale every year.
9 You *will be able* / *is going to be able* to find kale in your local supermarket.

4 Complete the sentences with the correct form of the verbs in brackets. There may be more than one correct answer.

1 Tonight, the chef is going to prepare / will prepare (*prepare*) his favourite meal, spaghetti bolognese, for us.
2 The sous chef will help (*help*) by chopping onions, carrots, celery and tomatoes, and gathering the garlic, rosemary, basil and oregano.
3 The chef will start (*start*) by boiling the spaghetti in salted water.
4 Then he will begin (*begin*) cooking the sauce.
5 He will heat (*heat*) olive oil in a pan and then cook the onion, carrot, celery, garlic and rosemary for about ten minutes.
6 Then he will stir (*stir*) in the minced beef and cook it until it's brown.
7 He will add (*add*) canned tomatoes, basil, oregano, tomato purée and fresh tomatoes.
8 He is going to cook / will cook (*cook*) the sauce for about an hour and create a thick, rich sauce.
9 Finally, he will combine (*combine*) the cooked spaghetti and sauce.
10 He is going to serve / will serve (*serve*) the spaghetti with grated Parmesan cheese.

5 Use the prompts to write predictions that are true for you. Use *will*, *going to*, *may* or *might*.

1 speak English _____
2 travel to _____
3 meet _____
4 try _____
5 know _____
6 In 5 years, I _____
7 In 10 years, _____

6 Translate the Polish fragments of the sentences into English.

1 I (*zamierzam ugotować*) am going to cook some spaghetti later. Would you be able to help me?
2 Have a look in the cupboard. There (*mogą być*) might be some biscuits there.
3 Mum said she (*zawoła*) will call us when dinner is ready.
4 I think I (*zaproszę*) will invite a few friends for dinner at the weekend.
5 It (*nie będzie*) won't be very tasty without any salt.
6 Careful! The meat (*przypali się*) is going to burn in a moment.

Exam guide
6 English in Use Translations

Life Skills guide
6 Mediation

7D Reading

Exam guide
1 English in Use
Word formation

VOCABULARY BUILDING Suffixes

1 Complete each sentence with the correct form of the word in brackets. Add the suffix *-er, -ment* or *-ance* and make changes to spelling where necessary.

1 What might be some of the consequences of the disappearance (*disappear*) of farming as a way of life?
2 Where will our food come from if fewer people decide to become farmers (*farm*) in the future?
3 The development (*develop*) of urban and vertical farms will be a big step towards helping to feed people in the future.
4 Being able to grow food indoors for millions of people would be a tremendous accomplishment (*accomplish*).
5 Urban farming is an exciting field that brings together plant scientists, architects, urban planners (*plan*), engineers and economists.
6 The future of farming is dependent on the acceptance (*accept*) of new ideas and methods.

Exam guide
2 Reading
Multiple choice

Exam guide
3 Reading
Matching headings

READING

2 Read the text and choose the correct options.

1 Why is urban farming an important development for the future?
a It's important to control conditions such as carbon dioxide, humidity and light.
b According to the UN, 6.5 billion people will live in cities by 2050.
c because shops don't produce the food they sell
d If farming as a way of life disappears, urban farms will help feed people in cities.

2 What are some advantages of urban or vertical farms?
a In the near future, twice as many people will live in cities as today.
b Traditional farming as a way of life is slowly disappearing.
c You can control light and water, and you don't have to worry about weather or insects.
d A personal food computer keeps track of conditions such as carbon dioxide levels, humidity and light intensity.

3 How is aeroponic farming different from traditional farming?
a Both aeroponic and traditional farmers need to worry about insects, weather and light conditions.
b Engineers, architects, urban planners, economists and plant scientists all work together on aeroponic farms.
c Unlike traditional farms, aeroponic farms can control growing conditions 365 days a year.
d Aeroponic farms will be one way you'll get at least some of your food in the future.

4 How do plants in a food computer receive nutrients?
a A food computer is a climate-controlled box.
b Sensors in a food computer keep track of humidity and light.
c Aeroponically grown plants don't need sunlight.
d They're fed by a mist that includes necessary minerals.

5 Why are vertical farms able to provide food exactly where it's needed?
a because plants in vertical farms don't need sunlight
b because vertical farms can be located in cities
c because not all of our food comes from shops
d because vertical farms work 365 days a year

3 Choose the correct heading (a–e) for each paragraph.

1 Paragraph 1 b
2 Paragraph 2 a
3 Paragraph 3 e
4 Paragraph 4 c
5 Paragraph 5 d

a Urban farms of the future
b Who will feed the future?
c Aeroponic farming
d Aeroponics and you!
e Personal 'food computers'

4 Match the words (1–8) with the definitions (a–h).

1 estimate c
2 mineral a
3 root f
4 factory g
5 climate d
6 vertical e
7 row h
8 engineer b

a a chemical substance found in nature
b a person who has scientific training and who designs and builds complex structures
c to make an informed guess
d the typical weather in a place
e going up and down rather than from side to side
f the part of a plant that grows below the ground
g a building in which products are made
h a group of objects arranged in a line

Urban farms: the future of food?



1 79 Do you know where your food comes from? Does it matter to you? If you live in a city, you probably get most, if not all, of your food from shops. Of course you know that shops don't produce the food they sell. Farms do. But did you know that farming as a way of life is slowly disappearing? The United Nations estimates that by 2050, 6.5 billion people will live in cities. (That's about twice as many as today.) If fewer and fewer people become farmers, where is our food going to come from?

2 Caleb Harper, a National Geographic Explorer, has an idea. Caleb thinks that people should grow food near the places they live and not just on traditional farms. He's part of a new movement that hopes to see 'urban farms' and 'vertical farms' in cities in the not-too-distant future. Caleb's organisation is the CityFARM research group. CityFARM brings together engineers, architects, urban planners, economists and plant scientists to study alternatives to traditional farms.

3 One of the tools Caleb is interested in developing is what he calls a 'personal food computer'. A food computer is a small box with plants inside it. The food computer has sensors* that measure conditions such as carbon dioxide levels, humidity and the amount of light. There's no soil. The plants get nutrients* through a mist, a fine spray of water, that has minerals added in.

4 This type of farming, in which plant roots are fed by mist and not grown in soil, is called aeroponics. Now picture a type of aeroponic food computer that's as big as a warehouse*. In here, plants grow without soil or sunlight. All of the plants are fed aeroponically (by mist) and the climate is controlled. There's no risk of storms, cold weather or droughts. Insects can't harm the plants. The system works 365 days a year, day and night. That's more or less what a vertical* farm is like.

5 Because vertical farms can be built in cities, inside old warehouses or factories, or even on top of schools, they can provide food exactly where it's needed. Whether it's a personal food computer designed to grow your favourite vegetables in your home or a vertical farm in an urban apartment building, aeroponic farming will probably be one of the ways you get at least some of your food in the future.

sensors *devices that respond to heat, light, pressure, etc.*
nutrients *substances that plants, animals and people need to live and grow*

warehouse *a large building used for storing goods*
vertical *up and down instead of side to side*

7E Grammar 2

First conditional

1 Listen and complete the sentences. 80

1 ___When___ you go walking in Arizona, ___you'll___ need to wear sunscreen.
2 You ___could___ lose your work ___if___ you don't save your files every ten minutes.
3 ___If___ you water your plants every week, ___they'll___ be healthy and beautiful.
4 I ___may___ get my driving licence in the autumn ___if___ I take driving lessons this summer.
5 You ___could___ wear your blue suit ___when___ you go to your cousin's birthday.
6 ___If___ I leave my hat by the pool, my sister ___will___ get it for me.
7 It ___could___ be difficult to do well in your exam ___if___ you play video games all afternoon.

2 Listen and complete the sentences with the correct word or punctuation. 81

1 ___If___ you go walking in the desert ___,___ you might see some interesting wildlife.
2 I might have to go to summer school ___if___ I fail the exam.
3 I may go rock climbing ___if___ I visit Chamonix.
4 ___If___ you stay out on the beach too long ___,___ you could get sunburnt.
5 ___If___ we don't pay the rent ___,___ our landlord may be upset.
6 I may eat tacos ___if___ I go to that new Mexican restaurant.
7 ___If___ we leave before breakfast ___,___ we might arrive on time.

Life Skills guide
3 Critical thinking

3 Tick (√) the sentence in each pair that is more certain.

1 If the flat is dirty, Chris may clean it. ☐
When the flat is dirty, Chris will clean it. ☑
2 He will do yoga and meditation when he is upset. ☑
If he is upset, he might do yoga and meditation. ☐
3 When you learn to swim, you'll go to the pool more often. ☑
You may go to the pool more often if you learn to swim. ☐
4 If you listen to this music, you may love it! ☐
You'll love this music when you listen to it! ☑
5 Kyle won't come with me when I go to the cinema on Saturday. ☑
Kyle might not come with me if I go to the cinema on Saturday. ☐
6 When I go to Canada, I won't visit Toronto. ☑
I might not visit Toronto if I go to Canada. ☐
7 When you go to the meeting with your teacher, she'll help you with your essay. ☑
If you go to the meeting with your teacher, she may help you with your essay. ☐
8 I could have a banana and some tea if I get hungry on my flight. ☐
When I get hungry on my flight, I'll have a banana and some tea. ☑

4 Choose the correct option to complete each sentence. There may be more than one correct answer.

1 *If* / *When* you like Spanish food, you might want to make a *tortilla*.
2 *If* / *When* you want to make one, you'll need to buy a lot of eggs.
3 *If* / *When* you go to the supermarket, you'll also need to buy potatoes, olive oil and an onion.
4 *If* / *When* you cut the onion, it *might* / *will* make you cry.
5 When the olive oil is hot, it *may* / *will* be time to add the onion and potato.
6 *If* / *When* the onions and potatoes are cooked, you'll need to add the egg.
7 When you flip the tortilla, you *might* / *will* drop it. Be careful!
8 *If* / *When* you eat it, you might want to serve a small salad or some bread as well.
9 *If* / *When* you're trying to lose weight, you won't want to eat too much!

5 Choose the correct option to complete each sentence.

1 I *eat* / *ate* fruits and vegetables when I want to be really healthy.
2 If I learn to swim, *I'll go* / *I'll to go* to the pool every day.
3 If we go into town for the match, we *could* / *if* go to that new restaurant for lunch.
4 I *won't* / *could* buy any cheese when I go to the supermarket.
5 If you go outside tonight, you might *see* / *seeing* the full moon.
6 Remember you could call your cousin *won't* / *if* you need help.
7 If you drive too fast, you may *get* / *got* a speeding fine.
8 When it's raining tomorrow, you *might want* / *will want* to go to the cinema.
9 I might *to go* / *go* shopping today if I leave work early.

6 Complete the second sentence so that it means the same as the first. Use no more than three words in each sentence.

1 I may win the contest and, if that happens, I will get a prize.
If I win the contest, I will get a prize.

2 It's possible that you will not go to the party with Mary and, if that happens, she will be upset.
If you don't go to the party with Mary, she will be upset.

3 Sometimes I go to bed at 8.00 and, when I do, I am happy when I wake up.
When/If I go to bed at 8.00, I wake up happy.

4 We are going to the beach in July and, when we do, it's possible I will go diving.
When we go to the beach in July, I might/may/could go diving.

5 He could be late and, if he is, he'll call to tell you.
If he's going to be late, he'll call to tell you.

6 We may see the play on Saturday, but if we don't see it, we won't have a chance to see it again.
If we don't see the play on Saturday, we won't see it at all.

7 I could read the lesson ahead of time and, if I do, I might answer more questions in class.
I might/may/could answer more questions in class if I read the lesson ahead of time.

7 Read the questions. Choose the correct answer.

1 When will you pay me back if I lend you money?
(a) If you lend me money, I will pay you back next week.
b I might pay you back next week when you are lending me money.

2 When she goes to Paris, what will she do?
(a) She might visit the Eiffel Tower when she's in Paris.
b If she goes to Paris, she may visit the Eiffel Tower.

3 If you buy a new car, will it cost a lot of money?
a I won't buy a new car if I may not have a lot of money.
(b) If I buy a new car, it may cost a lot of money.

4 Did you talk to Rob today?
(a) No, I didn't. But I may speak to him later if I go to science club.
b No, I didn't. When I go to science club, I won't speak to him.

5 Will your mother be annoyed if you don't go on holiday with your parents this year?
a Yes, if we wouldn't go, she could be annoyed.
(b) Yes, if we don't go, she'll be annoyed.

6 When you walk along the river this afternoon, will you bring a book to read?
(a) Yes, I may bring a book when I walk along the river.
b Yes, if I bring a book, I will walk along the river.

7 Have you mown your lawn yet this year?
a Yes, when it's sunny and warm last week, we could need to mow it.
(b) No, but if it's sunny and warm next week, we may need to mow it.

8 Complete the sentences with your own ideas using the first conditional.

1 If I eat a lot of junk food, _____.
2 When I have time to cook dinner, _____.
3 If I don't have time to cook, _____.
4 I go to restaurants _____.
5 When I want something sweet, _____.
6 If I eat dinner with my family, _____.
7 When I eat with my friends, _____.

9 Complete the sentences with a 'first conditional', using the correct form of the words in brackets.

1 If I have time to make dinner later, (*I / cook*) I will cook some Chinese food.
2 I'll buy a kebab if (*I / not / get*) I don't get home in time for dinner.
3 If (*she / feel*) she feels hungry, she will eat a banana.
4 If they eat too much, (*they / feel*) they will feel bad.
5 He (*not / lose*) won't lose any weight if he continues to eat so much fast food.
6 If you add a little chilli powder, (*it / taste*) it will taste delicious.
7 If (*he / ask*) he asks you for any more crisps, just say no.
8 The dog (*get / sick*) will get sick if you feed it too often.

Life Skills guide
8 Critical thinking
Self-development

Technology guide

Video available on DVD, Multibook and **www.dlanauczyciela.pl**

TEDTALKS Extra
The global food waste scandal

> "The best thing to do with food is to eat and enjoy it, and to stop wasting it."
>
> **TRISTRAM STUART**

AUTHENTIC LISTENING SKILLS

Prediction

Sometimes you can use what you already know about a topic to predict what a speaker might say. This can help you understand more of what you hear.

Life Skills guide
1 Critical thinking

Exam guide
5 Listening
Multiple choice

1 Read the Authentic listening skills box. Based on the title of the talk and the quote above, what do you think Tristram Stuart is likely to talk about? Tick (√) the topics you think he may discuss.

- [x] Hunger isn't a big problem in rich countries.
- [ ] Cooking is a useful skill.
- [ ] Fast food often isn't very tasty.
- [x] We need to stop wasting food.

2 Listen to an extract from the talk and check your answers to Exercise 1. 82 p. 399

BEFORE YOU WATCH

Life Skills guide
3 Collaboration, Mediation

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

food waste | stale bread | injustice | rotten | colossal | hunger | throw away | food supply | agriculture | inefficient | unofficial | tip of the iceberg | edible | supply chain | packaged food | bread crust | spinach

WHILE YOU WATCH

4 Watch the clip about the Speaker. Choose the correct definition of the words and phrases. ▶ 7.0 p. 405

surpluses | discard | cosmetic | bear | scandal | corporations

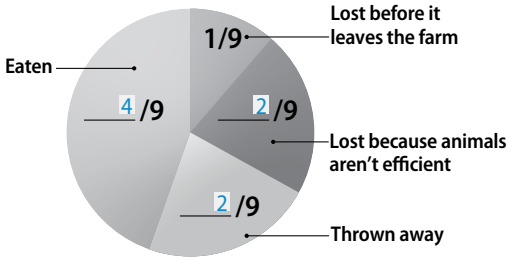
5 Watch part 1 of the talk. Choose the correct option to complete each sentence. ▶ 7.1 p. 405

1 People started trying to create a food surplus _____ years ago.
a 1,200
b 12,000
c 120,000

2 Tristram found some packets of biscuits in the rubbish behind a _____.
a supermarket
b restaurant
c house

6 Watch part 2 of the talk. Write the correct numbers to complete the pie chart. ▶ 7.2 p. 405

Food use and waste





7 Watch part 3 of the talk. Choose the correct option to answer the questions. ▶ 7.3 p. 405

1 Tristram shows a picture of thrown away packaged food. Where was it thrown away?
a at a supermarket **b** at a restaurant **c** at school

2 How many slices of bread did the factory throw away each day?
a 1,300 **b** 13,000 **c** 130

8 Watch part 4 of the talk. Choose the correct option to complete each sentence. ▶ 7.4 p. 406

1 Tristram says we should store lettuce in *the fridge* / *a vase of water*.
2 Tristram *fed 'waste' food to* / *collected 'waste' food from* 5,000 people.

9 VOCABULARY IN CONTEXT

Watch the clips from the talk. Choose the correct meaning of the words or phrases you will see in the clip. ▶ 7.5

global household invested resources tackle

10 Complete the sentences with your own words. Then discuss them with a partner.

1 _____ is a *global* challenge.
2 The people who live in my *household* are _____.
3 The government should *invest* more money in _____.
4 A *resource* I can help conserve (keep safe) is _____.
5 A problem that needs to be *tackled* in my community is _____.

AFTER YOU WATCH
CRITICAL THINKING Supporting evidence

When people present an idea, they often give examples to support their idea. This makes the idea more believable.

11 Match Tristram's ideas (1–4) with the examples that support them (a–d).

1 Supermarkets waste food. c
2 The sandwich industry wastes bread. a
3 Cosmetic standards cause food waste. d
4 We can store food in a better way. b

a a photo of discarded bread crusts
b photos of lettuce stored correctly and incorrectly
c a photo of packaged foods on a shelf
d photos of piles of wasted parsnips, oranges, and bananas

12 MY PERSPECTIVE – SPEAKING

Which of the ideas from Tristram's talk would you try? Tell your partner and explain your reasons. Say why you reject other ideas.

- eating sandwiches made with the ends of a loaf of bread
- eating safe, fresh food that the supermarket has thrown away
- eating fruit or vegetables that don't look perfect

Exam guide
7 Listening
Multiple choice

Life Skills guide
11 Critical thinking

Life Skills guide
12 Critical thinking, Self-development

Life Skills guide
10 Critical thinking, Mediation, Self-development

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Technology guide

LearningApps.org

TEDTALKS Practice
The global food waste scandal

Rozwiąż dodatkowe zadania do filmu na LearningApps.org.

AUTHENTIC LISTENING SKILLS

1 Listen to TED Talk extracts and choose the correct answer to the questions. 83 p. 399

1 What do you think Stuart is going to talk about next?
a He will explain his life story.
b He will explain surplus.
c He will explain why people get hungry.

2 What do you think Stuart is going to talk about next?
a why he likes to shop at big supermarkets
b what he found was being thrown away
c the things he bought at the supermarket

3 What do you think Stuart is going to talk about next?
a why biscuits are delicious
b how biscuits are made
c how biscuits connect to food waste

4 What do you think Stuart is going to talk about next?
a how supermarkets are a part of wasting food
b why supermarkets are doing a great job
c why people should shop at supermarkets

5 What do you think Stuart is going to talk about next?
a how people should get jobs as farmers
b how farmers waste food
c how farmers are losing their jobs

WATCH p. 405

2 Watch the TED Talk. Choose the correct option to complete each sentence.

1 Stuart believes the solution to food waste is to simply *sit down and eat* / *throw away* food.
2 The wasted food that Stuart is talking about is *bad, rotten* / *good, fresh* food.
3 People *cut down forests* / *make more supermarkets* to grow and farm more food.
4 Food goes to waste even before it leaves *the fields* / *people's houses.*
5 Corporations need *to grow their own food* / *tell people* what they are throwing away.
6 There are 13,000 slices of fresh bread thrown away in one factory in *one year* / *one day.*

3 Tick (√) the things that Stuart says contribute to food waste.

1 the public ☑
2 *hungry* people ☐
3 animal food ☑
4 the planet ☐
5 *farmers* ☑
6 corporations ☑
7 supermarkets ☑
8 lack of refrigeration ☑

4 Match the words (1–7) with the correct paraphrased line from the talk (a–g).

1 depend on f
2 crust e
3 unacceptable g
4 symbol b
5 hobby d
6 in very large quantity a
7 demonstrate c

a Food is being wasted **on an enormous scale**.
b These biscuits **represent** the global food supply.
c I need to **show** you where the food ends up.
d I inspect bins **in my free time**.
e Who eats the **first and last slice** of bread in a loaf?
f We throw away food that hungry people **need**.
g We can stop food waste if we say that **it isn't OK**.

VOCABULARY IN CONTEXT

5 Complete each sentence with the correct word.

global households invested resources tackle

1 Stuart wants us to imagine that the nine biscuits that he found in the bin represent the ___global___ food supply.
2 He thinks people who live in most ___households___ don't eat the crust – that slice at the first and last end of each loaf.
3 The farmer has ___invested___ £16,000 in growing spinach.
4 He says people have the power to stop this awful waste of ___resources___.
5 The global quest to ___tackle___ food waste has started.

7F Speaking

Useful language

Making suggestions

How about …?
I think we should have …
We could cook …
Why don't we ask people to bring …?
Why don't we …?
Maybe we should …
What about …?

Describing food

It's a kind of …
It's popular in …
It's really good with …
It's a little salty / fairly sweet / kind of sour / delicious.

Making decisions

We'll have plenty of (pizza) and (salad).
I'll put that on the invitation.

1 Listen and complete the dialogue. 84

A: What are we going to do to celebrate the end of term?
B: **(1)** Why don't we go bowling?
C: Maybe, but not everyone likes it.
A: **(2)** How about a Hollywood party?
B: What's that?
A: **(3)** It's a kind of film party where everyone dresses up as celebrities or movie characters.
C: That's a great idea. And a few of us are DJs, so we can put some music together.
B: We'll have plenty of music.
A: And **(4)** I think we should have popcorn … and nachos to eat.
C: Do you put meat on your nachos?
A: I make nachos with tortilla chips, guacamole, chilli con carne, sour cream and cheese. So **(5)** it's a little salty, a little **(6)** sweet and **(7)** kind of sour with the cream, too. **(8)** It's delicious!
B: Yeah, **(9)** it's a really popular party food.
A: And **(10)** it's really good for lots of people because you use the tortilla chips like a spoon, so you don't need knives and forks.
C: That sounds great.
B: **(11)** We could cook the chilli at my house.
A: And we'll need lots of tortilla chips, so **(12)** why don't we ask people to bring them?
B: Great idea.
C: This party's going to be awesome!

2 Read the three situations below. What suggestions do you have for them?

1 A new friend is coming over to have dinner with your family. She's a vegetarian. What are you going to prepare for dinner?
2 An exchange student wants to know what is one of the most popular foods or meals in your country. Describe it for the student.
3 Your school wants to organise a campaign to reduce food waste in the cafeteria. What suggestions do you have?

For each situation, cover these three points. Make some notes using the Useful language.

- what is/are your idea(s)
- describe the places and things in your idea(s)
- explain why they are good in the situation

3 Imagine that your cousin has just started at a new school and wants to make new friends. Think of suggestions for things your cousin can do to make friends. Make notes on your ideas. Use the Useful language. Then listen to a model answer. 85

p. 399

Below are some ideas to help you.

- sports
- study group
- drama group

Life Skills guide

2 Creativity, Critical thinking, Mediation, Self-development

Life Skills guide

3 Creativity, Communication, Mediation

7G Writing

A review

Life Skills guide
4 Creativity
Practical skills

1 Choose the correct options to complete the restaurant review.

Eastern Spice is a new **(1)** *restaurant / coffee shop* on the corner of Main Street and Beech Road. It serves excellent Indian food, including curry, naan bread and samosas. The chef grew up in northern India, but has lived in the United Kingdom for many years. He helps his customers to understand how spicy the different **(2)** *countries / dishes* are and encourages everyone to try new **(3)** *flavours / restaurants*. With only eight tables, the place is **(4)** *huge / small* and extremely busy. However, I found it very noisy; the music was much too **(5)** *loud / interesting*! Service is personal with **(6)** *no / lots of* attention to detail, but a little too slow. **(7)** *Prices / Menus* are reasonable … under £15 for two delicious courses! Eastern Spice is open from 6 pm to midnight, Tuesday to Sunday. It doesn't open on Mondays. I **(8)** *recommend / like* it for couples or a few friends, but not for large groups.

Life Skills guide
5 Creativity,
Practical skills

2 Read the restaurant review again. Then match the questions (1–8) with the answers (a–h).

1	What? f	**a**	Main Street and Beech Road
2	What food? h	**b**	6.00–12.00
3	Where? a	**c**	A little slow
4	When? b	**d**	Monday
5	Closed? d	**e**	No
6	Service? c	**f**	Eastern Spice
7	Expensive? e	**g**	Yes
8	Recommended? g	**h**	Indian dishes

3 Read the restaurant review and choose the correct answers to the questions.

P&P is a popular Italian restaurant on Fairfield Avenue, next to the train station. Except Sundays, it's open every day from 12.30 to 10 pm and, for dinner, you'll need to book. It's a large, casual place with lots of soft seats and brightly coloured cushions. P&P stands for pizza and pasta, but they also serve salads and grilled meats. Everything is fresh and delicious! Compared to other Italian restaurants, prices are high, but I think it's worth it. The waiters and waitresses are very quick and efficient, and always smiling. I highly recommend it for celebrations and special occasions.

1 Where is the restaurant?
a in the train station **b** on Fairfield Avenue

2 Do you always need to book?
a just on Sundays **b** just for dinner

3 What is the atmosphere like?
a large **b** casual

4 What kind of food do they serve?
a They serve a variety of dishes.
b They only serve pizza and pasta.

5 Is it expensive?
a yes **b** no

6 How would you describe the service?
a too slow **b** friendly

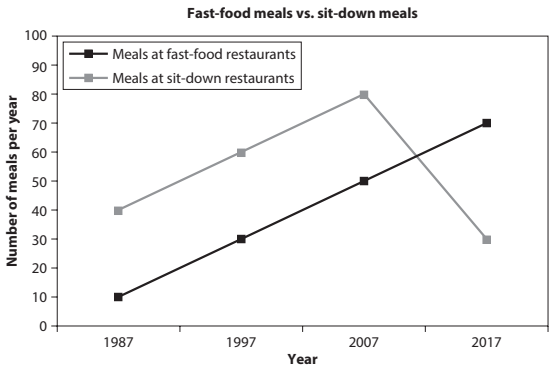
7 How would you describe the review?
a mostly positive **b** mostly negative

4 Write your own restaurant review. Choose one of the options below. Complete the notes with your ideas, then write your review.

TORO	ZEN
• Spanish restaurant • 62 Summer Street • Mon–Fri, 6 pm to _____ • Sat & Sun _____ • Dishes include paella and _____ • Prices _____ • Service is welcoming, but _____ • Atmosphere is _____ • Recommend _____	• Japanese restaurant • Lavender Lane • Hours are _____ • Chef is from Tokyo • Atmosphere is stylish and _____ • Dishes like sushi and _____ • Very expensive • Service is _____ • Recommend _____

5 Read and follow the instructions.

- The graph below was created by a businessman. It shows the number of customers having meals at sit-down restaurants and fast-food restaurants in his hometown over a period of 30 years.
- Summarise the information by selecting and reporting the main features, and make comparisons where relevant.
- Write at least 150 words.



Lexical Review 7

1 Find eight words in the word search. They can be written either horizontally or vertically. Then try to explain the meaning of each word in English.

F	L	A	V	O	U	R	X	X
A	Q	O	Y	J	B	H	R	P
M	E	D	I	C	I	N	E	O
I	R	U	A	G	T	T	Z	T
L	I	V	W	J	T	E	D	A
Y	M	O	T	H	E	R	P	T
A	N	P	U	S	R	J	E	O
C	H	O	M	E	W	O	R	K
B	E	D	R	O	O	M	F	R

2 Match the words (1-8) with the definitions (a-h).

1 brother b
2 vertical d
3 perfection f
4 unhealthy h
5 kind a
6 teacher g
7 delicious e
8 successful c

a nice and helpful towards other people
b a boy who has the same parents as you
c achieving the desired result
d up and down, not from side to side
e very tasty
f ideal, with no faults
g a person who works at a school
h not good for you

3 Choose the correct option to complete each sentence.

1 The recipe says we have to ____ the meat in water for 10 minutes.
a boil **c** bake
b fry **d** grill

2 I prefer taking a ____, I really don't like baths.
a sink **c** shower
b clean **d** washing

3 She's my ____. She lives next door to me, but I don't know her very well.
a flatmate **c** friend
b colleague **d** neighbour

4 I've seen ____ doctors, but nobody knows what is wrong with me.
a several **c** few
b a lot **d** any

5 I can't ____ all these names and dates. I hate history!
a remind **c** learn
b study **d** teach

6 So, what would you like for ____? Ice-cream?
a food **c** course
b meal **d** dessert

7 I think ____ is a fascinating subject. I love looking at maps.
a physics **c** biology
b chemistry **d** geography

8 Quick! Give me a glass of water! This curry is really ____!
a sweet **c** flavour
b spicy **d** salt

4 Write one word in each gap to complete the sentences. The first letter is given

1 Do you know if a tomato is a v*egetable* or a fruit?
2 I can feel a p*ain* in my left arm. It really hurts.
3 He's my best f*riend*. We've known each other for years.
4 The meat from a cow is called b*eef*.
5 Good afternoon, sir. Are you ready to o*rder*? I can recommend the chicken.
6 My sister is brilliant at m*aths*. She can do some really complicated calculations.
7 In Italy, they eat a lot of s*eafood*, such as crab, octopus and shellfish.
8 We call my dad's brother, u*ncle* David, Bear because he's so big.

Exam guide
3 English in Use
Multiple choice

5 Match the words (1–8) with the definitions (a–h).

1 sour e
2 traditional c
3 wrist g
4 frozen a
5 reject b
6 urban h
7 physical education d
8 snack f

a anything below zero degrees centigrade
b not accept
c the typical way of doing something
d sports lessons at school
e with a taste similar to that of a lemon
f something to eat between meals
g the joint that connects your hand to your arm
h relating to a town or city

Skills Review 7

ENGLISH IN USE

Słowotwórstwo

Exam guide
1 English in Use
Word formation

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

1 Spicy food is not recommended for young children.
SPICE
2 It is hard for me to explain the disappearance of all the food from the fridge.
DISAPPEAR
3 When all the guests said they'd enjoyed the meal, the cook felt a sense of accomplishment.
ACCOMPLISH
4 Ann works as a waitress in a popular restaurant.
WAIT
5 Mary's mother encouraged her to prepare her first meal when she was just ten.
COURAGE

Uzupełnianie luk

Exam guide
2 English in Use
Gap-filling

Exam guide
5 English in Use
Transformations

2 Uzupełnij luki w zdaniach **jednym** wyrazem, który najlepiej pasuje.

1 We've got lettuce, tomatoes, cucumbers and cheese – all the neccessary ingredients to make a salad.
2 Nowadays, there are a lot of diets which help you lose weight.
3 Could you give me the recipe for this soup? I'd like to prepare it at home.
4 Eating too many sweets may cause health problems.
5 The cake you have baked is delicious. I have never eaten a better one!

Tłumaczenie fragmentów zdań

Exam guide
3 English in Use
Translations

Life Skills guide
3 Mediation

3 Przetłumacz fragmenty zdań podane w nawiasach na język angielski.

1 Many of us like drinking (*napoje gazowane pełne*) fizzy drinks (that are) full of sugar.
2 The pub was so popular that there were usually (*dwa razy więcej ludzi niż*) twice as many people as seats.
3 To stay healthy, avoid eating food with lots of (*substancji chemicznych*) chemical substances.
4 When I'm on holidays, I always dream of eating a (*posiłku ugotowanego w domu*) homemade/home-cooked meal.
5 I buy fruit and vegetables from the market because the prices are (*rozsądne*) reasonable there.

Parafrazy zdań

4 W poniższych zdaniach spośród podanych opcji wybierz tę, która może najlepiej zastąpić zaznaczony fragment.

1 We have to *keep track of* every meeting of the Board of Directors.
a take part in
b prepare
c follow the course of
2 *Let's face it*! Nobody's going to lend us the money.
a We must be realistic!
b Let's find another solution!
c We'll be in trouble!
3 *Carry on with* your work until the teacher comes.
a Take a break from
b Continue doing
c Hurry up with
4 I'll *give you the recipe for* my favourite dish.
a tell you how to cook
b invite you to taste
c let you help me cook
5 I kept the fruit in the kitchen too long. Now it's *rotten*.
a too sweet
b ready to eat
c in a bad state

5 Uzupełnij drugie zdanie, tak żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów.

1 Perhaps the weather will be fine tomorrow and then we will be able to go for a walk.
If the weather is fine tomorrow, we will be able to go for a walk.
2 Alex may become the best chef in the country and then his parents will be proud of him.
If Alex becomes the best chef in the country, his parents will be proud of him.
3 Perhaps David won't hurry but then he won't catch the train.
David won't catch the train if he doesn't hurry.
4 It's possible we will go to the countryside. If we do, we will help on the farm.
We will help on the farm if we go to the countryside.
5 Plants must get nutrients in order to grow quicker.
Plants grow quicker if they get nutrients.

Uzupełnianie zdań

6 **Wybierz odpowiedzi, które poprawnie uzupełniają zdania.**

1 Excuse me, I'm looking ____ a Chinese restaurant. Where can I find one?
a at **b** for **c** forward

2 Could you please ____ me the bread?
a pass **b** provide **c** move

3 Does it ____ to you what you eat for breakfast?
a mean **b** work **c** matter

4 Today, more and more people are ____ in eating healthy food.
a interest **b** interested **c** interesting

5 When Harry ____ to New York, he'll take a walk in Central Park.
a will go **b** go **c** goes

READING

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

MICHELIN GUIDE

1 c

Andre and Edouard Michelin were brothers who ran a rubber factory producing tyres for bicycles and cars. They were looking for ways to increase production and stimulate demand for their products. They decided that the best way was to publish a guide aimed at motorists. The guide included a list of petrol stations, hotels and restaurants. Soon their business became more successful.

2 a

The ratings system for restaurants was first introduced in 1926, when good quality restaurants could get a single star. A few years later the famous three-star system was introduced. One star represents very good cooking in its category, two stars means the restaurant is worth turning off from the main road in order to get there, while three stars indicate an exceptional restaurant worth a special trip.

3 e

The Michelin Star inspectors are anonymous food critics with a great knowledge of the culinary arts. When they visit a restaurant to rate it, they expect to get the food that is more than the average meal, as well as the best service. They don't take notes while eating, and they often return to restaurants several times before deciding on a rating. You never know when to expect one.

4 d

When a restaurant has earnt its first star, it may expect a lot of new business and international media attention. A star is sure to bring lots of new customers, as well as many changes to the business. There's also a lot more pressure on the chefs to maintain high standards. The service staff may also notice that customers have become more snobby, but they also get higher tips.

a THE MEANING OF THE STARS
b ATTRACTING MORE CUSTOMERS
c A SUCCESSFUL DECISION
d ADVANTAGES AND DISADVANTAGES
e THE DECISION MAKERS
f A LARGE CHOICE OF FOOD

Exam guide
6 English in Use
Multiple choice

WRITING

8 **Podczas wakacji uczestniczyłeś/uczestniczyłaś w kursie gotowania. W e-mailu do koleżanki z Wielkiej Brytanii:**

- napisz, kto zachęcił cię do uczestnictwa w kursie i jaką szkołę wybrałeś/wybrałaś,
- opisz sposób prowadzenia zajęć przez instruktorów,
- poinformuj, co sprawiało ci największy problem podczas nauki gotowania,
- zachęć koleżankę do uczestnictwa w podobnym kursie.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić od 80 do 130 słów (nie licząc słów w zdaniach, które są podane).

Hi Lucy, I spent last summer learning how to cook.

...

Exam guide
8 Writing
An email

Life Skills guide
8 Creativity,
Practical skills

Exam guide
7 Reading
Matching headings

SPEAKING

9 **Opisz ilustrację i odpowiedz na pytania znajdujące się w zestawie dla egzaminującego.**



Pytania w zestawie dla egzaminującego

1 Why is the cook decorating the meal?
2 Do you enjoy cooking? Why? / Why not?
3 Tell me about the last time you or somebody you know ate at a restaurant.

Exam guide
9 Oral Matura

Life Skills guide
9 Communication,
Critical thinking,
Mediation

8 Buyer's choice

8A Vocabulary

A product's life

1 Revision Label the photos with the words in the box.

department store | price | save money | shop online | shoppers | shopping centre



1 department store



2 shop online



3 shopping centre



4 price



5 shoppers



6 save money

2 Revision Unscramble the words about shopping.

1 raktem — market
2 soctumre — customer
3 pesxeivne — expensive
4 pahce — cheap
5 ripce — price
6 phogsinp rnecte — shopping centre
7 pamdretnet trose — department store
8 pends yenmo — spend money

3 Revision Complete the sentences with the words in the box.

centre | customer | department | expensive | online | price | sale | save | spend

1 When you buy something, you spend money.
2 If you buy something at a low price, then you save money.
3 If something is expensive, it's not cheap.
4 A shopper is a customer in a shop.
5 If you don't like to go out shopping, you can shop online.
6 There are usually lots of shops and a few large department stores at a shopping centre.
7 If something is not for sale, that means you can't buy it.

4 Fill in the missing vowels to form words about products.

1 m a n u f a ct u r e
2 m a t e r i a l
3 o pt i o n
4 a dv e rt i s e
5 r e c y cl e
6 thr o w a w a y
7 d e s i gn
8 pr o d u c t/e

5 Match the words (1–9) with the definitions (a–i).

1 throw away f
2 grow e
3 recycle g
4 pick i
5 manufacture a
6 sell h
7 option c
8 advertise d
9 material b

a make in a factory
b what something is made of
c choice
d put information about a product on TV, radio, in a magazine or online to attract customers
e get bigger
f put in the bin
g use something again
h exchange a product for money
i choose

6 Choose the correct option to complete each sentence.

1 You shouldn't *throw away* / *pick* those shoes. They are still good!
2 I want to *recycle* / *sell* my car. How much do you think I can get for it?
3 Our company is *producing* / *growing* fast.
4 I'm not sure which trousers to *pick* / *option*.
5 My friend *designs* / *manufactures* and makes her own dresses.
6 In a large shoe shop, there are always many more *options* / *materials* to choose from.
7 What *manufacture* / *material* is that jacket made of?
8 You know, you should really *recycle* / *throw away* more of your paper and plastic instead of putting it in the bin.
9 Pink just doesn't look good on you. Why don't you *produce* / *pick* a different colour?

7 Complete the dialogue with the salesperson's responses (a–f).

A: Wow, that's a beautiful bag. Do you know who designed it?
B: **1** d
A: What material is that? It looks very unusual.
B: **2** b
A: Really? That's interesting! How much is it?
B: **3** f
A: Oh, wow. Do you have any less expensive options?
B: **4** c
A: Oh. Hmm. That's still a lot of money.
B: **5** a
A: That's true. I like that they were not manufactured in a factory. I also like to support local businesses. I didn't even know this shop was here! I just saw it when I was walking by.
B: **6** e
A: Well, I will tell all my friends about you. And … I'm sure my beautiful bag will get people's attention. I'll take that one with the pink and yellow design!

a Yes, but remember that these are all produced by hand. They're very special.
b It's made from recycled silk dresses from India.
c You can pick from any of these smaller bags here – they're all £60.
d All of our items are made by local artists.
e Yes, I know. We just opened last month and we need to advertise more!
f I can sell it to you for £100.

8 Complete the text with the words in the box.

advertise	design	grown	manufacture	material
option	pick	recycle	sell	throwing

Online shopping is more popular than ever. Amazon.com has **(1)** grown into one of the biggest online marketplaces. There, shoppers can **(2)** pick from millions of products of all kinds – clothes, books, shoes, pet food … pretty much every **(3)** option you can imagine!

On the Etsy website, shoppers can find more unique and personal products. Creative, artistic people **(4)** design and **(5)** manufacture their own items, like jewellery, handbags, T-shirts, decorations and more.

Ebay is another popular site, where people can buy and **(6)** sell things. It's a great way for people to **(7)** recycle items they don't use any more instead of **(8)** throwing them away. The seller creates a post to **(9)** advertise the item. The post includes photos and a description of the item, including details such as the size, the **(10)** material it's made of and the condition it's in.

9 **Extension** Choose the correct option to complete each sentence.

1 Department stores have many *displays* / *bargains* where they show their products for sale, such as jewellery.
2 *Discount* / *Antique* furniture can be very expensive, especially if it is in good condition and has historical value.
3 Some people don't like online shopping because they don't want to wait for the products to be *delivered* / *displayed* to their house.
4 If you aren't happy with something you've bought, you can usually take it back to the shop and *discount* / *exchange* it for another item.
5 Advertisements are everywhere. They're on TV, on the radio, on the internet and even on giant *bargains* / *billboards* for you to see while you're driving.
6 If something is reasonably priced, that means you can *afford* / *exchange* it.
7 I want to sell my car, so I've posted *an advertisement* / *a display* online.

8B Listening

Exam guide
1 Listening
Matching

1 Match the sentences (a–f) with the speakers (1–5). There is one extra sentence that you do not need to use. 86 p. 399

a This person makes their own products.
b This person uses ready-made designs.
c This person is responsible for choosing the materials.
d This person doesn't advertise their products.
e This person delivers products to their customers.
f This person buys good on the internet and resells them locally.

1 c **2** d **3** b **4** a **5** e

Exam guide
2 Listening
Multiple choice

2 Listen to the conversation. Choose the correct answer to each question. 87 p. 400

1 What does the woman ask the man?
a if he's ever been to Bali
b if he's seen a certain video
c if he recycles plastic bags
d if he has a problem

2 What word does the woman use meaning *to not allow*?
a prohibit **c** ban
b forbid **d** disallow

3 What is the problem?
a Plastic bags are not made on the island.
b Plastic bags get caught in trees.
c Plastic bags are more expensive than paper bags.
d Plastic bags are not recycled.

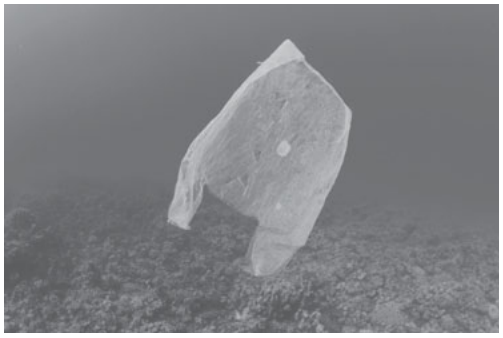
4 How did the man think about Bali before this conversation?
a an island with environmental problems
b an island with great natural beauty
c an island with far too many tourists
d an island with a lot of manufacturing

5 What does the Balinese economy depend on?
a plastic bags **c** exports
b tourism **d** recycling

6 What does the woman think is very inspiring?
a people who are tough
b people in beautiful places
c people in TED Talks
d people who take action

7 What do the man and woman decide to do?
a find a way to get more involved in their community
b find a way to support the Wijsen sisters
c find a way to start a recycling programme in their community
d find a way to travel to Bali

8 What word does the man use meaning *pride in yourself*?
a self-respect **c** self-serving
b self-worth **d** self-esteem



A plastic bag floats in the sea.

Exam guide
3 Listening
Multiple choice

3 Listen and choose the correct answer to each question. 88 p. 400

1 What do some people call the Great Pacific Garbage Patch?
a Waste Island
b Treasure Island
c Trash Island

2 What has brought all the rubbish together?
a ocean currents
b different countries
c fishing nets

3 Where does the rubbish come from?
a Texas in the United States
b North America and Asia
c a huge garbage patch

4 What is the biggest part of the rubbish?
a plastic bottles
b plastic fishing nets
c plastic bags

5 Why is plastic such a problem?
a It's biodegradable.
b It's recyclable.
c It's not biodegradable.

6 Why does the speaker think countries aren't paying attention to the problem?
a The problem is far away.
b The problem is too big.
c The problem can't be solved.

7 What advice does the speaker give?
a Never, ever use plastic.
b Buy reusable materials.
c Support 'green' companies.

8C Grammar 1

Second conditional

1 Tick the sentences that include the second conditional.

1 Shops are designed to make you want to buy things. If shoppers like the music in a shop, they are more likely to go in it and buy its products. ____

2 If the music the shop played were slow, people would walk more slowly – and buy more! ✓

3 If you wanted to visit all the shops in the largest shopping centre in the world, you would need many, many hours. ✓ It has 1,200 shops!

4 If you work at the West Edmonton Mall, the largest shopping centre in North America, you have 23,000 colleagues. ____ It has 800 shops, a water park, restaurants and other exciting tourist attractions.

5 If people think online shopping is 'greener,' they will be wrong. ____ One study showed that the negative effects of transporting goods bought online is greater than people expect.

6 If shopping centres had external windows and clocks, people would be aware of how long they had been there. ✓ So designers design shopping centres without them!

7 If you wanted to try on every pair of shoes in Selfridges in London, you would put on thousands of pairs of shoes. ✓ Selfridges has more than 100,000 pairs of shoes at any time!

8 If people go to a shopping centre, they'll often buy lots more things than they planned to buy when they left home. ____

2 Match the two parts of the sentences.

1 If I found a watch, f	**a** I would earn more money.
2 I would not be late all the time c	**b** if I earned more money.
3 If I weren't late, e	**c** if I had a watch.
4 I would get more job offers h	**d** I would return the watch I found!
5 If I received several job offers, g	**e** I would make a better impression.
6 If I were able to choose the best job, a	**f** I would know what time it is.
7 I would be able to buy a watch b	**g** I would choose the best job.
8 If I bought a watch, d	**h** if I made a better impression on people.

3 Choose the correct verb forms to complete the sentences.

1 He *will bought / would bought / could buy* new clothes if he *save / saved / would save* his money.

2 If our mother *taught / teached / would taught* us how to sew, we *make / could make / made* our own clothes.

3 If the company *not manufactured / did not manufacture / manufactured not* enough smartphones, the price *increased / would increase / would increased.*

4 The shops *are / were / would be* full of unwanted merchandise if no one *buyed / would bought / bought* new clothes.

5 I *would save / saved / would saving* time if I *would shop / shopped / go shop* closer to my home.

6 If the shopping centre *has / will have / had* better shops, we *would spend probably / would probably spend / spend probably would* more money there.

7 If the bookshop *offers / would offer / offered* more interesting books, I *found / would find / would found* one I like.

8 More people *will eat / ate / would eat* at the restaurant if it *would served / served / serves* better food.

4 Combine the two sentences using the second conditional.

Example: We often buy things we don't really need. We don't have a lot of money in the bank.
If we didn't buy things we don't really need, we would have more money in the bank.

1 Shoppers have so much choice. It can be overwhelming.
If shoppers didn't have so much choice, it wouldn't be overwhelming.

2 We order shoes and sweaters online. They need to be shipped to our homes.
If we didn't order shoes and sweaters online, they wouldn't need to be shipped to our homes.

3 Some people feel better after buying something new. They buy lots of unnecessary things.
If people didn't feel better after buying something new, they wouldn't buy lots of unnecessary things.

4 Personal shoppers aren't cheap. Very few people are able to hire them.
If personal shoppers were cheap, many/more people could hire them.

5 Shops aim to sell what they think people want. They make a lot of money doing this.
If shops didn't aim to sell what they think people want, they wouldn't make much money.

6 Designers are so creative. They are able to come up with some amazing things.
If designers weren't so creative, they wouldn't be able to come up with such amazing things.

8D Reading

VOCABULARY BUILDING Compound nouns

Exam guide
4 Reading
Multiple choice

1 Complete the sentences with the words in the box.

air pollution billboards rainforests sea life shopping centre supermarket TV shows video games website

1 Advertisements on billboards are surprisingly effective.
2 This is one of the most difficult video games I've ever played!
3 There are three TV shows about pirates on tonight!
4 A good shopping centre usually includes a variety of shops.
5 Learning how to create a website is a very useful skill.
6 Air pollution is harmful to people, animals and plants.
7 Fruit and vegetables are usually displayed at the front of a supermarket.
8 Plastics in the ocean are causing great harm to sea life.
9 As many as 30 million species of plants and animals live in tropical rainforests.

READING

2 Read the text and write the correct word for each definition. There are two words you don't need.

advertiser aware awkward brand experiment product teenager TV show video game website

1 a person between the ages of thirteen and nineteen teenager
2 someone who tries to sell things through advertising advertiser
3 an electronic game with a screen video game
4 knowing about something aware
5 a programme you watch TV show
6 several internet pages linked together website
7 something that is made and sold product
8 not relaxed or confident awkward

Exam guide
3 Reading
True/false

3 According to the text, is each sentence true (T) or false (F)?

1 Teenagers know exactly what they want. F
2 Advertisers try to get teenagers' attention in order to sell things to them. T
3 Brands take advantage of teenagers' feelings of insecurity. T
4 Teenagers trust advertisers. F
5 Product placement is only on TV advertisements. F
6 Teenagers are not influenced by advertising. F

4 Read the text again and choose the correct options.

1 Advertisers and marketers consider ____ to be an important demographic.
a peers
b teenagers
c marketers
d television characters

2 The meaning of the phrase *figuring out* is similar to
a thinking about.
b describing problems.
c trying on clothes.
d making new friends.

3 According to the text, what about teenagers do advertisers try to appeal to?
a their insecurities
b their budgets
c their friends
d their size

4 According to paragraph 2, which of the following is not true about teenagers?
a Many teenagers feel insecure.
b Most teenagers want to fit in with others.
c Most teenagers are aware of the importance of peer groups.
d Most teenagers want others to be good-looking.

5 The meaning of the word *scenery* is similar to
a character.
b background.
c instrumental music.
d props.

6 Which of these statements does the writer agree with?
a Parents have a big influence on what teenagers want to buy.
b Advertisers have a big influence on what teenagers want to buy.
c Older teenagers have a big influence on what younger teenagers want to buy.
d TV characters have a big influence on what teenagers want to buy.

7 Look at the four squares (■) that show where the following sentence could be added to the text. Where would the sentence fit best?
They're aware that most teenagers really want to avoid ever looking awkward.
a ____ **b** ____ **c** ✓ **d** ____

Do you buy it?



1 89 Do you like to go shopping? Do you shop only for things you need or do you sometimes shop for things you want but can't afford? Have you ever felt like buying something because you wanted to fit in? If you answered 'yes' to any of these questions, then you're just like a lot of other young people! Young people between the ages of thirteen and nineteen are one of the biggest demographics* out there for marketers and advertisers. (**a**) [■] That's because many teenagers are still figuring out what they want to be or to have, so they're willing to experiment with the things they buy.

2 How do advertisers try to convince you to buy what they're selling? (**b**) [■] Advertisers and marketers want to get your attention and convince you that you need a product, so that you'll buy it. Brands* that try to appeal to* teenagers often use the insecurities many teenagers feel. (**c**) [■] They know that teenagers generally want to fit in and that they want others to think they are attractive. And because they know that teenagers are very aware of the importance of peer* groups, advertisers sometimes try to get them to trust their advice on what to have or how to look.

3 What can you do to protect yourself from marketing and advertisements like this? Think about what advertisements are trying to tell you and how they are doing it. If you could buy what they're selling, would it really make you happy? Is the product itself really appealing or does its appeal come from the models and scenery used to present it? Another thing to look out for is called 'product placement'. Advertisers and marketers try to show off their products in video games, films, on television shows or with websites that are popular with teenagers. They want young consumers to think, 'Oh, those are the shoes that I saw on TV last night!' (**d**) [■] Think about it the next time you are watching television and a character holds a carton of orange juice or a can of fizzy drink. Can you see the brand name? That is an example of product placement.

4 Remember, you don't have to let advertisers tell you who you are! Who you are isn't determined by what you buy or own.

demographic *a particular group of people*
brand *a type of product made by a particular company*
appeal to *to be something that people like or want*

peer *a person who belongs to the same age or social group as someone else*

8E Grammar 2

Defining relative clauses

1 What does the word in bold in each sentence refer to?

1 The boy **who** is wearing the striped shirt is my brother.
a boy
b me
c shirt

2 The woman **that** has the sandals and glasses is my aunt.
a my
b sandals
c woman

3 Films **that** have a lot of drama are my favourite.
a drama
b films
c favourite

4 I don't like food **which** is very spicy.
a me
b food
c spicy

5 She likes the flowers **which** have purple and red petals the best.
a her
b flowers
c petals

6 The tree **that** is in our back garden has been there for more than 100 years.
a back garden
b 100 years
c tree

7 People **who** like dogs usually also like cats.
a cats and dogs
b like
c people

8 Can you pass me the bag **that** is over there on the sofa?
a bag
b sofa
c there

2 Complete the sentences with *who*, *which* or *that*. There may be more than one correct answer.

1 People ___who/that___ live in Buenos Aires call themselves *porteños*.

2 Argentina is a country ___that/which___ is famous for tango dancing.

3 A type of coffee ___that/which___ is called *cortado* is served in many cafés in Buenos Aires.

4 Many shops ___that/which___ are popular in Buenos Aires don't open until 10 am.

5 People ___who/that___ like sweets might enjoy *medialunas*, which are Argentine croissants.

6 Many chefs ___who/that___ cook in Buenos Aires' more modern restaurants learned to cook in Europe.

7 Soho and Hollywood are two areas of Buenos Aires ___that/which___ have many interesting shops as well as cafés and ice cream shops.

3 Match the two parts of the sentences.

1 I don't like people c
2 I like to drink water g
3 The classmate f
4 The dog h
5 The neighbour a
6 Have you seen the Degas painting d
7 The painting b
8 The medicine e

a who plays loud music often keeps me up at night.
b that shows two girls sitting together is beautiful.
c who are unkind.
d that the museum has just bought?
e that he needs is so expensive.
f who lent me her book said I could keep it until our next lesson.
g that isn't filtered.
h that is barking is disturbing the whole street.

4 Use the prompts to write sentences with defining relative clauses. Some of the sentences do not need the relative pronoun.

Example: most of / people / I / spoke to / very friendly
Most of the people who / that I spoke to were very friendly.
OR
Most of the people I spoke to were very friendly.

1 the chair / we / bought on sale / so ugly
The chair that/which/– we bought on sale is so ugly.

2 he's / the teacher / gave me / advice / about / my career
He's the teacher who/that gave me advice about my career.

3 being / a chemist / a job / I / would consider
Being a chemist is a job which/that/– I would consider.

4 beans / a nutrious food / have / a lot of / protein
Beans are a nutritious food that/which have a lot of protein.

5 my father / is making / a potato recipe / he found / on the internet
My father is making a potato recipe that/which/– he found on the internet.

6 the book / is about / man / sailed / around the world / on a small boat
The book is about a man who/that sailed around the world on a small boat.

5 Are the words in bold correct? Correct those that are incorrect.

1 I like any **food who has** chocolate in it.

food that/which has

2 Do you want to go to the **restaurants that has** the best chef in town?

restaurant that has

3 **People which goes** to my school are the best at science.

People who/that go

4 The **boy who stayed up** all night studying for his science exam was very tired the next day in class.

✓

5 Is being a tour guide a **jobs who pay** a lot of money?

job which/that pays

6 Talking to many people every week was very important to the **woman which wanted** to be president.

woman who/that wanted

7 Every **runner who finished** the race received a medal.

✓

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

1 goes / She / Bangkok / has / a / to / brother / who / school / in

2 with / laughed / the / told / woman / Everyone / joke / funny / who / the

3 The / that / made / soup / for / was / dinner / delicious / she

4 the / I / met / our / is / girl / new / that / neighbour

5 animal / type / will / An / eat / is / an / that / any / of / omnivore / food

6 They / big tree / that / the / fell down during / the / removed / storm

7 not / Cola / a / drink / is / I / often / which / buy

8 a / uncle / She / an / who / has / is / nurse

7 Complete the text with *which*, *who*, *that* or – (if no pronoun is necessary). There may be more than one correct answer.

GoFundMe is a company **(1)** which/that is based in San Diego, California. Brad Damphousse and Andrew Ballester are the people **(2)** who/that started the company in 2010. GoFundMe helps people develop websites **(3)** that/which/– they can use to raise money for different reasons. People **(4)** who/that use GoFundMe usually need money for university, a new business or have a personal need. Many people visit GoFundMe pages because they want to give money to people **(5)** that/who need help. And these are pages **(6)** which/that can really help people! For example, a campaign **(7)** that/which was trying to help people affected by Hurricane Matthew in 2016 raised $3 million.

8 Use the prompts to write sentences with defining relative clauses that are true for you.

Example: I like apartments *that have balconies*.

1 I like to buy things

2 I like to go to restaurants

3 I like to shop in places

4 I like to talk to people

5 I visit websites

6 I have lessons

7 I know

8 I don't like

Life Skills guide

8 Mediation

6
1 She has a brother who goes to school in Bangkok.
2 Everyone laughed with the woman who told the funny joke. / Everyone laughed with the funny woman who told the joke.
3 The soup that she made for dinner was delicious.
4 I met the girl that is our new neighbour.
5 An omnivore is an animal that will eat any type of food. / An animal that will eat any type of food is an omnivore.
6 They removed the big tree that fell down during the storm.
7 Cola is not a drink which I often buy.
8 She has an uncle who is a nurse.

Technology guide
Video available on DVD, Multibook and **www.dlanauczyciela.pl**

Technology guide
LearningApps.org

TEDTALKS Practice
Our campaign to ban plastic bags in Bali

Rozwiąż dodatkowe zadania do filmu na LearningApps.org.

AUTHENTIC LISTENING SKILLS

1 Listen to the TED Talk extracts and complete the sentences. 90

1 Also, at the International Airport of Bali, one of our supporters are planning to start a plastic bag-free policy by 2016.
2 Stop handing out free plastic bags and bring in your own reusable bag is our next message to change that mindset of the public.
3 Our short-term campaign, 'One Island / One Voice,' is all about this. We check and recognise the shops and restaurants that have declared themselves a plastic bag-free zone, and we put this sticker at their entrance and publish their names on social media and some important magazines on Bali. And conversely, that highlights those who do not have the sticker.

Exam guide
2 Listening True/false

WATCH p. 406

2 Watch the TED Talk. Are the sentences true (T) or false (F)?

1 In Bali, nearly ten percent of plastic bags are recycled. F
2 Almost all plastic bags in Bali end up in rivers or the sea. T
3 Melati and Isabel's effort is called 'Hello Plastic Bags.' F
4 Their parents took Melati and Isabel to visit the office of Mahatma Ghandhi. F
5 After the visit, they decided they would stop eating for a cause. T
6 Melati and Isabel went on a hunger strike without permission from their parents. F
7 They have been working for almost three years now on their effort. T

Life Skills guide
6 Critical thinking, Mediation, Self-development

3 Choose the correct option to complete each sentence.

1 Melati and Isabel started a campaign to *help reuse* / *help reduce* plastic bags in Bali.
2 Their campaign *did well* / *did not do well.*
3 They learned after their research that there was *something* / *nothing* good about plastic bags.
4 They went to India to *give a talk* / *go on a hunger strike.*
5 They convinced their *nutritionist* / *teachers* to let them go on a hunger strike.
6 They did not eat from *sunrise* / *midday* until the sun went down every day.
7 They want the public to *stop handing out* / *bring their own* reusable bags when they shop.

4 Tick (√) the things that Isabel and Melati did and do for their campaign.

1 hunger strike ☑
2 had a business plan ☐
3 social media ☑
4 had a hidden agenda ☐
5 stopped handing out plastic bags ☐
6 remind the governor of his promise ☑
7 check and recognise shops and restaurants that don't use plastic bags ☑

VOCABULARY IN CONTEXT

5 Match the phrases (1–5) with the correct paraphrased line from the talk (a–e).

1 do something about it b
2 walk your talk c
3 go for it d
4 be the change e
5 make that difference a

a **Cause a change**. We're not telling you it's going to be easy.
b So we decided to **take action**.
c Sometimes it does get a little bit hard to **do as you say**.
d So to all the kids of this beautiful but challenging world: **act now**!
e Kids have so much energy and a desire to **live in a way that** the world needs.

6 After everything you have learned about plastic bags, what do you think about their effect on the environment? Are you thinking about making any changes in your life as a result?

8F Speaking

Speaking strategies

How to persuade

Use logic:
Research shows that …; Science has proven that …; If …, then …

Use emotion:
Think of …; How would you feel if …?; My heart tells me that …

Use morals (right and wrong):
… is the right thing to do.
It's wrong to …

1 Complete each sentence with a phrase from the *Speaking strategies* box. Then decide if the argument is logical (L), emotional (E) or moral (M).

1 Science has proven that smoking causes cancer. L
2 My heart tells me that we should take care of animals. E
3 If we recycled more of the plastic we use, then less rubbish would go into the sea. L
4 Leaving our children a healthy planet is the right thing to do. M
5 How would you feel if there was advertising everywhere you went? E
6 It's wrong to let people suffer from curable diseases. M
7 Think of the animals that live in the sea. They get trapped in the rubbish and die. E
8 Research shows that the Earth is getting warmer. L

Listen and check your answers. 91



2 Complete the dialogues with the sentences (a–d) and phrases from the *Speaking strategies* box.

1 A: c
B: OK, but my heart tells me that testing on animals is wrong.
2 A: d
B: But research shows that nuclear energy is more expensive than green energy.
3 A: Think of how ugly wind turbines make the countryside look.
B: a
4 A: It's wrong to put people in prison for life.
B: b

a I don't care. Using renewable energy is the right thing to do.
b Well, how would you feel if they harmed someone in your family?
c Science has proven that animal testing is necessary.
d If we don't use nuclear power, then global warming will increase.

Life Skills guide
1 Critical thinking

3 Think about how you would challenge the views in the sentences below. Make notes and use the Speaking strategies. Then listen to the model answers and compare them with your ideas. 92 p. 400

1 The environment is always changing. Global warming is just a myth.
2 There is too much immigration into the country. The government should keep jobs for the local people.

Life Skills guide
3 Creativity, Critical thinking, Self-development

4 You are going to respond to a question. Make notes on your ideas and use the Speaking strategies. Speak for 45 seconds and record yourself. Then listen to a model answer. 93 p. 400

Some people believe that seagulls in the city are a real nuisance and something should be done about them. What do you think and why? Include examples and details in your explanation.

Life Skills guide
4 Creativity, Critical thinking, Practical skills, Self-development

Life Skills guide

3 Creativity, Practical skills, Self-development

8G Writing

A persuasive blog post

1 Read and label the persuasive blog post with the correct information (a–i).

(1) __i__ **Community gardens would improve our city**

(2) __g__ Some of the best cities in the world have community gardens! These are shared spaces in cities where people work together to grow flowers, vegetables and fruit. **(3)** __f__ I saw community gardens in Taipei and in Victoria, Australia. There is also community gardening in Barcelona, London, Seattle, Ottawa, Los Angeles, Honolulu and many other great cities. Our city has no community gardens and we believe it should.

(4) __h__ Research shows that community gardens bring different people together and help to create an improved sense of community.

(5) __b__ Imagine you're walking through a typical urban landscape, all concrete and steel, and suddenly you see the bright colours of a garden right in the middle of the city. **(6)** __c__ Wouldn't it make you feel so much better?

(7) __e__ Young people in our city centre have no access to a real garden. **(8)** __d__ If we allowed community gardens, children would learn more about where food really comes from, plus it would help them to appreciate nature. The gardens would also help to reduce pollution.

(9) __a__ Please click here to join our campaign and get involved today!

a adding a call to action
b asking readers to think of an experience
c describing an emotional aspect
d explaining what would be right
e explaining what's wrong
f including a personal story
g introducing the topic
h supplying examples of success
i title

2 Read the blog post again. Then put the blogger's points in the correct order.

__7__ Community gardens mean less pollution.
__5__ Children learn where food comes from.
__1__ Great cities have community gardens.
__6__ It helps children to appreciate nature.
__3__ Sense of community is improved.
__2__ Community gardens bring people together.
__4__ Gardens in city centres make us feel better.

3 Write a persuasive blog post supporting more independent shops in your town. Listen to the lecture and read the passage. In your blog post, summarise the points made in the the lecture and be sure to explain how they oppose specific points made in the reading passage. 94 p. 400

Well-known retail chains continually open new outlets in cities and towns where they have immediate access to large populations. People want products they can trust and, more importantly, they want value for money. From supermarkets to cafés to clothing shops, we all know the familiar brands that deliver on convenience and price. Consumers know where to go for what they need and which chains can supply at low cost and still make a profit.

In principle, everybody wins except, perhaps, independent shops. These typically small shops are generally owned by one or two local people. They cannot possibly compete with the chains which are usually run by large corporations. In many cases, they fail after a couple of years and close down. While the idea of independent shops is a nice one, it is not practical. It's simply not realistic for these small shops to provide the same range of products as chains, nor to provide goods as cheaply.



Be sure to:

- Introduce your topic with a personal story.
- Mention successful examples of the change you're arguing for.
- Ask readers to think of their own experience and describe the emotional side of your proposal.
- Explain what's wrong and what would be right.
- End with a call to action that explains exactly what you think people should do.

Lexical Review 8

1 Complete the crossword and write the keyword below.

1	C	R	I	S	P	S				
2	D	E	P	A	R	T	M	E	N	T
3	A	T	T	E	N	D				
4	S	P	E	N	D					
5	P	R	A	W	N	S				
6	F	U	R	N	I	T	U	R	E	
7	R	E	C	Y	C	L	E			
8	C	H	E	A	P					

Keyword: sandwich

1 salty snacks made of thin potato slices
2 One part of a company or large shop
3 To go to lessons and not be absent
4 To use your money to buy something
5 Small, pink seafood
6 Tables, chairs, sofas, etc.
7 To use waste materials again
8 The opposite of expensive

2 Write one word in each gap to complete the sentences. Fill each space with one letter. Some letters are already given.

1 My mum put her arms around me and gave me a h u g.
2 There's a great s a l e on this weekend. They have a 50% discount!
3 He got a bad i n j u r y to his leg during the last match, so he's not playing today.
4 I think they m a n u f a c t u r e these shoes in China.
5 The cake had too much sugar in it, so it was far too s w e e t.
6 If you a d v e r t i s e on TV, a lot of people will buy your products.
7 Shall we f r y the onions in hot oil for a few minutes?
8 The c u s t o m e r paid the shop assistant and put the shopping in his bag.

3 Match the words (1–8) with the correct definitions (a–h).

1 fizzy b
2 unfinished e
3 confident a
4 divorce h
5 save c
6 market g
7 disagree f
8 display d

a sure that you can do something
b with bubbles
c to keep your money and not spend it
d to show something, for example, in a shop
e not completed
f to have a different opinion to someone
g a place where you buy fruit and vegetables
h to end your marriage.

4 Choose the correct option to complete each sentence.

1 He never helps other people, he's so ____.
(a) unkind **c** honest
b cheerful **d** generous

2 I don't usually like crisps. They're too ____ for me.
a sweet **c** fry
b flavour (d) salty

3 Don't ____ that away, it might be useful later.
a sell **c** spend
(b) throw **d** save

4 My sister always got better ____ than me at school.
(a) grades **c** skills
b notes **d** passes

5 I'm not going to that shop. They only ____ really expensive clothes.
(a) sell **c** pick
b spend **d** option

6 I don't think this fish is ____. It doesn't smell good.
a cheap (c) fresh
b taste **d** new

7 I love this dress, but it's made of a very cheap ____.
a matter **c** product
(b) material **d** design

8 Look at the ____ of these shoes! They are really expensive!
a worth **c** value
b amount (d) price

5 Translate the Polish fragments of the sentences into English.

1 I have a little (*siostrzenicę*) niece who is 4 years old.
2 Can you (*dostarczyć*) deliver the sofa on Saturday?
3 Let's go to the new (*centrum handlowego*) shopping centre after school.
4 The burger I had was (*ogromny*) huge It was so big I couldn't finish it.
5 We can't (*pozwolić sobie*) afford to buy a new car this year.
6 This (*smakuje*) tastes just like my grandma's cakes.
7 I'd like to (*zamienić*) exchange this skirt for a larger size.
8 He's so (*nieuczciwy*) dishonest. You mustn't believe what he says.

Exam guide
4 English in Use
Multiple choice

Exam guide
5 English in Use
Translations

Life Skills guide
5 Mediation

Skills Review 8

ENGLISH IN USE

Słowotwórstwo

Exam guide
1 English in Use Word formation

Exam guide
4 English in Use Transformations

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

1 Shopping centres are extremely popular places for _____teenagers_____ to meet.
TEEN

2 I am looking for a job. That's why I'm reading the _____advertisments_____.
ADVERTISE

3 Your offer is very _____attractive_____. We'll think about it.
ATTRACT

4 The idea of going shopping with my cousin was quite _____appealing_____ to me.
APPEAL

5 The shoes I saw in the shop window were _____surprisingly_____ cheap.
SURPRISING

Uzupełnianie luk

Exam guide
2 English in Use Gap-filling

2 Uzupełnij luki w zdaniach **jednym** wyrazem, który najlepiej pasuje.

1 Why don't you put on dark glasses to protect your eyes _____from_____ the sunlight?

2 Jane isn't sure _____which_____ blouse to choose, the blue one or the white one.

3 In _____order_____ to sell his product, the man travelled to the nearby town.

4 As _____many_____ as five thousand people a day visit the shopping centre that opened last year.

5 The sweet shop round the corner is especially popular with people _____between_____ the ages of sixteen and nineteen.

Tłumaczenie fragmentów zdań

Exam guide
3 English in Use Translations

Life Skills guide
3 Mediation

3 Przetłumacz fragmenty zdań podane w nawiasach na język angielski.

1 (*Co byś zrobił*) _____What would you do_____ if you found a lot of money in the street?

2 The shirt I bought (*na wyprzedaży*) _____in the sale_____ has lost its colour in the wash.

3 Chain stores (*są prowadzone*) _____are run_____ by large corporations.

4 You (*nie wyglądasz dobrze*) _____don't look good_____ in this jacket.

5 Young people (*są chętni*) _____are willing_____ to experiment with fashion.

Parafrazy zdań

4 Uzupełnij drugie zdanie, używając podanego wyrazu w niezmienionej formie, tak żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany.

1 These shoes are too expensive. I won't buy them.
CHEAPER
If _____these shoes were cheaper_____, I would buy them.

2 They sell fresh vegetables at the greengrocer's. That's why I do my shopping there.
SELL
If _____they didn't sell_____ fresh vegetables at the greengrocer's, I wouldn't do my shopping there.

3 The delicatessen in my neighborhood is very popular with the locals. The staff is very helpful there.
NOT
The delicatessen in my neighborhood wouldn't be so popular with the locals if _____the staff weren't/wasn't_____ so helpful there.

4 I have too little money. That's why I can't afford this watch.
ENOUGH
If I _____had enough (money)_____, I could afford this watch.

5 The man robbed the bank. He is in prison now.
WHO
_____The man who robbed_____ the bank is in prison now.

Uzupełnianie zdań

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

1 At Harrod's you can buy all (*kind / product*) _____kinds of products_____, anything from a box of matches to a suite of furniture.

2 If I (*make / list*) _____made a list_____ before going shopping, I'd save a lot of money.

3 I don't like (*food / be*) _____food which/that is_____ very salty.

4 If you (*not / enjoy / go*) _____don't enjoy going_____ out shopping, you should try shopping online.

5 (*be / you / aware*) _____Are you aware of_____ the consequences of buying on impulse?

Pary zdań

6 **Wybierz wyraz, który poprawnie uzupełnia luki w obydwu zdaniach.**

1 I don't ____ like visiting my parents' friends this weekend.
How do you ____ about getting up early on Sunday?
a feel
b love
c enjoy

2 Caroline has a beautiful necklace ____ of silver.
I ____ a few mistakes in my test but I still passed.
a produced
b made
c done

3 Select the clothes you want to throw ____ and give them to me.
Stay ____ from us. You're such an irritable person!
a off
b out
c away

4 If you collect some coupons, it's possible to buy some things ____ extremely low prices.
Look ____ these T-shirts! Aren't they beautiful?
a for
b at
c on

5 Don't ____ your younger brother buy any more sweets.
Ok, I'll ____ you pay for the meal this time. Next time I'm paying.
a get
b allow
c let

LISTENING

7 **Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.** 95 p. 400

1 The speaker
a is giving information about how he does the shopping.
b is recommending low-priced shops.
c is giving some advice on how to shop wisely.

2 The woman finally decides to buy
a a belt
b a tie
c a wallet

3 The speaker is talking about
a being honest with money.
b an unpleasant situation in a shop.
c the job of a salesperson.

WRITING

8 **Podczas wakacji pracowałeś/pracowałaś w sklepie. Napisz o tym e-mail do swojej koleżanki z Wielkiej Brytanii.**

- Podaj powód podjęcia pracy w sklepie.
- Opisz wnętrze sklepu.
- Poinformuj o swoich obowiązkach w sklepie.
- Przedstaw zalety pracy w tym miejscu.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić od 80 do 130 słów (nie licząc słów w zdaniach, które są podane).

Hi Betty, I was very busy last summer. I worked in a shop and it was great.

…

SPEAKING

9 **Podczas pobytu w Wielkiej Brytanii wybierasz się z kolegą na zakupy. Planujesz kupno prezentów dla swojej rodziny i przyjaciół w Polsce.**

Poniżej podane są 4 kwestie, które musisz omówić w rozmowie z egzaminującym.

- miejsce zakupów
- sposób dotarcia do sklepu
- rodzaj prezentów
- cena prezentów

Rozmowę rozpoczyna egzaminujący.

Exam guide
6 English in Use
Lexical pairs

Exam guide
8 Writing
An email

Life Skills guide
8 Creativity,
Mediation,
Practical skills

Exam guide
9 Oral Matura

Life Skills guide
9 Communication,
Mediation

Exam guide
7 Listening
Multiple choice

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Wydawnictwo dołożyło wszelkich starań, aby odnaleźć posiadaczy praw autorskich do wszystkich utworów zamieszczonych w podręczniku.

Pozostałe osoby prosimy o kontakt z Wydawnictwem.

Extra photocopiables

Grammar Activities

1.1 Come and join me!

Aim

To call friends and invite them to do an activity

Language

Present simple to talk about likes and dislikes, present continuous to talk about things you are doing now

Time

30 minutes

Preparation

Make copies of the cards and cut them up. With classes of more than sixteen students, make two sets of cards.

Procedure

- Give students a card each and ask them to look at it secretly. Tell them to imagine they are doing the first activity written on the card.
- Tell students to pretend to call each other and invite friends to join them in their activity. The objective is to get as many friends as possible doing their activity. Students respond *yes* only to the second activity on their cards, i.e. the one next to the smiley face, but they can be persuaded to join other activities. Each student can only say *yes* to three different activities.
- Write or project the conversation below on the board. Ask two volunteers to model the conversation.

  A: *What are you doing?*

  B: *I'm* (*watching* a *film*). *What are you doing?*

  A: *I'm* (*hiking*). *Do you want to come and join me?*

  B: *Yes, I love hiking.* OR *No thanks. I'm not really into hiking.*

  A: [If they say no] *Oh come on!* (*It's fun. / The weather is so lovely!*)

  B: *No, sorry. I can't.* OR *OK, that sounds good. I'm coming.*
- Put students into pairs and ask them to practise accepting and saying *no* to the invitations.
- Tell students to walk around and speak to as many other students as they can.
- Tell students to work in pairs. Ask them to tell their partner how many people said *yes* and who is doing their activity.
- Ask the class who did the best job of making their activity sound fun.

1.2 Verb patterns: noughts and crosses

Aim

To revise verb patterns

Language

Verbs followed by verbs + *-ing* or infinitive + *to*

Time

8–10 minutes per grid

Preparation

Make one copy of grids per pair. Cut the pages in halves, separating Grid 1 from Grid 2.

Procedure

- Elicit from the students if they know what noughts and crosses is. Write the name on the board and draw a 3x3 noughts and crosses grid alongside. Ask two students to come to the board and demonstrate the game.
- Divide the class into pairs. Give each pair a copy of Grid 1.
- Tell students that they are going to play noughts and crosses, but before filling a box with O or X, they will need to form a correct sentence that includes the word in the box and the correct verb form that follows (*-ing* or infinitive + *to*). Give an example. If the sentence is incorrect, the box remains empty and their partner has a go. To win the game, they need to have a vertical, horizontal or diagonal row of 4 boxes. Ask them to decide in each pair who will use O and who will use X.
- Monitor the activity and help if necessary. Be on hand to judge whether the sentence is correct or not.
- When students have finished Grid 1, ask them to change partners and give each pair Grid 2. Continue as before. Alternatively, you may also choose to save Grid 2 for another lesson.

Answers

Verbs followed by verb + *-ing*: avoid, can't help, consider, enjoy, finish, not mind, suggest.
Verbs followed by infinitive + *to*: agree, decide, expect, hope, learn, manage, need, offer, plan, promise, seem, want, would like.
Verbs followed by verb + *ing* or infinitive + *to*: begin, continue, hate, like, love, prefer, start.

Vocabulary Activities

1.3 Personality chart

Aim

To practise vocabulary related to personality

Language

Personality words and phrases

Time

25–30 minutes

Preparation

Make one copy of personality charts A and B per pair.

Procedure

- Introduce the activity by telling the students that some of the psychology studies seem to prove the theory that there are five basic traits ('The Big Five') that can give a description of people's personalities. To find out what kind of personality we have, we need to define how *sociable*, *kind*, *open*, *careful* and *emotional* we are (originally these traits are called extraversion, agreeableness, openness, conscientiousness and neuroticism). During this activity students will attempt to establish their personality profile according to this theory. Inform students that this activity is not a valid psychological evaluation of any kind.
- Divide the class into pairs. Give each pair personality charts A and B (one for each person).
- Tell students to ask their partners the provided questions, and mark their answers on the chart by following these instructions: if the partner answers *yes*, shade two boxes corresponding to the trait; if the answer is *so-so*, shade one box; if the answer is *no*, leave the box blank. When a student has completed the questions, the pair should swap roles (there is a different set of questions on each chart).
- Monitor the activity and help students if necessary. After they have all finished, ask them to exchange their charts, so that both students in each pair have their own results before them. Then ask everyone to walk around the class and try to find a person whose results are the closest to their own.
- When they have found one or more individuals with similar results, ask them to discuss the questions in Task 2.

1.4 How well do you know me?

Aim

To use adjective complements to talk about how you feel

Language

Adjective complements

Time

20–30 minutes

Preparation

Make a copy of the worksheet for each student.

Procedure

- Give each student a copy of the worksheet and ask them to complete the 'You' column with things or activities that make them feel the emotion in the first column. (Step A)
- Copy the first couple of rows of the worksheet on the board and do a model for yourself.
- Put students into pairs and ask them to complete the second column for their partner, guessing what they might say. (Step B)
- Tell students to ask and answer questions in the worksheet in their pairs and see if they predicted any correctly. (Step C) You could model the dialogue with a student first.
- As a follow-up, ask them to repeat the activity with another student.
- To finish the activity, ask the class what the most common answers are and share information. (Step D)

Matura Exam Activities

1.5 Reading
1.6 Translations and Multiple choice
1.7 Lexical pairs
1.8 Transformations

Time and Answers

1.5

Time: 7–10 minutes per activity

Answers:

1 c **2** c **3** a

1.6

Time: 7–10 minutes per activity

Answers 1.6a:

1 scientific research **2** face-to-face **3** can't help **4** keep her secret **5** whenever possible **6** all over the **7** for example/instance **8** seems to be / comes across as **9** recognise this voice **10** suggested going

Answers 1.6b:

1 a **2** c **3** a **4** b **5** a

1.7

Time: 7–10 minutes

Answers:

1 c **2** b **3** a **4** a **5** c **6** c **7** b **8** a **9** b **10** c

1.8

Time: 7–10 minutes

Answers:

1 a **2** b **3** a **4** c **5** b **6** a **7** c **8** a **9** b **10** b

1.1 Come and join me!

NOW … watch a film ☺ skateboard	NOW … skateboard ☺ hike	NOW … hike ☺ play football	NOW … listen to music ☺ chat with friends
NOW … chat with friends ☺ watch films	NOW … play a video game ☺ go shopping	NOW … go shopping ☺ listen to music	NOW … cook for friends ☺ play video games
NOW … play football ☺ cook for friends	NOW … relax at the beach ☺ have a picnic	NOW … have a picnic ☺ watch sports matches	NOW … watch a sports match ☺ have pizzas
NOW … have a pizza ☺ surf	NOW … surf ☺ go bowling	NOW … go bowling ☺ go to a concert	NOW … go to a concert ☺ relax at the beach

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1.2 Verb patterns: noughts and crosses

Grid 1

manage	can't help	avoid	like
enjoy	need	offer	suggest
begin	decide	continue	seem
want	consider	promise	expect

Grid 2

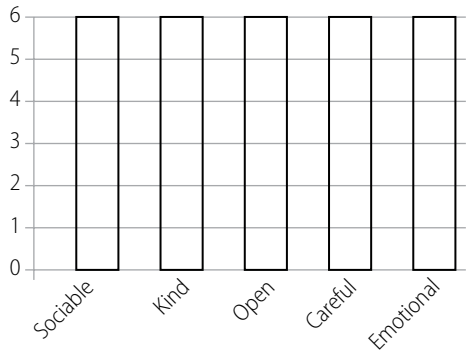
learn	hope	finish	start
would like	consider	hate	decide
prefer	agree	can't help	love
expect	plan	suggest	not mind

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1.3 Personality chart

A

Task 1



NAME _____

QUESTIONS:

A Sociable

1 Do you usually start conversations?
2 Do you like being the centre of attention?
3 Do you feel comfortable in company?

B Kind

1 Are you interested in other people's problems?
2 Are you helpful?
3 Are you sensitive to others' emotions?

C Open

1 Do you have a good imagination?
2 Do you enjoy adventures?
3 Do you like changes?

D Careful

1 Do you do your homework right away?
2 Do you like a sense of order?
3 Do you pay attention to details?

E Emotional

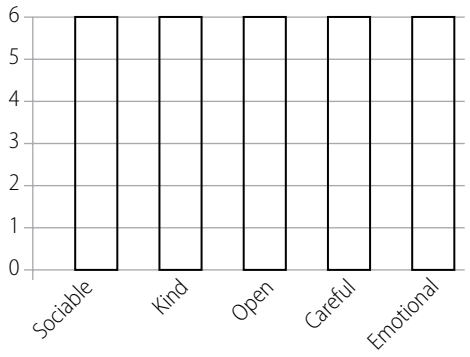
1 Do you get angry easily?
2 Does your mood often change?
3 Do you often cry while watching a film or reading a book?

Task 2

1 Are you surprised that you have similar results?
2 Do you generally get on well with each other?
3 Do you think it's easier to get on well with a person who has a similar personality, or with someone with a different one?
4 If you could change one thing about your personality, what would it be?

B

Task 1



NAME _____

QUESTIONS:

A Sociable

1 Do you talk to a lot of different people at parties?
2 Are you popular among your friends?
3 Do you like drawing attention to yourself?

B Kind

1 Do you help people with their problems?
2 Do you generally trust people?
3 Do you prefer listening to people rather than talking to them about yourself?

C Open

1 Do you have a rich vocabulary?
2 Do you have excellent ideas?
3 Are you quick to understand things?

D Careful

1 Are you quick to put things back where they belong?
2 Do you like following a schedule?
3 Are you always prepared?

E Emotional

1 Do you often feel very sad or very happy?
2 Do you get upset easily?
3 Is it easy for other people to see how you feel?

Task 2

1 Are you surprised that you have similar results?
2 Do you generally get on well with each other?
3 Do you think it's easier to get on well with a person who has a similar personality, or with someone with a different one?
4 If you could change one thing about your personality, what would it be?

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1.4 How well do you know me?

A Think of things that make you feel different emotions and complete the first column for you.

B Predict (or guess) things for your partner and write them in the second column.

When do you …	You	Partner's name _____
get really bored?		
feel really happy?		
get a little upset?		
get nervous?		
feel afraid?		
get excited?		
feel a little worried?		
get a little sad?		
get really frightened?		

C Ask your partner questions to see if any of your predictions were correct.

A: *Do you feel really bored when* _____*?*

B: *Yes! You got that right!*

OR

A: *Do you feel bored when* _____*?*

B: *No, that's not my answer.*

A: *Oh, OK. When do you feel bored?*

B: *I feel bored when I* _____.

D Find out what makes other people in your class feel different emotions.

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1.5 Reading (multiple choice)

Przeczytaj teksty i z podanych odpowiedzi wybierz właściwą, zgodną z ich treścią. Zakreśl literę a, b albo c.

Ben,
I know that an argument with Tim was not what you wanted. I think my brother is not going to talk to you now, and it's better for you to avoid him for a few days. Maybe if you give it some time, the situation will resolve itself.
Take care,
Greg

Dear Alison,
Your mum had every right to be upset with you. You promised to be back at 10 pm but you were more than an hour late. I think every parent would be as worried as your mum in such a situation, so you should apologise to both your mum and dad. It is never easy for parents to trust their children after something like this, but an apology would be a good start.

1 Both texts are about ...
- **a** predictions for the future.
- **b** problems with family members.
- **c** dealing with difficult situations.



TEA WITH THE SCHOOL COUNSELLOR

When: Friday, December 12th

Where: school library

Join us for tea and conversation about your future studies and career. You can attend the morning session, which starts at 9 am, or come to the afternoon meeting at 4 pm.

TOPICS
- **Your personality and your future:** do some personality tests and find out what you should take up in the future university
- **Planning:** do you have trouble choosing the right school? Match your personality with the university that will help you achieve your potential most effectively
- **Career advice:** not interested in studying? Choose from a range of career paths that will best suit your personality

2 What CAN'T you do during the meeting?
- **a** find out what job would be best for you
- **b** discover what kind of character you have
- **c** discuss any current school problems

PvP CAFÉ PRESENTS
League of Legends
5v5 Tournament

Sunday, June 2nd, 1 pm

Entry fee: €100 per team (€20 per player)
Tournament style: Sudden death
Requirements: Level 30 account with at least 5 owned champions
Prize: The winner will receive a cash prize relative to the number of participants

Come and defeat your enemies!

3 This text is ...
- **a** an invitation to a competition.
- **b** a game advertisement.
- **c** the timetable for a tournament.

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1.6a Translations (gaps)

Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

1 After I finish university, I'd like to do (*badania naukowe*) _____ in France.

2 I've chatted with him online for half a year but we've never had a (*twarzą w twarz*) _____ conversation.

3 Whenever I watch 'Braveheart', I really (*nie mogę powstrzymać się od*) _____ crying, it's such an emotional film.

4 I want to (*zachować jej tajemnicę*) _____ but I'm also worried about her situation.

5 I try to exercise (*kiedykolwiek to możliwe*) _____ because I love sport and I really enjoy being fit.

6 Nowadays, thanks to the internet, we can speak to people (*na całym*) _____ world without even leaving our home.

7 Chris likes many different types of literature, (*na przykład*) _____ fantasy novels, crime stories and biographies.

8 Samantha (*wydaje się być*) _____ a nasty person, but she is actually really kind.

9 I am not able to (*rozpoznać tego głosu*) _____. Do you know who it might be?

10 My brother (*zaproponował pójście*) _____ to the cinema, and I immediately agreed.

1.6b Multiple choice

Przeczytaj tekst i z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl literę a, b albo c.

WHAT YOU DON'T KNOW ABOUT PERSONALITY

Personality is a subject that affects all of us, so many psychologists choose to carry out **1** _____ on it. The results may be a surprise to some of you.

First of all, the order in which children are born in the family (first, middle or last) as well as the family size **2** _____ many personal choices, for instance, the friends or partners we will have. Your place in the family might also predict some of your personality traits. For example, if you are a first-born child, you may be either bossier or more responsible.

Another fact proven by researchers is a little more disturbing. **3** _____ a recent study, people can judge your character quite well by simply looking at your Facebook profile. Our activity on the internet, and **4** _____ on social networks, leaves a lot of information about who we are and what we enjoy or **5** _____. This information is very valuable for businesses as it means they can advertise goods or services that will be adjusted more to our personal needs. As a result, the chance that we will buy whatever they are offering is much greater.

1 **a** research
b scientist
c registration

2 **a** is influencing
b to influence
c influences

3 **a** According to
b As a result
c Instead of

4 **a** immediately
b especially
c actually

5 **a** dislike
b discover
c disagree

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1.7 Lexical pairs

Wybierz wyraz, który poprawnie uzupełnia luki w obydwu zdaniach. Zakreśl literę a, b albo c.

1 What did Paul _____ for his birthday? I know he wanted a new phone.
I know Angela can easily _____ angry, but, in reality, she is a very nice person.
a become **b** receive **c** get

2 I don't _____ telling my mum about my problems. She always gives great advice.
It's important to keep an open _____ when discussing difficult topics.
a eye **b** mind **c** feel

3 Do you always get _____ with your sister?
Will you go _____ reading this book for long? I'd like to borrow it.
a on **b** up **c** at

4 I don't understand this maths exercise. It doesn't _____ sense to me.
Learning languages may _____ it easier for you to get a job in the future.
a make **b** do **c** seem

5 My friend Sophia is such a _____ and loving person.
What _____ of chocolate do you like best?
a nice **b** type **c** kind

6 Jenny and Max seem to really like each _____. Are they a couple?
Do you know any _____ languages apart from English?
a different **b** another **c** other

7 Have you read this _____ about global warming? It's fascinating.
In English there is only one definite _____: *the*.
a blog **b** article **c** chat

8 What happened? You _____ upset.
I need to _____ for my glasses. I can't remember where I've left them.
a look **b** seem **c** search

9 Cassandra is really _____. She's won a national maths competition.
I enjoy wearing _____ clothes. I feel more confident when I wear them.
a intelligent **b** smart **c** fashionable

10 Are you _____ hip-hop music or do you prefer rock?
Please, put your phones _____ this box. You'll get them back at the end of the lesson.
a on **b** in **c** into

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1.8 Transformations (multiple choice)

W poniższych zdaniach, spośród podanych opcji wybierz tę, która może najlepiej zastąpić zaznaczony fragment. Zakreśl literę a, b albo c.

1 I think you could describe him as a person who is friendly and *always telling the truth*.
a honest **b** intelligent **c** shy

2 My mum is always telling me to *stay out of* trouble, but sometimes I have to take risks.
a consider **b** avoid **c** prefer

3 Yesterday, *an unknown person* asked me for directions in English and I was able to help him!
a a stranger **b** a member **c** a neighbour

4 Do you feel *very afraid* when you see a spider?
a worried **b** upset **c** frightened

5 I really like Hannah, but I'm afraid I *hate* her singing. She's always out of tune.
a can't help **b** can't stand **c** can't like

6 My sister can be *awful and unpleasant* sometimes, but I love her anyway.
a nasty **b** nervous **c** serious

7 I forgot to bring my English book today. Could we *both use yours*?
a rescue **b** compare **c** share

8 When I *feel* sadness, I usually eat a bar of chocolate. It always helps.
a experience **b** explain **c** expect

9 After playing chess for many years I've decided to take part in a national *test of skills*.
a event **b** competition **c** race

10 People often tell me I've got a very lively *character*, and that's why they like being in my company.
a appearance **b** personality **c** perspective

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Grammar Activities

2.1 Irregular verbs race

Aim

To revise past simple forms of irregular verbs

Language

Irregular verbs (past simple)

Time

15–20 minutes

Preparation

Make one copy of the worksheet per group.

Procedure

- Divide the class into groups of at least 3 students and hand out the materials. Each student in the group must use a different coloured pen or pencil.
- Ask students to choose any box in the grid and to create a past simple sentence with it. If the sentence is judged correct by the group, the student may claim the box by colouring it in. Set a time limit for each sentence of 30 seconds (or less if you think your students will manage).
- From this point, if a student wants to claim another box, it has to be contiguous to one that they have already coloured in.
- The game continues until all the boxes have been coloured in. Students then count the number of boxes they have coloured in. The person with the highest number is the winner.

2.2 I remember it well!

Aim

To create a dialogue about the past

Language

Past simple, *used to*, past continuous

Time

Approximately 45 minutes

Preparation

Make a copy of the worksheet for each pair or group.

Procedure

- Give each pair or group a worksheet and ask them to decide who will record the answers.
- Explain the situation: they are twenty years in the future, and they are meeting for the first time since they were at school together. They have to create a dialogue about what things were like when they were younger.
- Ask students to read the first sentence stem and discuss what to write. They can do more than just finish the stem. Model it on the board if you wish, e.g. *Remember when we were kids and we all lived in [Katowice]? We all lived only a few minutes from each other.* Give a time limit of two to three minutes.
- Tell them to fold the paper where shown so what they have written is hidden, and pass their papers to the next pair/group. You could ask them to pass it to the group on their right, and each group does the same. They must not look at the previous group's writing on the new paper they get.
- Tell them to read the next sentence stem and continue their original discussion, but on the new paper. They pass this to the next pair/group. They repeat this until all the boxes have been completed.
- Tell students to hand back their papers to the original groups.
- Pairs or groups should take turns to read the stories to the rest of the class and vote on the best/funniest/strangest dialogue.

Vocabulary Activities

2.3 Buy my house

Aim

To describe and ask questions about a house

Language

Vocabulary for describing a house

Time

45–60 minutes

Preparation

Make a copy of the worksheet for each student. Plan groups: you can either do this activity in groups of about seven or eight, asking students to talk to every other student in their group, or you can do this as a class mingling activity, asking students to switch partner every five minutes or so, and then coming together as a whole class.

Procedure

- Explain the situation to the students: they are all house owners who want to sell their house and buy a new one.
- Go through the questions to check if they understand them all, and discuss what information they can write. They don't have to write about a real house, but they can be creative. They can just write notes and key vocabulary here. Give students about five minutes to make notes about their house. (Step A)
- Model the activity with a student first, including some bargaining over the price. It is important that students try to make enough money from selling their house to buy the new house they want.
- Put students in pairs to ask and answer about their houses. (Step B) They should take notes about the houses they hear about. After five minutes, clap your hands and ask students to find a different partner. Do the same after another five minutes. After students have spoken to everyone in their group/class, tell students to decide on which house they want to buy. (Step C)
- Then put students into groups of three or four and ask them to tell each other which houses they liked the most and why, and to say which house they decided to buy. (Step D)
- If you have time, ask one person from each group to tell the class which houses were most popular and why.

2.4 Colour by words

Aim

To revise word building (nouns ending in *-ion* and *-ment* and nouns with the same form as the verbs)

Language

Vocabulary from the unit

Time

10–15 minutes

Preparation

Make one copy of the worksheet per student.

Procedure

- Hand out the materials to students and ask them to create nouns from the verbs in the picture and then to colour in the boxes according to the instructions on the worksheet.
- After they've finished, ask them to compare their pictures in pairs and make any necessary corrections.
- As a follow-up, you may ask individuals to spell the nouns (one noun per person).

Answers

Nouns ending in *-ion*: addition, exploration, construction, direction, decision, decoration, communication, education, location, imagination, description, accommodation.
Nouns ending in *-ment*: government, statement, disappointment, commitment, entertainment, amusement.
Nouns which have the same form as the verbs: rent, question, smoke, view, cost.

The picture shows **a house**.

Matura Exam Activities

2.5 Reading
2.6 Translations
2.7 Reading
2.8 Equivalent words

Time and Answers

2.5

Time: 5–7 minutes

Suggested answers:

1 sell a house **2** a (very) big/large garden **3** two weeks

2.6

Time: 7–10 minutes

Answers:

1 used to live / (once) lived **2** provide internet access **3** were you doing **4** so I decided **5** public transport **6** spent a/one week **7** find a solution **8** includes/has a modern **9** quite/only recently / in recent times **10** few/couple years later **11** was fixing **12** use to like **13** three times **14** was renovating **15** basic equipment

2.7

Time: 7–10 minutes

Answers:

1 c **2** d **3** a **4** c **5** b

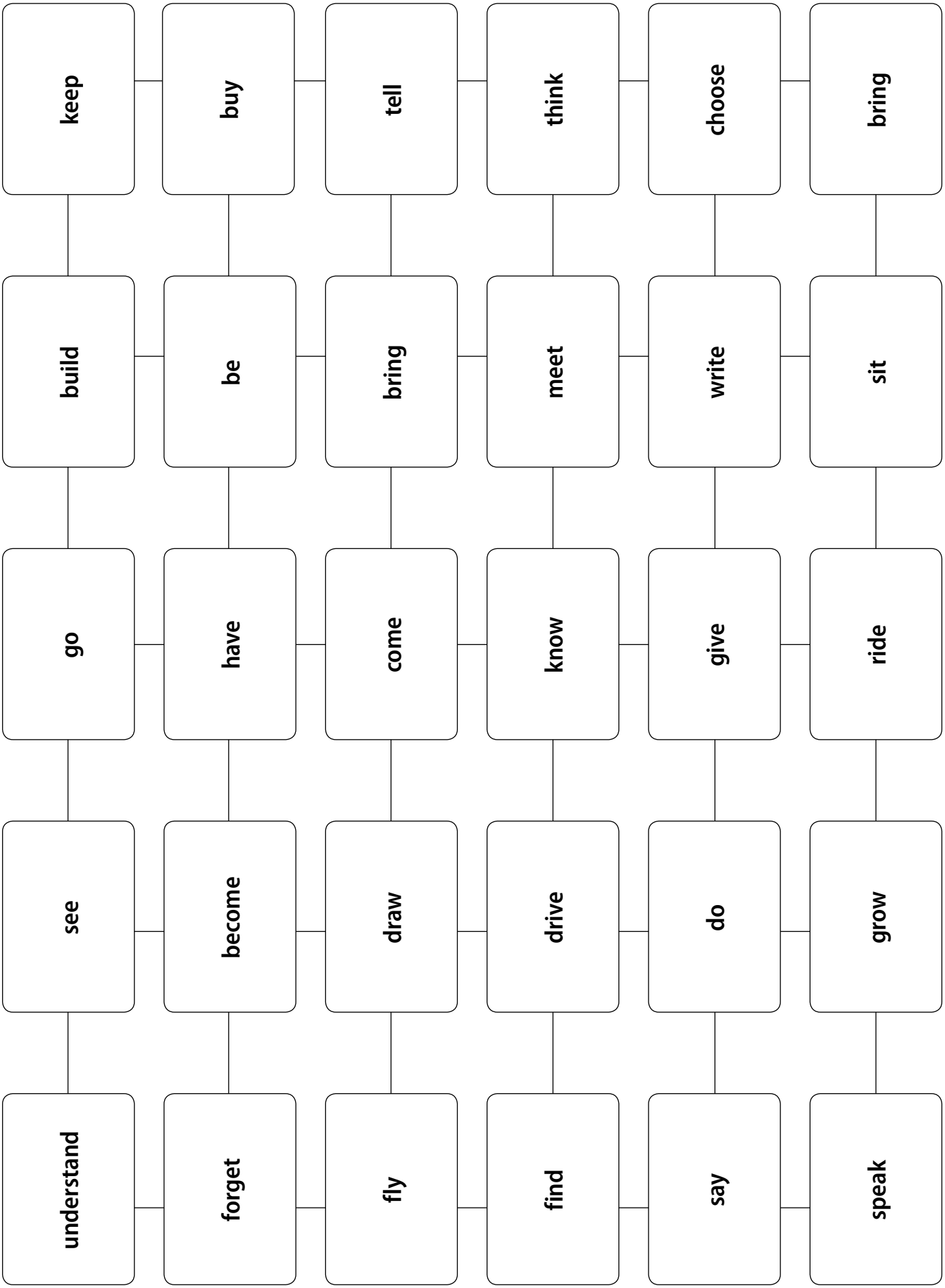
2.8

Time: 7–10 minutes

Answers:

1 c **2** a **3** a **4** b **5** a **6** c **7** b **8** a **9** b **10** a **11** c **12** b **13** b **14** c **15** b

2.1 Irregular verbs race



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2.2 I remember it well!

Remember when we were kids and we all lived in …

Do you remember at the weekend we used to …

At school we used to …

And at school we loved …

But we didn't use to …

Do you remember the time in school when we were …

Suddenly, the teacher came in and …

After that we …

Do you also remember all the fun things we did after school? We used to …

Yeah! That was great. And we looked so different! Do you remember we used to wear/have …

Oh yeah! I can't believe how much we've changed. Well, it was great to see you! Let's keep in touch!

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2.3 Buy my house

A You want to sell your house and buy a different house with the money you make. Complete the information about your house below. You can be creative!

1 Where is it? _____

2 How many bedrooms does it have? _____

3 How many bathrooms does it have? _____

4 What other rooms does it have? _____

5 What materials did the builders use? _____

6 How big is it? _____

7 How old is it? _____

8 What cool things or places are near your house? _____

9 What other interesting facts are there about your house? _____

10 How much do you want to sell it for? _____

B Now, ask other people in the class about the houses they are selling. Ask questions to get more information if you can. If you think the house is expensive, ask them for a cheaper price.

C Have you spoken to everyone? Can you afford the house you want to buy with the money you will make from your house sale? Choose the house you want to buy, but don't tell anyone yet.

D Work in new groups and discuss which houses you liked the most and what house you want to buy. Tell your friends why you want to buy it.

NOTES

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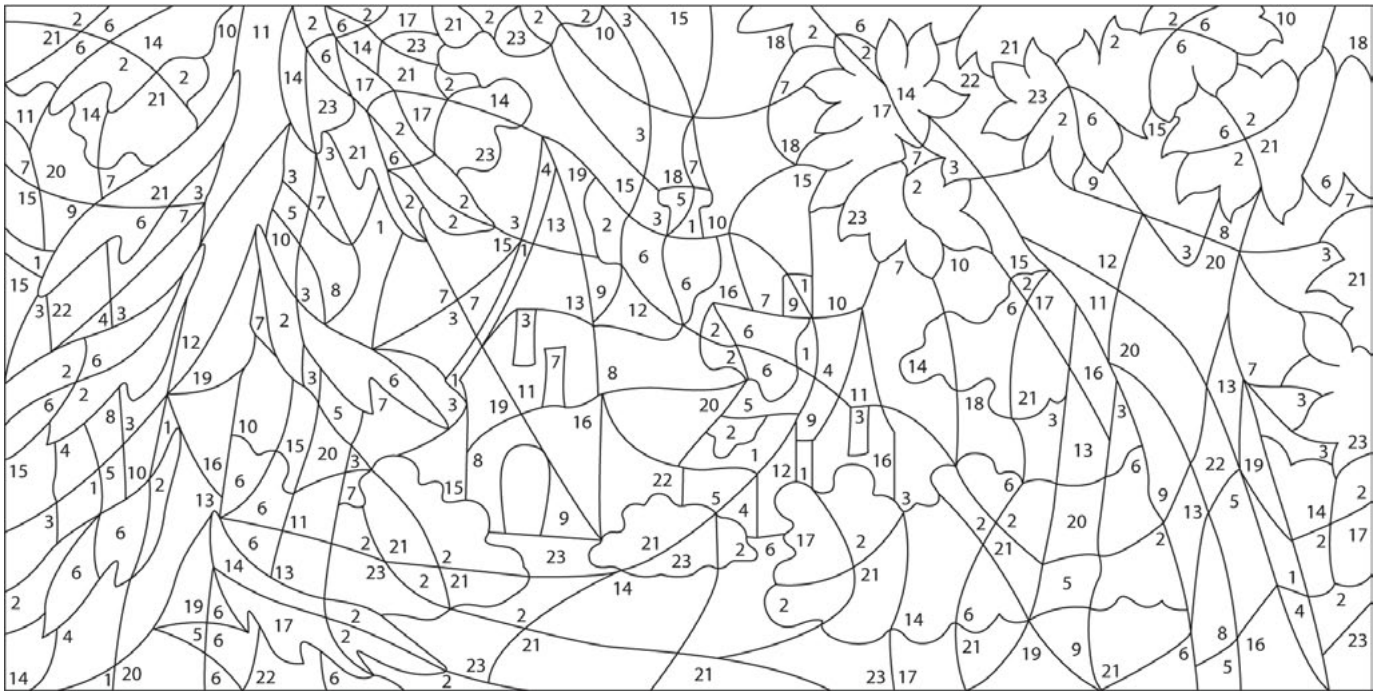
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2.4 Colour by words

Create nouns from the verbs below. Then colour in the boxes in the picture according to the numbers in the following way:

- nouns ending in *-ion* – brown
- nouns ending in *-ment* – green
- nouns which have the same form as the verbs – blue

1 add _____
2 govern _____
3 rent _____
4 explore _____
5 construct _____
6 state _____
7 question _____
8 direct _____
9 decide _____
10 smoke _____
11 decorate _____
12 communicate _____
13 educate _____
14 disappoint _____
15 view _____
16 locate _____
17 commit _____
18 cost _____
19 imagine _____
20 describe _____
21 entertain _____
22 accommodate _____
23 amuse _____



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2.5 Reading (gap-filling)

Przeczytaj teksty 1 i 2. Uzupełnij luki w e-mailu do Suzanne zgodnie z treścią tekstów. Luki należy uzupełnić w języku angielskim.

Tekst 1

Message

From: Trevor Abernathy **Subject:** House for sale
To: Jessica Simons **Date:** May 18th

Hi Jess,
How are you? We haven't seen each other for some time. I wanted to let you know that we are moving to London around June 1st. We bought a house three months ago and, as the renovations are almost over, now we're basically packing everything we want to take with us.
We are also looking for a buyer for our old house in Addington. You've been there a few times, so you know how nice and peaceful this place is – unlike London! :) The house is in very good condition and would be ideal for a family with children or for someone who would like to have a quiet place as a holiday home and, as you know, it's not very far from London. Let me know if you have any friends who might be interested in buying it. I'm also sending a link to the advert, you'll find more details there:
www.houseforsaleaddington.com
Best,
Trevor

Tekst 2

www.houseforsaleaddington.com



HOUSE IN ADDINGTON

Spacious, detached family house with 5000 square feet!!! of garden in a peaceful neighbourhood. House comprises a living room, a dining room, a well-equipped kitchen, 4 bedrooms (2 with balconies) complete with fitted wardrobes, 2 bathrooms and a study.
Gas central heating and a double garage.

Price: £700,000

Message

From: Jessica Simons **Subject:** House for sale
To: Suzanne Wright **Date:** May 18th

Hi Suzie,
Are you still looking for a place to live in the country? I've got a friend who wants to **1** _____ in Addington. I've been there a few times and I think the place is amazing, so you must check it out!
The house has got 6 rooms, a kitchen and 2 bathrooms. There is also a double garage and the property is surrounded by **2** _____. It's not very cheap, but I really think it's worth the price.
If you want to see it, we could drive you there, but my friend is going to be there only for another **3** _____, as they are moving to London at the beginning of June.
What do you think? Let me know!
Yours,
Jessica

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2.6 Translations (gaps)

Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

1 Our ancestors (*kiedyś żyli*) _____ in caves and hunt animals for food.

2 Before we move to our new flat, we need to find a company which will (*zapewni dostęp do internetu*) _____.

3 What (*robiłeś*) _____ when Mr Atkins entered the classroom?

4 I really needed a new dress for the wedding, (*więc zdecydowałam*) _____ to go shopping with my friend.

5 Do you like using (*komunikacja publiczna*) _____?

6 Last month, I (*spędziłem tydzień*) _____ in the countryside, and it was a wonderfully relaxing experience.

7 Did you manage to (*znaleźć rozwiązanie*) _____ to your problem?

8 Our district (*zawiera nowoczesny*) _____ amusement park.

9 My family started the tradition of throwing a house-warming party (*całkiem niedawno*) _____.

10 My sister graduated from university with Honours and a (*kilka lat później*) _____ she became the head of a non-governmental organisation.

11 When I came home, my mum was working on her computer and my dad (*przymocowywał*) _____ a shelf to the wall, so I decided to help him first.

12 Did you (*kiedyś lubiłeś*) _____ spinach or is it something that you've never tried?

13 I knocked on the door (*trzy razy*) _____, but nobody answered.

14 Around this time last summer, I (*remontowałam*) _____ my house, so we didn't have the time or the money for holidays.

15 The flat we decided to rent has only the (*podstawowe wyposażenie*) _____, so we need to buy some things to make it cosier.

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2.7 Reading (multiple choice)

Przeczytaj tekst i z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę a, b, c albo d.



Have you ever heard any of those strange stories about haunted houses and ghosts visiting the new inhabitants at night? Well, I have, but I had never believed in them, looking on them as a kind of fairy-tale for children, until my family bought an old Victorian house in the suburbs of London ...

We moved in at the end of summer. The house had two floors, and our bedrooms were upstairs. It was the first time I had slept alone without my brother in the room, as we had finally got our own rooms. I was 12 at that time but I still felt quite uneasy about the idea, so I always left the door open during the night. One night, I was woken up by a strange noise. When I looked into the hallway, I saw a strange-looking lady standing outside my parents' bedroom. She stared at me for some time and then she began to move across the hallway and disappeared. At breakfast time the next morning I told my parents about the incident, which I believed was only a dream, but, to my surprise, they looked at each other knowingly and asked me to sketch what I had seen.

A week later things started to go missing. They would vanish only to turn up right in front of you or would suddenly fall and smash for no obvious reason. We had a lot of cushions on the sofa and we would often find them on the floor whenever we left the room for a minute. And on top of that, our dog, which was always well behaved, refused to go upstairs and often barked when there was nobody in the room. All these incidents were odd and maybe a little upsetting, but we all treated them as part of the process of settling into a new home rather than anything we should be really afraid of.

A few months later, however, I got talking to a neighbour of ours, a sweet, old lady, who had been living in the neighbourhood her whole life. She told me about two sisters who used to live in our house and how one of them once went missing. To this day, nobody knows what happened to her. When I told her about what I had seen and later showed her my picture of the woman from that night, the old lady went pale and said she didn't want to speak about it any further. We lived in the house for another 10 years, and then my parents sold it. I still don't really know what to think about it all and whether I should treat my experiences as evidence of the paranormal. However, I am much more willing now to believe people who share similar strange stories with me. I'd really like to know if any later residents ever met the strange lady or experienced anything abnormal.

1 After moving to the new house the author …
- **a** shared a bedroom with his brother.
- **b** slept in a room on the ground floor.
- **c** felt alone in his new bedroom.
- **d** didn't like his new bedroom.

2 When he told his parents about the lady, they …
- **a** thought he'd had a dream.
- **b** didn't believe him.
- **c** were really surprised.
- **d** told him to draw a picture.

3 What did NOT happen in the house?
- **a** There was a regular smashing noise.
- **b** An animal behaved strangely.
- **c** Some objects disappeared.
- **d** Cushions were thrown off the sofa.

4 The neighbour told the author something about …
- **a** the story of her house.
- **b** a murder mystery.
- **c** who had lived in the house before.
- **d** her missing sister.

5 In the text, the author wants to …
- **a** convince readers that ghosts exist.
- **b** share his paranormal experiences.
- **c** tell the story of a missing woman.
- **d** warn readers against buying old houses.

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2.8 Equivalent words

W poniższych zdaniach, spośród podanych opcji wybierz tę, która może najlepiej zastąpić zaznaczony fragment. Zakreśl literę a, b albo c.

1 Can you please make sure the ***fridge*** is turned on before we leave?
a armchair **b** stairs **c** refrigerator

2 We all thought everything was lost, when suddenly my mum ***thought of*** a brilliant idea.
a came up with **b** came down to **c** came in for

3 The bus was really ***full of people***, so I wasn't able to sit down.
a crowded **b** lively **c** residential

4 Regaining independence in 1918 was a ***memorable*** event for the Polish people.
a old-fashioned **b** historic **c** traditional

5 After my father had ***made it clear*** to me how the device worked, I was able to use it by myself.
a explained **b** expected **c** explored

6 ***Talking*** with my friends may sometimes be difficult if we have different opinions about something.
a Direction **b** Construction **c** Communication

7 This house has got a very ***unusual*** shape, but I really like it.
a modern **b** unique **c** urban

8 Does our district have any local ***groups of people***? I'd love to feel part of one.
a communities **b** inhabitants **c** residents

9 We went to the cinema and ***later*** we decided to have a pizza.
a nearby **b** afterwards **c** previously

10 Have you got ***one more*** chair? I think my friend is going to come as well.
a an additional **b** an alternative **c** an actual

11 I've rented a ***little house in the country*** for our holidays and I think we'll really enjoy our stay there.
a container **b** cellar **c** cottage

12 That hotel was ***surely*** the most comfortable place I've ever stayed in.
a actually **b** definitely **c** mostly

13 ***As*** I was dissatisfied with the colour of my room, I asked the decorators to paint it again.
a However **b** Because **c** While

14 What can I do to ***make*** my composition ***better***?
a provide **b** realise **c** improve

15 I know you were born in this city, but which district did you ***become an adult*** in?
a grow **b** grow up **c** grow on

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Grammar Activities

3.1 Health and lifestyle app

Aim

To ask and answer questions about health and lifestyle

Language

How much, *many?*; countable and uncountable nouns

Time

45–60 minutes

Preparation

Make a copy of the worksheet for each student in the class

Procedure

- Put students into pairs or groups of three or four and tell them to read the worksheet. They have four areas they have to think about: Activity, Mental health, Diet, Sleep and relaxation. (An alternative here would be to divide the class into four and have each group design one area, i.e. part of the app.) Tell students to talk to each other and decide what information the app should collect for each area, e.g. number of hours they sleep, what they eat, how often they exercise, etc.
- Tell students to create questions the app would ask the user. Help with a couple of sample questions if necessary, e.g. *How much water do you drink every day? A lot* (*3+ glasses*), *Some* (*2 glasses*), *A little* (*1 glass*). They should also consider the information the app will give the user. They also decide on the design of the app and how the user will use it, e.g. will it come up on the phone each day? What visuals will it have? (Step A) (This could lead to a poster presentation.)
- Tell students to get prepared to present their app to the class. They should decide which member of their group will present which aspect of the app. If possible, they should demonstrate it by asking a volunteer the relevant questions and showing on the board how it would appear.
- Tell groups to present to the class and ask the audience to listen and think of questions. Allow time for questions after each presentation. (Step B)
- Ask the students to tell the class what they liked about each app.

3.2 Phrasal verbs relay race

Aim

To revise phrasal verbs

Language

Phrasal verbs from the unit

Time

15–20 minutes

Preparation

Make one copy of the worksheet per group and cut it out as marked.

Procedure

- Divide the class into groups of 4 students and hand out the material. Each student should have a piece with a different letter.
- For the first stage of this activity, ask students to look at their grid and fill in the missing phrasal verbs. Some letters of each of the verbs have been provided. Now ask students to pass their grid to the student in the group sitting to their right.
- Now ask them to fill in the translation of the phrasal verb in the line below the verb. Again, after finishing, they should pass their grids to the right.
- In the third stage, ask students to turn their cards over and write 5 sentences containing the phrasal verbs from their cards. It is essential that they leave the space for the actual verb blank. Again, they should pass the cards to the right.
- Now ask students to fill in the sentences their classmates have prepared, not looking at the other side of the card. After this, they can check if their suggestions were correct by turning the card over.
- Monitor the activity and help students especially during the stage of writing the sentences.

Answers

UP: grow up, give up, pick up, take up, wake up
OUT: eat out, hang out, work out, carry out, find out
ON: turn on, work on, put on, pass on, get on
IN: fill in, hand in, go in, believe in, come in

Vocabulary Activities

3.3 Body and health crossword

Aim

To revise vocabulary related to body and health

Language

Vocabulary related to body and health

Time

10–12 minutes

Preparation

Make one copy of the worksheet per pair.

Procedure

- Hand out the material to students. Each individual student in each pair should get a different version of the crossword (A or B).
- Inform students that they have a crossword that is only half full and that they need to fill in the other half. Their partners have the words they are looking for, but nobody has the clues, so they have to create these on their own.
- Teach or remind them of some functional vocabulary that may be useful during the activity (e.g. *across*, *down*, *noun*, *adjective*).
- Ask students to complete the crosswords. Monitor the activity and help if necessary.

3.4 Let's do something!

Aim

To plan and describe an event for different groups of people

Language

Expressions for giving opinions, asking follow-up questions, explaining ideas

Time

30–45 minutes

Preparation

Make a copy of the worksheet for each group.

Procedure

- Start by eliciting from students different groups of people in their town/city who sometimes get help from other people, e.g. retired people, children, homeless people. What problems do these people have and what might make them happier?
- Put students into groups of three or four and ask them to read the first part of the worksheet and decide which group of people to help. (Step A)
- Ask students to work through the questions (Step B) and monitor to feed in vocabulary. Encourage students to use online dictionaries if they have access. Give them about fifteen minutes for this step.
- When students have finished Step B, reorganise the groups so that the students are working with different partners. Tell students to use the expressions in the Useful language boxes on pages 54–55 of their books to help them here, and demonstrate a dialogue (Step C), e.g.

  A: *We believe that older people often need company, so we're organising an afternoon dance for them.*

  B: *While I agree with you that they often need company, some of them might not be active enough to dance.*

  Encourage students to discuss and ask questions about each other's ideas. Give them about fifteen minutes for this stage.
- When they have finished this stage, bring the whole class together and ask students to tell the class what ideas they liked and why. (Step D)

Matura Exam Activities

3.5 Transformations
3.6 Sentence formation and Reading
3.7 Translations and Multiple choice
3.8 Reading

Time and Answers

3.5
Time: 7–10 minutes
Answers:
1 wasn't any **2** to hang out **3** carry on attending **4** a lot of / lots of / plenty of **5** get on with **6** a few places
7 turned him down **8** only a little **9** put it off **10** too many books

3.6
Time: 15 minutes
Answers 3.6a:
1 a lot of time, so **2** pick her up at six from **3** is looking after Nick because **4** How much money do you need
5 computer broke down yesterday **6** would you like to buy **7** a few minutes to finish **8** didn't take any suncream
9 who the/this wallet belongs to **10** could you explain it a bit
Suggested answers 3.6b:
1 teach/educate **2** touches a door knob **3** handkerchiefs **4** exercise regularly

3.7
Time: 15 minutes
Answers 3.7a:
1 up collecting **2** mind my own **3** No matter what **4** more and more **5** deal/cope with / handle **6** no longer feel
7 found out / learnt / discovered that **8** A few / A couple / Several years **9** How much time **10** were growing up
Answers 3.7b:
1 b **2** a **3** b **4** c **5** b

3.8
Time: 8–10 minutes
Answers:
1 e **2** b **3** a **4** d **5** a **6** c

3.1 Health and lifestyle app

A Preparation

You are going to design an app to check the health and lifestyle of teenagers. Then you will present your ideas to your class.

1 Think about what information your app will have in each area. For example, in *Activity* it could collect information about how much exercise the person does in total, what kind of activity they do, how many hours they spend on different activities, etc. Make a list of ideas for each area.
2 How will your app work? Discuss this in your groups.
3 Write questions your app will ask the user to create their profile and get daily information about the different areas. Use the example questions below to help you. Be prepared to explain why you are including these questions.
4 What information will the app give the user? How often? What will the information look like? Will it use graphs, tables, diagrams?
5 What is the name of your app? What will it look like? Decide on the name and design in your groups.



Example questions	**Our questions**
For general information about habits to create a profile: *How many/much … do you (verb) each day/week/month?* *What type of (exercise/food, etc.) do you (verb) …?* *How do you (relax) …?* *Do you …?* Change these into the past simple to get specific information about what the person did in one day/ week/month, etc.	

B Presentation

Prepare to present your app to the class. You should explain:

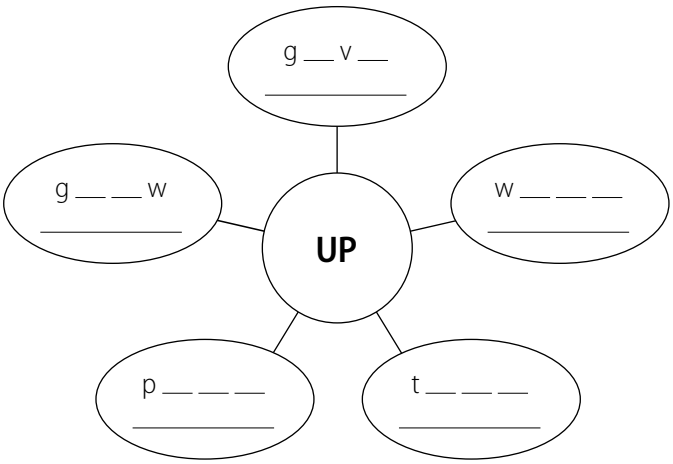
- the name and image of your app (and why you chose that name and created that design)
- how the app works
- the questions it asks and why
- what information the app will give the user
- why you think people will use this app

Listen to the presentations and think of at least one question to ask each group. Tell each group what you liked about their app.

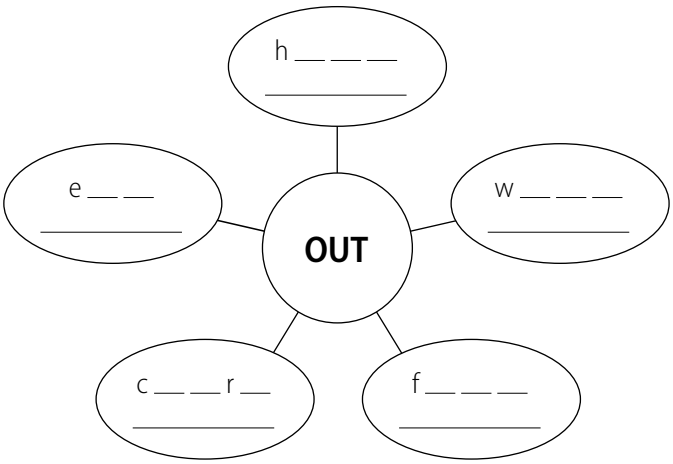
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3.2 Phrasal verbs relay race

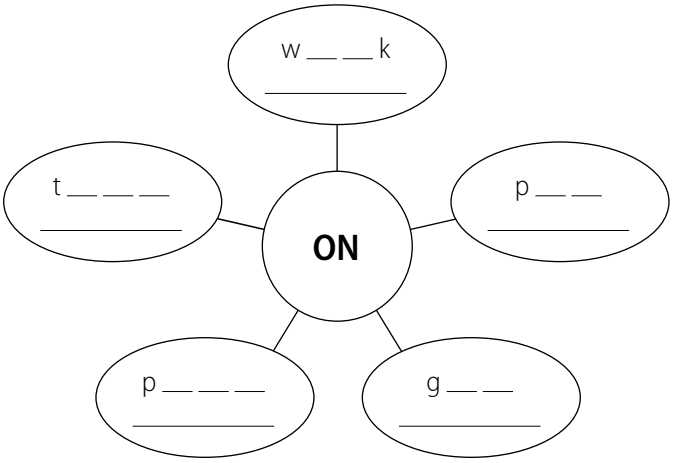
A



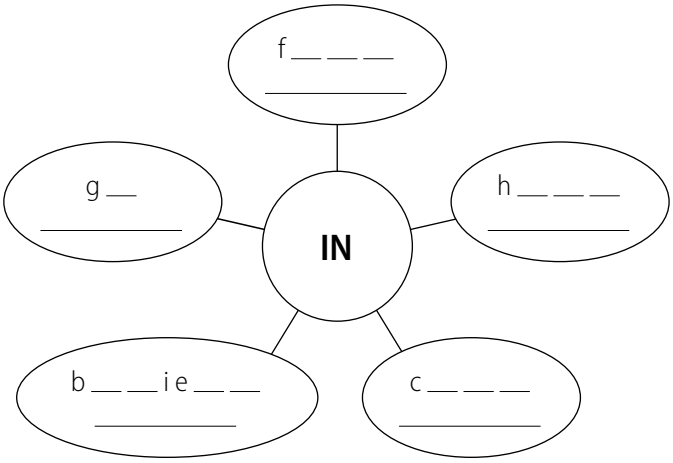
B



C



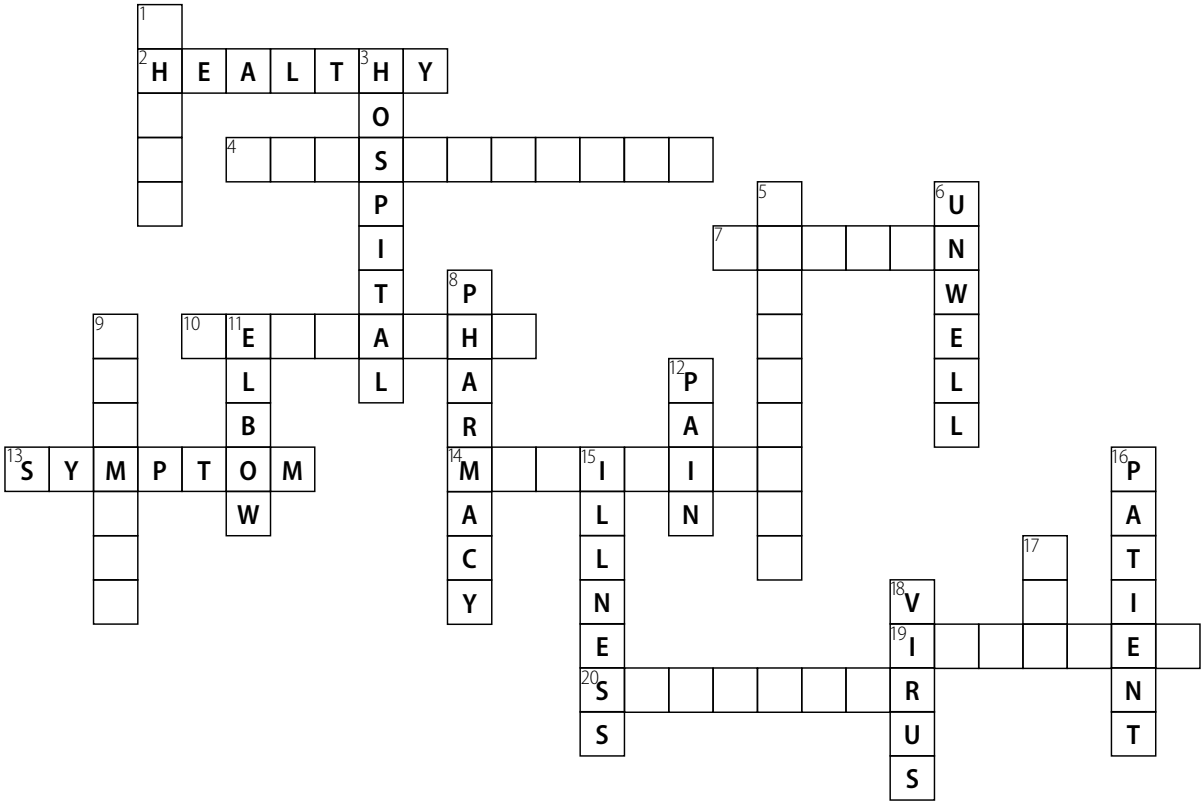
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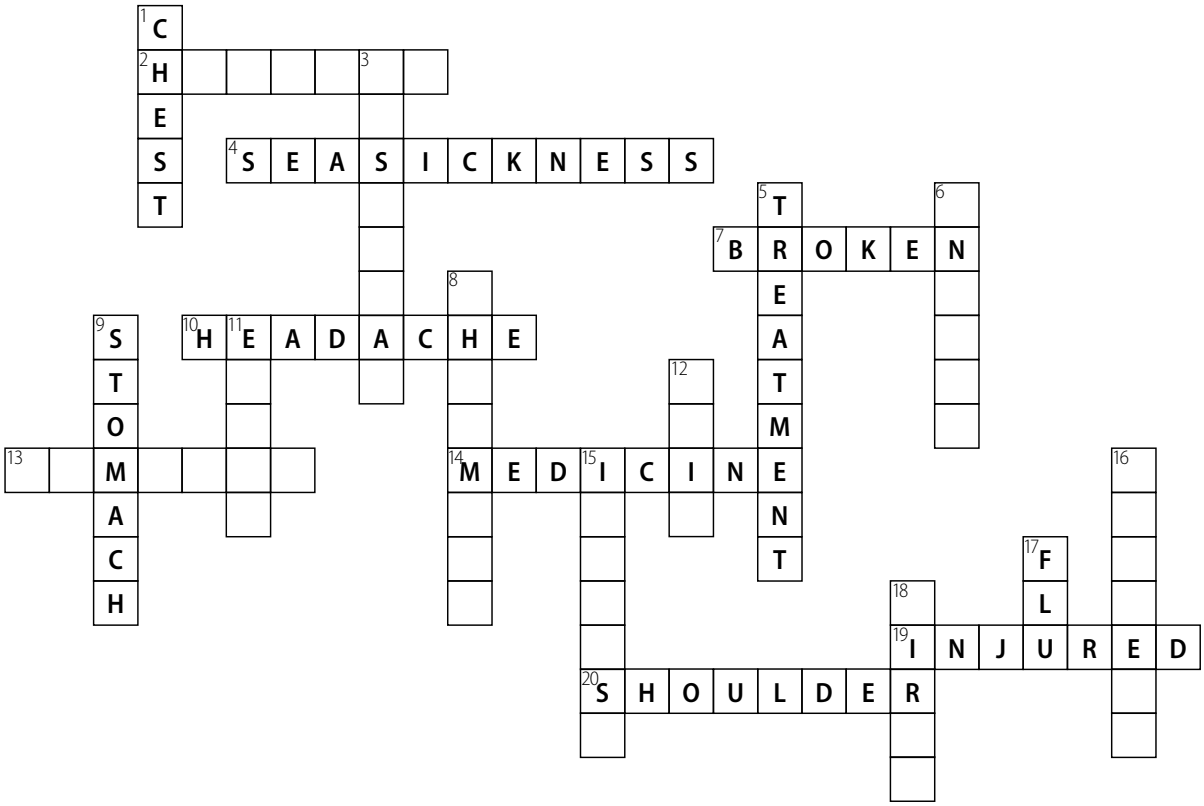
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3.3 Body and health crossword

Student A



Student B



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3.4 Let's do something!

A Read the descriptions of the groups of people on the cards below. Your school wants to do something to help these people. They have asked you to design an event that will make one of these groups happy. The best idea will get money to make the activity happen! Choose which group you want to help.

Group A Older, retired people living alone in your town/city.	**Group B** Teenagers from different countries who are studying in your town/city for a year. They miss home and feel lonely.
Group C Young children in your town/city who do not have much money. They do not have many opportunities to do different activities or travel. Some do not live with their families.	**Group D** Your choice! You can think of a group of people in your community that need help.

B In your groups, design your event. Discuss these questions.

1 Where in your town/city will you hold the event?
2 What will the event be? Describe it.
3 How much will it cost?
4 How will it help your group feel happier?

Each person must be ready to explain their idea to another group. Make notes and practise explaining your ideas.

C Work with a new group. Explain your ideas, then ask questions about each other's ideas and tell each other at least one thing you like about their ideas.

D As a class, share ideas and discuss what things you like about each group's ideas. Which group should get the money?

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3.5 Transformations (gaps)

Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyraz już podany.

1 There was no cheese in the fridge, so I decided to go shopping.
ANY
There _____ cheese in the fridge, so I decided to go shopping.

2 It's really nice to spend time with friends, but I enjoy being with my family as well.
HANG
It's really nice _____ with friends, but I enjoy being with my family as well.

3 I think we should continue attending this course till the end of the year.
CARRY
I think we should _____ this course till the end of the year.

4 There are many things I'd like to tell you, but I don't have time now.
OF
There are _____ things I'd like to tell you, but I don't have time now.

5 Do you have a good relationship with your brother?
GET
Do you _____ your brother?

6 There are some places that I visit at least once a year.
A
There are _____ that I visit at least once a year.

7 Mike asked Kelly to marry him but she said no.
DOWN
Mike asked Kelly to marry him but she _____.

8 There isn't much juice left, but I can bring you what's left if you want.
ONLY
There's _____ juice left, but I can bring you what's left if you want.

9 The meeting was supposed to be on Tuesday, but I postponed it to Friday.
OFF
The meeting was supposed to be on Tuesday but I _____ to Friday.

10 There are more books than space on the shelf.
TOO
There are _____ for the shelf.

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3.6a Sentence formation

Uzupełnij zdania, wykorzystując wyrazy w nawiasach w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast, jeżeli jest to konieczne, dodać inne wyrazy. W każdą lukę możesz wpisać maksymalnie sześć wyrazów, wliczając w to wyrazy już podane.

1 I don't have (*lot / time / so*) _____ please do it quickly.

2 I promised my sister to (*pick / six / from*) _____ the shopping centre.

3 At the moment my mum (*look / Nick / because*) _____ he has broken his leg.

4 (*how / money / need*) _____ for your school trip?

5 Unfortunately, my (*computer / break / yesterday*) _____, so I can't finish my presentation.

6 What kind of present (*you / like / buy*) _____ for Karen?

7 You have only (*few / minutes / finish*) _____ the test, so please start checking your answers.

8 When we went camping the last time, my parents (*not / take / suncream*) _____, so we weren't able to sunbathe.

9 We don't know (*who / wallet / belong*) _____, so I think we should take it to the police.

10 I don't quite understand this exercise, so (*could / explain / bit*) _____ more?

3.6b Reading (gap-filling)

Przeczytaj tekst. Uzupełnij luki w zdaniach zgodnie z treścią tekstu. Luki należy uzupełnić w języku angielskim.

A 1950s 'Health and Safety for You' educational film shows how the common cold is spread not just by sneezing and coughing, but through general human contact. The germs are illustrated by a black smudge, and after one careless carrier of the virus touches a door knob at school, the germs spread though books and pencils, putting most of the students at risk. The advice given is to stay in bed and use tissues, which can be easily and safely disposed of, instead of a traditional linen handkerchiefs. While teaching viewers how not to spread germs, the film also manages to dish out some lessons in good manners and ways to lead a healthy lifestyle, recommending regular exercise and maintaining a balanced diet, remembering to wash your hands, not to put pencils in your mouth, and not to use other people's straws when drinking.

1 The film was created to _____ people how they can catch the common cold.

2 In the film the common cold is spread because one infected person _____.

3 The film advises the viewer not to put pencils or other people's straws in their mouth and not to use _____.

4 In order to have a healthy lifestyle, you should _____, eat properly and keep your hands clean.

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3.7a Translations (gaps)

Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

1 I had a lot of time during the summer, so I decided to take (*zająć się kolekcjonowaniem*) _____ stamps and old postcards.

2 The new boy at school is very rude! He told me to (*pilnować swojego*) _____ business when I asked him if he had a girlfriend.

3 (*Nie ważne co*) _____ you do, I will always try to help you to the best of my abilities.

4 Working both mornings and evenings meant I felt (*coraz bardziej*) _____ tired.

5 Even if giving a presentation makes you scared, I'm sure you'll (*poradzić sobie z*) _____ stress, and everything will go well once you start talking.

6 After 6 months, I finally managed to find a job and I (*już nie czuję się*) _____ sad or depressed.

7 When Christina (*dowiedziała się, że*) _____ her boyfriend went to a dance with another girl without telling her, she realised that their relationship was over.

8 (*Kilka lat*) _____ ago I went to a party that I'll never forget.

9 (*Ile czasu*) _____ do you need to bake two cakes like these?

10 When my parents (*dorastali*) _____, they didn't have any of the modern devices we are accustomed to, apart from a TV.

3.7b Multiple choice

Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl literę a, b albo c.

RANDOM ACTS OF KINDNESS

Basing on some recent scientific findings, psychologists have developed an exercise called 'Random Acts of Kindness'. According to them, if you consciously perform acts of kindness, it may help you increase your happiness. Researchers have looked **1** _____ how people who were aware of their own kind behaviour towards others feel, and **2** _____ out that they are generally happier. A study carried **3** _____ in 2004 proved this to be true. A group of students were asked to perform five random acts of kindness per week, over the course of six weeks. The participants were supposed to make others happy, typically at **4** _____ cost to themselves (e.g., donating blood, cooking a meal for someone, or helping them with tidying up). Students who were in the control group did not receive **5** _____ instructions concerning kindness. After the experiment has finished, those students who consciously behaved in a kind way felt happier, while the ones in the control group felt slightly less happy. So, if you want to feel better about yourself – be kind to others (and be aware that you are)!

1 **a** after
b into
c for

2 **a** found
b taken
c worked

3 **a** on
b out
c in

4 **a** any
b a lot of
c some

5 **a** no
b any
c much

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3.8 Reading (missing sentences)

Przeczytaj teksty, z których usunięto po trzy zdania. Wpisz w luki litery, którymi oznaczono brakujące zdania (a–e). W każdym tekście dwa zdania zostały podane dodatkowo i nie pasują do żadnej luki.

ANDROCLES

A slave named Androcles once escaped from his master and ran to hide in the forest. **1** _____ At first, he turned to run again, but realising that the lion was not chasing him, he stopped, turned back and went up to it.
As he came near, the lion put out its paw, which was terribly swollen and bleeding. Androcles saw that a huge thorn in the paw was causing all the pain. **2** _____ The big cat was soon able to stand and licked the hand of Androcles in gratitude, a bit like a dog. The lion then took Androcles to its cave, and every day used to bring him meat which enabled him to survive. However, shortly afterwards, both Androcles and the lion were captured, and the slave was sentenced to be thrown to the lion, after the animal had been kept without food for several days. The Emperor and all his Court came to see the spectacle, and Androcles was led out into the middle of the arena. **3** _____ But as soon as it came near to Androcles, it recognised its friend, and licked his hands like a friendly dog. The Emperor, amazed by this, summoned Androcles, who told him the whole story. The slave was pardoned and freed, and the lion released back into its native forest.

- **a** The lion was let loose from its cage, and ran roaring towards the frightened man.
- **b** He pulled it out and bound up the paw of the lion.
- **c** The lion was almost dead as a result of its injuries.
- **d** He didn't really know what to do or where he should go.
- **e** As he was wandering, he came upon a lion lying down moaning and groaning.

MANAGING YOUR OWN HOSPITAL

Do you feel like you're never satisfied with medical care and you would do everything better if you were the person in charge? **4** _____ You only need to play *Theme Hospital*.
In the game you become a hospital manager and you are faced with many different challenges. **5** _____ You'll have to diagnose and treat people with a broken heart, with alien DNA or the ones who became invisible because they were bitten by a radioactive bug. But such odd conditions will not be your only concern. You'll need to hire doctors and nurses to care for the patients, as well as handymen to deal with cleaning, repairs and watering the plants. **6** _____ In order to run your hospital smoothly you need to provide them with good working conditions and high salary to keep them happy.
There are also emergencies to handle and new equipment your researchers need to discover first, so you'll always have your hands full. And be careful not to kill too many patients, you were supposed to be the one who does everything perfectly, remember?

- **a** The first and most important one are of course patients with very strange diseases.
- **b** Many people are convinced they could do that, but that's not always the case.
- **c** Unfortunately, the staff members get tired and upset quite easily.
- **d** Well, now you've got the chance to do that.
- **e** They are usually so difficult that people stop playing after the first round.

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Grammar Activities

4.1 Dominoes

Aim

To compare things related to education

Language

Comparative and superlative adjectives, comparative forms

Time

30–45 minutes

Preparation

Make a copy of the domino cards and the questions for each group. Cut the domino cards up so that you have a set for each pair/group.

Procedure

- Revise the different forms for comparisons. Refer students to pages 65, 68, 76 and 77 in their books.
- Tell students that they have to make comparative sentences using the subject and adjective on the cards, e.g. *English is better than science because you don't have to do experiments.*
- Hand out the cards to the pairs or groups. Each player should have the same number of cards.
- Player A puts a card on the table, and then Player B puts down a card with a different subject next to it, e.g.

maths	interesting	geography	difficult

  Player A then makes a comparison between maths and geography using the adjective between the subjects, i.e. *interesting*. If they make a correct comparison, they take their card back and put it aside. If they can't make a correct comparison (you can give a time limit here), their card is put into a separate pile.
- Then Player C puts down a card next to *geography / difficult*, with a different subject, and Player B makes a comparative sentence with the adjective between them, i.e. *difficult*. The game continues around the group until all the cards have been used once.
- The student with the most cards at the end is the winner.
- Afterwards, hand out the questions to groups and ask them to share their real opinions.
- Ask one or two people from each group to ask another group what they discussed for one of the questions, e.g. *What did you say for number 1?*

4.2 Such a nice board game

Aim

To revise comparative forms

Language

Comparative forms (*as ... as ...*, *too*, *enough*, *so*, *such*)

Time

25–30 minutes

Preparation

Make one copy of the worksheet per group. Separate the board from the cards and cut the cards up along the lines as indicated.

Procedure

- Divide the class into groups of 4 students and hand out the materials (one board and a set of cards placed face down in the middle of the board per group).
- Ask students to find a small object that will function as a counter and to place them on 4 of the numbers on the board (each person chooses a different number). They will also require a coin to toss.
- Explain the rules of the game. Students take turns to toss the coin and move accordingly (heads – one space forward, tails – two spaces forward). When they land on a space with a comparative form, they take a word card and create a sentence that includes a comparative and one or two of the words from the card. If the sentence is judged correct by the rest of the group, they stay on their space; if not – they have to go back to the previous position. The card should be then put to one side (if they run out of cards, they should be reshuffled and the play resumes). The winner is the player who is first to return to the initial starting point.
- Monitor the activity and help students, especially if there are doubts whether the sentence is correct.

Vocabulary Activities

4.3 What we think about education

Aim

To give opinions about education

Language

Vocabulary related to education

Time

30–45 minutes

Preparation

Make a set of discussion cards for each group of students and an *agree* and a *disagree* card for each student. There are empty boxes if you want to extend the activity.

Procedure

- Students work in groups of three or four. The aim of the game is to predict other people's opinions on statements about education.
- Demonstrate the activity with a student before you hand out the cards. Give the student an *agree* card and a *disagree* card. Then turn over a statement card and read it aloud. Tell the student to guess if you agree or disagree with the statement on the card. They should then put the card they choose face down on the table. Tell the student if you agree or disagree and give a reason, and then turn up the card the student placed on the table. If the student guessed correctly, they get a point. The student then takes a turn to read out the next statement card and you have to guess their opinion. The goal is to get as many points as possible.
- Put students into groups of three or four and give each group a set of statement cards and enough *agree* and *disagree* cards for each student in the group. Allow about 20–25 minutes for the game.
- After they finish the game, each group should choose up to eight statements and adapt them to make them true for their opinions.

Fast finishers

If one group finishes before the others, give them the four *Your idea …* cards and ask each student to write their own statement about education. They can then continue to play the game with the new statements.

4.4 In your experience …

Aim

To revise the use of suffixes *-ful* and *-less* to create adjectives

Language

Adjectives ending in *-ful* and *-less*

Time

15–20 minutes

Preparation

Make one copy of the worksheet per pair.

Procedure

- Hand out the materials to the students. Each individual student should get a different version (A or B) to their partner.
- Tell students that they have to complete five questions on their worksheet, using adjectives ending either in *-ful* or *-less*.
- After they've finished, student A should ask their partner the questions they have written. Student B says if the questions are correct. Tell them to correct any mistakes in the questions. They then swap roles.
- Now ask each pair to complete the table with adjectives from both versions, deciding which adjectives may have both endings and which usually take only one. Provide them with the correct answers at the end of the activity.
- Students should now take turns to ask each other and answer the questions from their worksheets. Allow sufficient time for some free discussion. Monitor the activity.

Answers

Adjectives taking both endings: helpful/helpless, careful/careless, painful/painless, harmful/harmless, tasteful/tasteless (although tasty is also used), useful/useless

Adjectives usually taking just one ending: worthless, stressful, successful, thankful

Matura Exam Activities

4.5 Sentence formation and Reading
4.6 Lexical pairs
4.7 Translations and Gap-filling
4.8 Equivalent words

Time and Answers

4.5

Time: 15 minutes

Answers 4.5a:

1 the worst film you **2** not big enough for me **3** less important than studying maths **4** children are as quiet **5** such awful weather that

Answers 4.5b:

1 B **2** A **3** C **4** B

4.6

Time: 8–10 minutes

Answers:

1 b **2** a **3** b **4** c **5** b **6** a **7** a **8** c **9** c **10** a

4.7

Time: 15 minutes

Answers 4.7a:

1 b **2** a **3** c **4** a **5** b **6** b **7** c **8** b **9** a **10** c

Answers 4.7b:

1 oldest **2** as **3** so **4** too

4.8

Time: 10–12 minutes

Answers:

1 a **2** b **3** a **4** c **5** a **6** b **7** a **8** c **9** a **10** c **11** c **12** b **13** a **14** c **15** a

4.1 Dominoes

maths	interesting	maths	easy	science	hard
science	good	English	bad	English	important
Polish	difficult	Polish	useful	technology	serious
technology	interesting	physical education	interesting	physical education	easy
art	hard	art	good	music	bad
music	important	geography	difficult	geography	useful
history	serious	history	interesting	computing	useful
computing	important	literature	serious	literature	interesting

What do you really think? Discuss these questions in your groups. Prepare to present your ideas to the class!

1 What are the most important skills to learn in school?

2 What subjects are the most difficult and why?

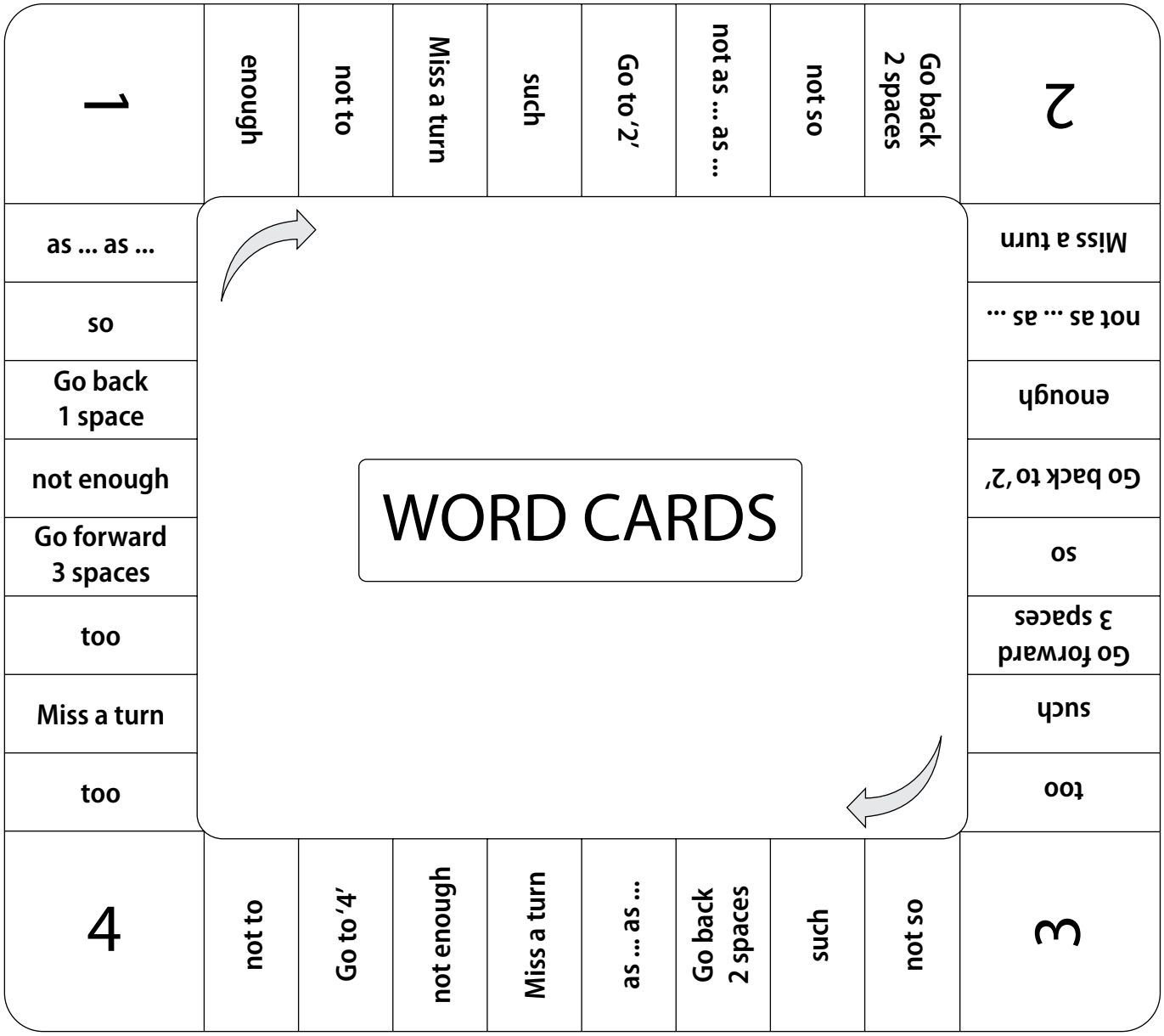
3 What two new subjects would you introduce to your school? Why?

4 What two subjects would you stop having in your school? Why?

5 How will schools be different in the future?

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4.2 Such a nice board game



house flat	book magazine	dog cat	football basketball	coffee tea
chocolate lollipop	city country	maths English	cinema theatre	car bus
guitar piano	elephant mouse	laptop mobile	comedy horror	winter summer
beach mountains	ship plane	pizza hamburger	museum park	garden balcony
Poland England	teenager adult	tent hotel	doctor teacher	April November

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4.3 What we think about education

Private schools are better than public schools.	Getting good grades is the most important thing to do at school.	We should not have to study maths and science.	Maths and languages are the most important subjects at school.
Teenagers are better at learning than young children.	Music and art are just as important as science and maths.	We don't do enough physical activity at school.	School subjects should be more practical and focused on work and getting a job.
In the future, more schools will be online and we will learn by watching videos and doing online exams.	School now is more fun than it was for our parents. It was more serious then.	For me, explaining something by speaking is easier than writing about it.	Project work is more effective than traditional ways of learning.
Travelling and experiencing things out of school is just as educational as going to school.	We should have longer summer holidays.	We should learn more computer skills and fewer traditional subjects.	Learning something new by doing it is easier than learning by reading about it.
Your idea …	Your idea …	Your idea …	Your idea …

AGREE	**AGREE**	**AGREE**	**AGREE**
DISAGREE	**DISAGREE**	**DISAGREE**	**DISAGREE**

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4.4 In your experience …

Student A

Complete the questions with adjectives (created from the words in brackets) ending in *-ful* or *-less*.

In your experience, ...

1 is it easy to be _____ (HELP) to strangers?

2 what is the most _____ (CARE) thing you can do while driving?

3 is going on a diet _____ (WORTH) if you don't exercise at the same time?

4 what can you do if you suffer from a really _____ (PAIN) headache?

5 are violent computer games completely _____ (HARM) or do they have some negative effects?

Student B's answers: 1 tasteless, **2** stressful, **3** useless, **4** successful, **5** thankful

Adjectives that take <u>both</u> endings (*-ful* and *-less*)	
Adjectives that usually take <u>only one</u> ending (either *-ful* or *-less*)	

Student B

Complete the questions with adjectives (created from the words in brackets) ending in *-ful* or *-less*.

In your experience, ...

1 if soup is _____ (TASTE), what can you do to improve it?

2 what is the most _____ (STRESS) job?

3 what can you do with a completely _____ (USE) present?

4 who is usually happier: a very rich and _____ (SUCCESS) person with no family or a person with an average income and a big family?

5 how can you show someone that you are _____ (THANK) for something they've done for you?

Student A's answers: 1 helpful, **2** careless, **3** worthless, **4** painful, **5** harmless

Adjectives that take <u>both</u> endings (*-ful* and *-less*)	
Adjectives that usually take <u>only one</u> ending (either *-ful* or *-less*)	

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4.5a Sentence formation

Uzupełnij zdania, wykorzystując wyrazy w nawiasach w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy. W każdą lukę możesz wpisać maksymalnie sześć wyrazów, wliczając w to wyrazy już podane.

1 What is (*bad / film / you*) _____ have ever seen?

2 This jacket is (*not / big / me*) _____, I need something in a larger size.

3 I think learning music is (*important / study / maths*) _____ because there is much more work for people with mathematic abilities than for musicians.

4 When our (*children / be / quiet*) _____ as they are at the moment, we always know that they're up to no good.

5 During our holidays, we had (*awful / weather / that*) _____ we spent almost the whole time in our hotel.

4.5b Reading (matching paragraphs)

Przeczytaj tekst, który został podzielony na trzy części (A–C) oraz pytania ich dotyczące. Do każdego pytania dopasuj właściwą część tekstu. Jedna część tekstu pasuje do dwóch pytań.

In which part of the text does the author …

1 mention learning preferences that boys and girls have? _____
2 quote the results of a recent study? _____
3 claim that school does more than only teach regular subjects? _____
4 argue that a student may be interested in different subjects, depending on the school they attend? _____

SHOULD BOYS AND GIRLS LEARN TOGETHER?

A Over the decades, the single sex schools versus co-ed schools debate has been quite heated. Although the number of single sex private schools has halved in the last 20 years, many educational experts have begun to point out the advantages of single sex schools yet again. It is partly connected with recent news that girls in single sex state schools receive better GCSE* results than those in co-ed schools, including those who come from poorer backgrounds. According to the SchoolDash research, 75% of pupils at single-sex schools achieved five good GCSEs while in co-ed schools just 55% learners got such a result.

B So, what are the main advantages of single sex education? First of all, girls and boys are believed to have different learning needs and teachers in schools for boys or girls only can use various techniques which are more suitable for the gender of their students. Girls, for example, prefer collaborative learning which involves a lot of discussions and are good at multitasking while boys prefer competition and are hardwired to be single-task focused. Using gender specific teaching methods can help get the most out of lesson time and make the learning experience more enjoyable for pupils. Secondly, single sex schools enable girls and boys to feel free to learn and discover any subject. Girls pursue their interest in male-dominated subjects such as maths and science more often, and boys explore music and the arts more willingly.

C The opponents of single sex education are mainly concerned that it could make it harder for both girls and boys to relate to one another in a workplace or social environment later in life. Teaching children academic skills is not the only purpose of education; young people should also be able to socialise and interact with members of the opposite sex. There is a possibility that pupils in single sex schools can view the other sex in an entirely unrealistic, idealised way and, as a result, they will not be prepared adequately for adulthood. It is also believed that co-ed schools are a far better environment for teaching children a broader range of essential life skills.

*GCSE – The General Certificate of Secondary Education

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4.6 Lexical pairs

Wybierz wyraz, który poprawnie uzupełnia luki w obydwu zdaniach. Zakreśl literę a, b albo c.

1 I think I left my notebook in the _____. Could you get it for me, please?
Janine wants to _____ law at Harvard University.
a learn **b** study **c** kitchen

2 This blouse was _____ beautiful that I bought it without even trying it on.
I failed my last biology test, _____ I need to revise everything once more.
a so **b** such **c** as

3 Do you and your brothers have a lot in _____, or are you completely different?
Cold is one of the most _____ diseases during the autumn and winter time.
a popular **b** common **c** mind

4 Biology is my favourite school _____.
The _____ of today's lesson was comparative adjectives and adverbs.
a class **b** topic **c** subject

5 We'll continue discussing the French revolution after the _____.
I don't know why but I often _____ things and then I have to replace them.
a lesson **b** break **c** destroy

6 Did you _____ up in this neighbourhood?
Doing regular exercise allowed me to _____ stronger.
a grow **b** become **c** live

7 Working in this company has not been _____ interesting as I had expected.
_____ you are not interested in horror films, I decided to watch it on my own.
a as **b** so **c** since

8 _____ time I talk to him, I've got the impression that he isn't listening.
I really hope we'll see _____ other very soon.
a one **b** every **c** each

9 Brian is _____ an amazing football player.
I love reading crime stories _____ as Agatha Christie's novels.
a so **b** really **c** such

10 My cousin is in sixth _____ at a school in America.
What _____ did you get from the English test?
a grade **b** class **c** mark

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4.7a Translations (multiple choice)

W poniższych zdaniach, spośród podanych odpowiedzi wybierz tę, która jest poprawnym tłumaczeniem fragmentu zdania podanego w nawiasie. Zakreśl literę a, b albo c.

1 (*Czy stać cię*) to buy a car?
a Can you stand **b** Can you afford **c** Can you make it

2 When did you (*ukończyłeś*) from secondary school?
a graduate **b** finish **c** complete

3 This self-defence course (*trwa pięć dni*).
a goes for five days **b** continues five days **c** is five days long

4 Knowing how to light a fire or climb a tree may save your live, so I think students should (*rozwijać takie umiejętności*).
a develop such skills **b** learn such abilities **c** demonstrate such competences

5 Do you think my composition is (*wystarczająco długie*), or should I write one more paragraph?
a too long **b** long enough **c** so long

6 Our maths teacher is (*tak poważny, że*) I have never seen him smile.
a as serious as **b** so serious that **c** not serious enough to

7 What are the (*argumenty za i przeciw*) of studying abroad?
a ups and downs **b** ins and outs **c** pros and cons

8 We're still waiting for (*dalsze informacje*) about the spelling competition.
a farther information **b** further news **c** next announcement

9 Our last group project was (*tak wymagającym*) task that we spent over a month on it.
a such a challenging **b** so challenging **c** such challenging

10 I'm really (*oczekuję z niecierpliwością*) the next holidays as we're going to Greece.
a looking up to **b** looking down on **c** looking forward to

4.7b Gap-filling

Przeczytaj tekst. Uzupełnij każdą lukę jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

Enrolling at school may not be a great achievement, but Kimani Maruge has proved it may make people realise the importance of education. Although there are no official records of his birth date, it is believed that when he started attending school, he was 84, making him the **1** _____ person in the world to do so. In the past, Mr Maruge was a Mau Mau fighter and he fought for Kenya's independence from the British, but he never learned to read or write. When the Kenyan Government announced that primary education is free for all in 2002, Maruge decided to enrol. His path was not **2** _____ easy as he had expected, there was fierce opposition from parents and government officials. However, he did not give up and passed his first end-of-term exams **3** _____ well that he was among the top five students in the class. Mr Maruge wanted to be able to read the Bible and count. He went to school alongside his two grandchildren. Maruge is an example that you are never **4** _____ old to want education and literacy.

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4.8 Equivalent words

W poniższych zdaniach, spośród podanych opcji wybierz tę, która może najlepiej zastąpić zaznaczony fragment. Zakreśl literę a, b albo c.

1 All 4th grade students are advised to *go regularly to* exam preparation classes.
a attend **b** afford **c** apply

2 We should really be *thankful* to our head for organising such an amazing concert.
a hopeful **b** grateful **c** careful

3 If there is *a chance* to get a scholarship, I will definitely do my best.
a an opportunity **b** an enquiry **c** a community

4 I know it's not pleasant, but you have to *confront* your problems and find a solution.
a exchange **b** provide **c** face

5 What universities are you *thinking about*?
a considering **b** guessing **c** rejecting

6 Do you have any special *abilities* that could be useful for this project?
a powers **b** skills **c** contests

7 *Clearly*, he doesn't want to be here. If he did, he wouldn't behave in this way.
a Obviously **b** Additionally **c** Recently

8 Suzanne rushed home, *quickly caught* a sandwich and left in a hurry to meet her friends.
a came across **b** provided **c** grabbed

9 We are going to pay for the course *before it starts*.
a in advance **b** on schedule **c** at a time

10 The weather is beginning to *get better*.
a solve **b** differ **c** improve

11 This watch is made of gold. It must be *very expensive*.
a important **b** serious **c** valuable

12 Do women and men receive *the same* salary if they have the same position?
a a comparative **b** an equal **c** a suitable

13 I'm sad because yesterday I had *a fight* with my best friend, and we're not talking to each other at the moment.
a an argument **b** a communication **c** an enquiry

14 Alex can be a little *irresponsible* sometimes when it comes to driving, so I'm often worried about him.
a hopeless **b** useless **c** careless

15 Have you already *answered* your aunt Mary's email or should I do it?
a replied to **b** applied for **c** qualified for

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Grammar Activities

5.1 Find someone who …

Aim

To find out information about students in the class and compare experiences

Language

Present perfect and past simple

Time

30–45 minutes

Preparation

Make a copy of the worksheet for each student.

Procedure

- Tell students they are going to find people who answer *yes* to the activities on the worksheet. When they find someone who says *yes*, they should find out as much information as possible. They should try to find different people for each experience.
- Model a dialogue with a student and make sure they are clear on the question forms they need to use, including follow-up questions to get more information when they get a *yes* reply, e.g.

  A: *Have you been to a birthday party in the last two months?*

  B: *Yes, I have.*

  A: *When was it?*

  B: *It was two weeks ago. It was my sister's sixteenth birthday.*
- In a relatively small class, ask students to stand up and walk around to complete the activity. In a larger class, students can complete the activity in groups. (Step A) When they find someone who answers *yes* to a question, they should ask another student the next question.
- When they have finished, put students into groups of four or six, and ask them to exchange information about what they found out from the follow-up questions. (Step B)
- Ask students to find out if they have any experiences in common in their groups and to ask questions to find out more information. Refer them to the worksheet to help clarify the activity.
- Ask the class to work together and share information about common experiences. (Step C)

5.2 Who gets there first?

Aim

To revise expressions that typically take the present perfect (*since*, *for*, *yet*, *already*, *just*, *recently*) and the past simple (*ago*, *last*, *in*, *yesterday*) and to practise both of these tenses

Language

Present perfect and past simple sentences with expressions that are typical for both tenses

Time

About 10–15 minutes per round

Preparation

Make one copy of the board per group.

Procedure

- Divide the class into groups of 4 students and hand out the material (one board per group).
- Ask students to use any small objects as counters and to place them on the letters to the left of the board. Each student should choose a separate letter.
- Tell students that they need to reach the corresponding letter to that which they start from, which is on the opposite side of the board. They can do this by moving horizontally or vertically across the board, one square at a time, provided they can create a grammatically correct sentence that uses the expression in bold and one of the verbs in that square. Tell them they will need to decide which tense (either the present perfect or the past simple) is used with the expression and create a sentence accordingly. If a student lands on a square that has already been used, he/she has to create a sentence that uses the second verb. If the square has been used twice, the student needs to form two sentences, using both verbs, in order to be able to remain on the square. The winner is the first person who successfully reaches their letter.
- Monitor the activity and help students, especially if there are doubts as to whether the sentences are correct.

Vocabulary Activities

5.3 In our country …

Aim

To describe social etiquette and local traditions in your country

Language

Vocabulary to talk about people in your life, customs and traditions

Time

45–60 minutes

Preparation

Make a copy of the worksheet for each student. Think about the technology you have available if you want students to make videos. You could also assign some of the work for homework if you want to use technology. Students can finish their videos or create online quizzes or information sheets after the lesson.

Procedure

- Ask students what they know about customs when meeting people in other countries and how families and young people might behave differently in social situations. Review useful language.
- Hand out the page to students and read the problem with the students. Ask them what these videos, factsheets and quizzes might include. Write some ideas on the board.
- Put students into groups and ask them to choose which output they want to produce, i.e. a quiz, a factsheet (which could be a poster) or a video, if the technology is available.
- Ask them to discuss what kind of information they want to include. You could tell one person in each group to take notes.
- Students complete their factsheet, quiz or video. This could be something they complete at home, or together after the class.
- Students should then show other groups their product. Ask students to ask questions about anything they don't understand and to say what they like about the product.

5.4 Guess the word

Aim

To revise using suffix *-al* for word formation

Language

Adjectives (and nouns) ending in *-al*

Time

10–15 minutes per round

Preparation

Make one copy of the worksheet per group and cut out the cards. The material consists of two sets of cards: adjectives ending in *-al* (20 cards) and nouns with the same ending (6 cards). As the nouns will probably be more challenging for students, you may consider giving out just the adjective set to weaker groups, while stronger students may have both sets.

Procedure

- Divide the class into groups of 3 or 4 students and hand out the material. The cards should be placed in a pile, face down.
- Tell students that they'll need to guess the words ending in *-al* after listening to the definitions. Demonstrate with one of the cards, showing that the required word is written on the card.
- Students play the game, taking turns to pick up a card and read the definition to the other students in the group. The first person to guess the word claims the card. If nobody can come up with the word, the player reading the definition gives the answer and keeps the card. Set a time limit of 30 seconds, or longer if you feel that your students require more time. It's useful to pick one student in each group who can time the activity with the stopwatch on their phone. The winner is the person who has the most cards at the end of the game.

Note: With smaller classes (up to 12 students) you may choose to make it a competition between two groups while you read out the definitions in front of the class.

Matura Exam Activities

5.5 Transformations
5.6 Sentence formation and Reading
5.7 Reading
5.8 Picture description

Time and Answers

5.5

Time: 10–12 minutes

Answers:

1 have lived in **2** bought/got/purchased this car in **3** have just finished **4** not finished cleaning yet
5 not been/gone camping for **6** has changed school several **7** Have you ever played **8** has gone to see **9** since I was
10 has always been

5.6

Time: 15 minutes

Answers 5.6a:

1 have been friends since 2002 **2** finished reading an hour **3** has not brought them yet **4** have never seen a better
5 have already been there a few **6** have just heard on

Suggested answers 5.6b:

1 the (Southern District) Public Library **2** different cultures (and cultural anthropology)
3 come of age / celebrate coming of age **4** ask questions **5** don't have to / needn't to / don't need to

5.7

Time: 8–10 minutes

Answers:

1 b **2** c **3** d

5.8

Time: 10–12 minutes

Answers:

Picture 1: 1 a mobile (phone) **2** a (tea/coffee) cup **3** between **4** long hair
Picture 2: 1 playing (computer/video) games **2** the sofa **3** popcorn **4** palm/plant
Picture 3: 1 birthday **2** candles **3** (birthday) cake **4** moustache
Picture 4: 1 re-enactment **2** armour **3** swords/weapons **4** screaming/shouting

5.1 Find someone who …

A Ask other students about the experiences below. Find out as much information as you can.

Find someone who …	Name
has been to a birthday party in the last two months.	_____
has appeared in a film or a video.	_____
has stayed awake all night.	_____
has been to a family party with more than fifty people.	_____
has met someone from a different country at a party.	_____
has celebrated a traditional festival in a different country.	_____
has spoken in public at a party.	_____
has organised a party for someone they know.	_____

B Work in groups and tell each other what you found out about the people in your class.

What experience do you have in common with other people in your group? Ask questions to find out more information.

A: *I think we have both been to a party with more than fifty people. What was the party for?*

B: *It was my grandmother's birthday.*

A: *Really? How old was she?*

C Discuss the experiences with the class. What are the most common experiences?

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5.2 Who gets there first?

A	for live / work	yet not see / not do	just leave / read	three years ago visit / talk	C
B	last night go / meet	yesterday buy / watch	last Monday choose / speak	recently think / break	D
C	a few days ago start / finish	in 2017 attend / dream	for wear / drink	before yesterday give / take	A
D	already prepare / cook	just pay / find	since learn / swim	yet hear? / bring?	B

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5.3 In our country …

The problem

There are lots of quizzes, factsheets and videos online that give tips and information about social customs in different countries for families and friends, business travellers and people moving to a new country. The problem is that there is very little for teenagers. How can they know what to expect and how to behave when they visit a different country?

Your job

You are going to create either a very short video (one to two minutes), a short quiz or a factsheet about social customs for teenagers who are coming to visit your country or live in it. Think about the following questions:

- What is it like to be a teenager in your country. (Is it fun? Is it serious? Are you usually close to your family? Do you have a lot of freedom?)
- What typical things do teenagers do in their free time?
- How do you greet and say goodbye to people: other teenagers, adults, teachers? (kiss, hug, shake hands, etc.)
- What should you do if you are invited to a meal with adults? (Do you have to bring a gift? What should you wear? Are you expected to contribute to the conversation or not?)

Work with your group and discuss what you will include. Make some notes.

Then create your video, quiz or factsheet.

Share it with other people in your class.

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5.4 Guess the word

connected with the past	happening unexpectedly or by chance
historical	**accidental**
related to one country	characteristic of somebody or something, standard
national	**typical**
related to crime / a person who has committed a crime	related to teaching and learning
criminal	**educational**
produced by our planet, not by people	talented in singing or playing an instrument
natural	**musical**
happening every day / relaxed and informal	happening in the same way for many generations
casual	**traditional**
connected with groups of people	related to matters of state and the government
social	**political**
extra, further	not real, imaginary
additional	**fictional**
relating to a person doing their job really well	appearing in the world of the computer
professional	**virtual**
belonging only to you	easily affected by the feeling of sadness or happiness
personal	**emotional**
lying in the middle position	related to the law, allowed
central	**legal**

coming to one's destination	giving permission, agreement
arrival	**approval**
suggestion, offer, proposition	staying alive in difficult conditions
proposal	**survival**
saying *no*, a rejection	testing, checking / a court case
refusal	**trial**

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5.5 Transformations (gaps)

Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyraz już podany.

1 We moved into this house five years ago.
LIVED
We _____ this house for five years.

2 Sam has had this car since March.
IN
Sam _____ March.

3 I finished my lunch a moment ago.
JUST
I _____ my lunch.

4 I don't think he's actually finished cleaning.
YET
I think he has _____.

5 We last went camping in 2015, and it's 2018 now.
NOT
We have _____ three years.

6 Jessica changed school when she was 8, again when she was 12 and then once more.
SEVERAL
Jessica _____ times.

7 Was there a time in your life when you played tennis?
EVER
_____ tennis?

8 My sister went to see her friends an hour ago and she's still with them.
HAS
My sister _____ her friends.

9 I joined this company when I was 25 years old.
WAS
I have worked for this company _____ 25 years old.

10 We have never lived in a city other than New York.
BEEN
New York _____ the place we call home.

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5.6a Sentence formation

Uzupełnij zdania, wykorzystując wyrazy w nawiasach w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy. W każdą lukę możesz wpisać maksymalnie sześć wyrazów, wliczając w to wyrazy już podane.

1 We (*be / friends / 2002*) _____ , which is when we met in the kindergarten.

2 Daniel (*finish / read / an hour*) _____ ago and has since gone to bed.

3 We're waiting for some very important test results. Our teacher (*not / bring / yet*) _____ _____, so we're really nervous.

4 I have to admit that I (*never / see / good*) _____ film than *The Lord of the Rings*.

5 I don't want to go to this museum. I (*already / be / few*) _____ times, so I'd like to see something new.

6 Oh no, I (*just / hear / on*) _____ the radio that the weather is about to change for the worse. I'm afraid we won't manage to have a picnic today.

5.6b Reading (gap-filling)

Przeczytaj tekst i uzupełnij luki w zdaniach zgodnie z treścią tekstu. Luki należy uzupełnić w języku angielskim.

Coming of Age
celebrations around the world

Time
Tuesday, 25th March
4 pm – 5.30 pm

Venue:
Southern District Public Library

Participation:
free of charge

Public lecture by
Samuel Davis



World-famous traveller, curious explorer of different cultures and renowned expert on cultural anthropology.

INVITATION

Passing from childhood into adulthood is a fascinating topic and different cultures have totally different views on when and how this special moment should be celebrated.
If you want to find out more on this topic, come and listen to our special guest who has seen many of these unique rites with his own eyes. You'll hear about the Brazilian bullet ant initiation, the Amish Rumspringa, Hamar Cow Jumping from Ethiopia and the Apache Sunrise Ceremony.
After the lecture there'll be half an hour of Q&A with our guest, so you can get more information about any matter that you find interesting.

1 The lecture will take place in _____.

2 The speaker is a person who has travelled a lot and who has wide knowledge about _____.

3 During the lecture, you can find out how people _____ around the world.

4 After the lecture, the participants will be able to _____.

5 You _____ pay to attend the lecture.

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5.7 Reading (multiple choice)

Przeczytaj teksty 1 i 2. Wybierz odpowiednie odpowiedzi do pytań 1–3.

Text 1

Meeting new people and getting to know them better is something that usually takes place at school, in workplaces or during social events like parties. But it is not how I got to know my best friends. We started our friendship while playing an online video game *World of Warcraft*.

It may seem strange, but when you think of it, you'll reach the same conclusion that I did: we had a great starting point – a shared passion for the game. We started off as teammates, playing together in instances to defeat some very difficult boss monsters. We had communicated via written chats beforehand, then we added spoken communication, using headphones with microphones as it was quicker and more effective as far as strategy was concerned. We discovered that we had a very similar sense of humour and we began to talk more not only about the game, but about everything else. Finally, we created our own guild in the game but also decided to meet in the real world as well.

Fortunately, it turned out that we all lived in the same city, so we decided to meet in a café in the centre. It was strange at first to put a face to the voice and we were actually all quite shy. But after some time we realised that all the time we had spent together while gaming had built up a special relationship between us, which made me realise that there was no point in being afraid of one another. We've been real friends for about three years now, but if you add the initial in-game time, it's already been about 5 years.

Text 2

Playing online video games has become one of the easiest ways for teenagers to meet like-minded people and create what may turn into a lifelong friendship. The results of a recent survey carried out among teens aged 13–17 show that 72 percent of them spend their free time playing video games. However, what is even more interesting, 36 percent report they have made a new friend through a networked video game. These young gamers also feel a real sense of affinity with their online teammates, especially when they regularly use voice connections that help them develop and improve the friendship. According to the research, playing online video games helps 78 percent of teenagers feel more connected to those that they've already known in real life as well; a little more than a half also say they feel closer to friends whom they only know online. 'Gaming is a great way to get to know someone,' said gamer Chris Wiseman, who met his fiancée while playing *Halo 4*. 'It's a teamwork and relationship-building experience where you can really learn more about the other person.' Researchers have been observing this trend for many years now and they believe that the online game environment should be referred to as a 'third space,' outside of the home and workplace. It is a very distinctive space for people from different backgrounds to come together and reinforce their sense of belonging.

1 Which sentence is true about the author of Text 1?

a He had known the people who later became his best friends before he started gaming.
b It was easy for him to make friends with people in the game because of their similar hobbies.
c There was no voice communication in his online friendship.
d His first real meeting with his online friends was a total disaster.

2 Which of the following is stated as an <u>opinion</u>, not as a fact, in Text 2?

a More than one third of online game players make new friends in games.
b Playing online games with friends you've had before strengthens your relationship.
c Playing online games teaches you how to work better in a team.
d The online game environment has become a 'third space' for developing social relations.

3 From <u>both texts</u> we learn

a that playing online games improves your relationship with the people you know.
b how to make friends in an online environment.
c that you can find a life partner in an online game.
d that it's possible to build a long-lasting friendship through an online game.

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5.8 Picture description

Przeczytaj opis ilustracji. Uzupełnij każdą lukę odpowiednimi wyrażeniami, tak aby powstał spójny i logiczny tekst zgodny z ilustracją.



Picture 1

This is a picture of me and my friends when we were hanging out in a café during the summer. I think it was taken by Sarah because she's not in it. The guy wearing glasses and a hat in the middle, who's holding **1** _____, is Jeff. If I remember correctly, he was showing us a funny film on YouTube. The smiling girl on the right with **2** _____ in front of her is my best friend Jessica. The bearded boy to the left is my boyfriend Simon. So now you'll be able to guess that the girl sitting **3** _____ the boys is me. At that time I still had **4** _____, I decided to change my hairstyle for a shorter one a few months later.

Picture 2

This picture was taken by my mum when me and my friend Alicia were **1** _____. We were sitting on **2** _____ and we were so focussed on the game that we didn't even notice mum was taking this picture. And we had also forgotten there was a plastic box full of **3** _____ between us. But I just love how the **4** _____ in the corner on the left matches the pattern on the cushions in this picture, don't you?





Picture 3

I took this picture a few years ago when we were celebrating my little brother's **1** _____. He was very excited, but also scared because he didn't really know how to blow **2** _____, so my dad helped him. I remember that the **3** _____ that's on the table was delicious. My mum made it. She's just next to my brother. My grandparents are also in the picture. My grandma is wearing glasses. She's to the left. My grandpa has got a **4** _____, which makes him look a little like a cowboy.

Picture 4

This photo was taken when we were practising for a **1** _____ of a medieval Viking battle. We were wearing helmets and **2** _____. It was absolutely amazing, and of course we were carrying shields and **3** _____. We were trying really hard to get into our roles. We were all **4** _____ and Jack was making threatening gestures with his axe. I had a great time then.



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Grammar Activities

6.1 Best vs worst

Aim

To decide with a partner which school rules are the best and worst, and to present the decisions

Language

Modal verbs: *have to*, *must*, *mustn't*, *can*, *can't*, *don't have to*, *should*, *shouldn't* to discuss rules

Time

45–60 minutes

Preparation

Make one copy of the worksheet for each pair.

Procedure

- Divide the class into pairs. Give each pair a copy of the worksheet.
- Tell students that they have five minutes to read all the rules.
- Then each pair decides which are the six best rules and the six worst rules. They tick the six best and put a cross by the six worst. (Step A)
- Once the pairs have agreed on the rules, ask them to choose either the best or worst rules for their school and to copy these six items onto a separate sheet of paper. (Step B)
- Students now prepare a short presentation of no more than two minutes in which they explain why they chose the rules they did and what effect these rules would have on a school. (Step C)
- At this point, you can write some supporting language for the students on the board, such as:
  We chose to talk about good/bad rules.
  Our rules were …
  The rule we most liked/disliked was … because …
  This rule would cause problems because …
- Ask pairs to deliver their presentations to the class. In order to encourage active listening, allow the class to ask one or two questions about each pair's choice of rules.

6.2 Giving advice

Aim

To revise zero conditional sentences for advice

Language

Giving advice

Time

25–30 minutes

Preparation

Make one copy of the cards per pair and cut them out.

Procedure

- Introduce the activity by asking the whole class if they like travelling and if they like giving and receiving travelling advice.
- Divide the class into pairs. Give each pair a set of 9 cut-out cards.
- Tell students they need to rearrange the cards in such a way that the beginning and the ending of a sentence on the sides of nearby cards should match.
- Tell students that rearranging the cards in an appropriate way will allow them to create 12 sentences. Inform them also that not all sentence beginnings and endings have their counterparts (8 beginnings and 4 endings don't).
- Monitor the activity and help students if necessary.
- When students have finished, check the activity by asking students (pair by pair) to read the sentences they created.
- After checking the sentences, ask each pair to choose a city they know well and create their own advice for a potential tourist. They should use zero conditional sentences.
- Ask them to write them down on a separate piece of paper. They mustn't write the name of the city.
- Now collect your students' work, and redistribute it, giving each pair a piece of paper that is not theirs. Ask students to guess the city and write it on the piece of paper. Then collect everything again and give back to the original authors. Ask them to check if their colleagues guessed their city correctly.

Vocabulary activities

6.3 Telling a story

Aim

To revise key vocabulary from the unit and practise telling stories

Language

Key vocabulary covered in the unit

Time

20–25 minutes

Preparation

Make one copy of vocabulary cards per group and cut them out. Optionally, you may prepare a picture of a young adult to present at the beginning of the activity.

Procedure

- Divide the class into groups of 3. Give each group a set of cut-out cards. They should hold them face down.
- Tell students you want to tell them a story of a certain person (name the character at this point). If you've got a picture, present it to the class and start telling the story (you may use your own words or a completely different introduction if you wish):
  This is Mr/Mrs X. He/She lives in a big city. He/She has got two brothers and a sister and is the youngest in the family, so everybody is very protective of him/her. Feeling so much care and love is nice, but Mr/Mrs X feels like a bird in a cage and would really like to become more independent. One summer day, when Mr/Mrs X has just finished breakfast, his/her mobile starts ringing . . .
- Explain to students that their task is to continue the story in their groups. Each member of the group should draw one vocabulary card and create the next part of the story using the word on the card or its derivative (eg. *success – successful*, *unsuccessful*, *succeed*). Each student should create between one and three sentences each round. The story should therefore consist of 15 to 45 sentences.
- Monitor the activity and help students if necessary.
- When students have used all the cards, ask students from different groups if their story has finished well or badly, and ask them for some details.

6.4 Prefix roulette

Aim

To predict the negative prefixes for a range of high frequency words

Language

Negative prefixes: *in-*, *dis-*, *im-* and *un-*

Time

30 minutes

Preparation

Make one copy of the roulette wheel and one copy of the gamemaster's lists for each group; only the gamemaster sees these lists. The players will need counters – they can use any small items they have. The gamemaster will need to be able to time each 'go', so he/she can use the stopwatch function on their phones.

Procedure

- Divide the class into groups of four or five students and ask each group to elect one member as the gamemaster – someone who has good organisational skills and will be able to keep the game running smoothly.
- Provide each group with a roulette wheel and counters if necessary. Give each gamemaster the words for Round 1.
- The gamemaster reads out a word, e.g. usual. Then he/she says *Please place your counters!* The players have five seconds to place their counters on the negative prefix that they think can precede the word.
- After ten seconds the gamemaster indicates the correct answer by saying, e.g. *Peter and Anna, you are correct*.
- After each word, the gamemaster records the scores.
- There are three rounds of roulette with ten words in each. At the end of each round, the gamemaster adds up the scores and announces the winner, who then becomes the gamemaster for the next round. Hand out the words for the next round to each gamemaster. Repeat this after Round 2.

Matura Exam Activities

6.5 Lexical pairs
6.6 Transformations and Word formation
6.7 Translations
6.8 Mini-dialogues

Time and Answers

6.5
Time: 5–7 minutes
Answers:
1 c **2** a **3** b **4** c **5** a **6** b **7** a **8** c **9** a **10** b

6.6
Time: 15 minutes
Answers 6.6a:
1 a **2** b **3** b **4** c **5** a **6** c **7** b **8** c **9** b **10** a
Answers 6.6b:
1 failures **2** impatient **3** disagreed **4** disappeared

6.7
Time: 8–10 minutes
Answers 6.7a:
1 a **2** b **3** a **4** c **5** c **6** a **7** b **8** b **9** c **10** b
Answers 6.7b:
1 achieve a goal **2** feel relaxed **3** unable / not able to overcome / beat **4** without permission **5** follow / obey / respect the rules.

6.8
Time: 8–10 minutes
Answers 6.8a: 1 b **2** a **3** a **4** c **5** a **6** b
Suggested answers 6.8b: 1 I'm not so sure. / I don't think so. / No, not really. **2** You should take / You ought to take **3** Here you are. **4** You must see it. / You have to see it.

6.1 Best vs worst

A Here are some school rules. Discuss the rules in pairs. Decide which six rules are the best and tick (✓) them. Decide which six rules are the worst and put a cross (✗) by them.

- ❑ Students have to eat everything served at lunch.
- ❑ Badly-behaved students have to stand in the corner.
- ❑ You can help your classmates during exams.
- ❑ Students can't be in groups of more than four at break times.
- ❑ You have to stand up when a teacher enters the classroom.
- ❑ You can't wear sandals to school.
- ❑ You can't dance anywhere in the school.
- ❑ You can have snacks only of fresh fruit at break times.
- ❑ Students don't have to do their homework.
- ❑ Students have to cook their own lunch.
- ❑ You can take a nap when you need to.
- ❑ Each student has to teach one class every term.
- ❑ You can't sing in the school building.
- ❑ Students must wear a uniform.
- ❑ Students have to sit in a different place every day.
- ❑ You mustn't use your phone except in emergencies.
- ❑ Students can't call anyone their best friend.
- ❑ You have to spend break times outside even when it's cold.
- ❑ All students must have one PE lesson a day.
- ❑ You have to help younger students with their work.

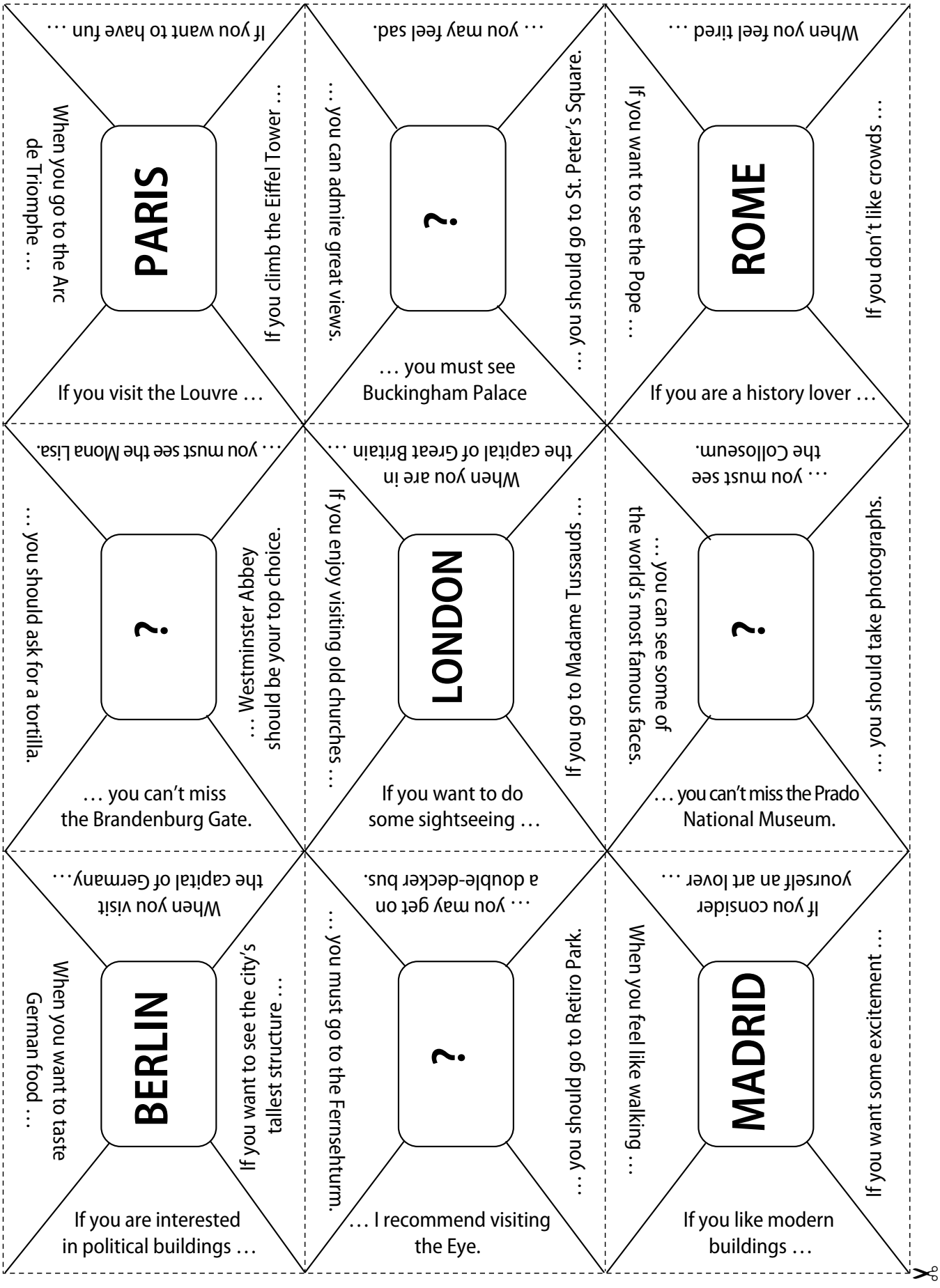
B Now write out either the six best or six worst rules. Give your list a heading: either *The best school rules* or *The worst school rules*. Together, add two more rules to the list.

C Prepare a short presentation to explain to the rest of the class which rules you chose. Say:

- which rule you agreed on the most quickly,
- why the rules are fair or not fair,
- which rules are your own,
- how they will make the school better or worse.

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6.2 Giving advice



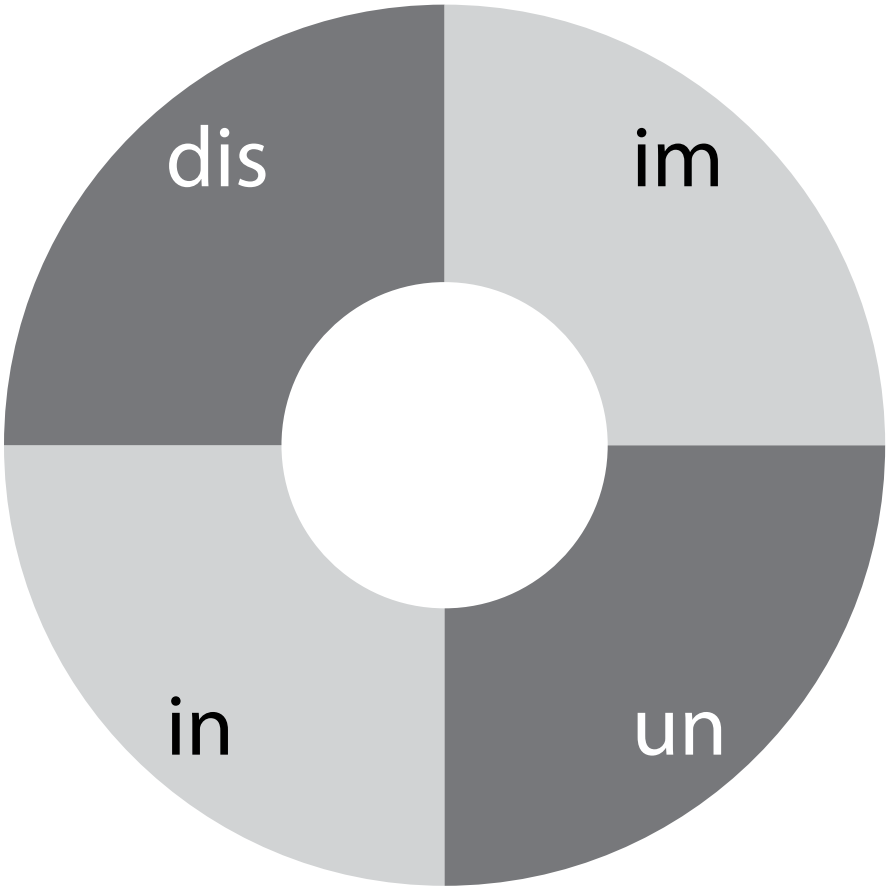
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6.3 Telling a story

success	fail	reject
waste	accept	perfect
worry	complain	struggle
brave	socialise	potential
throw away	fear	support

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6.4 Prefix roulette



Gamemaster's list of words

Round 1	
Questions	**Answers**
perfect	imperfect
agree	disagree
able	unable
formal	informal
certain	uncertain
clear	unclear
visible	invisible
happy	unhappy
fit	unfit
correct	incorrect

Round 2	
Questions	**Answers**
fair	unfair
possible	impossible
successful	unsuccessful
advantage	disadvantage
complete	incomplete
appear	disappear
like	dislike
realistic	unrealistic
patient	impatient
likely	unlikely

Round 3	
Questions	**Answers**
expected	unexpected
employed	unemployed
organised	disorganised
reliable	unreliable
polite	impolite
fortunately	unfortunately
friendly	unfriendly
honest	dishonest
trust	distrust
experienced	inexperienced

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6.5 Lexical pairs

Wybierz wyraz, który poprawnie uzupełnia luki w obydwu zdaniach. Zakreśl literę a, b albo c.

1 I'd really want to have my _____ room and stop sharing one with my sister.
Do you _____ a car, or do you use the one that belongs to your parents?
a drive **b** have **c** own

2 My cousin went to Paris for a month to _____ his French.
Listen to this song! I think it would be _____ for our first dance at the wedding reception.
a perfect **b** improve **c** ideal

3 Why do you _____ your time watching such horrible films?
This country produces hundreds of tonnes of toxic _____ every month.
a spend **b** waste **c** rubbish

4 We should go along this street and then turn _____ at the traffic lights.
James is _____, we shouldn't buy this car. It's too expensive.
a positive **b** left **c** right

5 I'm not very good at gymnastics, but I can _____ very fast.
We decided to set up a company and now we _____ our own business.
a run **b** exercise **c** jump

6 What do you think _____ this jumper? Does it suit me?
Maybe you should read a book before going to bed instead _____ watching TV.
a from **b** of **c** about

7 If you are _____ high altitude, you may have trouble breathing.
_____ first, I wasn't sure if he was joking or telling the truth.
a at **b** on **c** of

8 Can you give me that pen? I can't _____ it.
After a long discussion we finally managed to _____ a conclusion.
a take **b** find **c** reach

9 He works for an organisation that tries to _____ awareness of issues like global warming.
Please, _____ your hand if you have any questions about the exam.
a raise **b** rise **c** increase

10 Do you know the grammar _____ for the zero conditional?
Does a king or a queen _____ in your country or do you have a president?
a reign **b** rule **c** condition

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6.6a Transformations (multiple choice)

W poniższych zdaniach, spośród podanych opcji wybierz tę, która może najlepiej zastąpić zaznaczony fragment. Zakreśl literę a, b albo c.

1 Unfortunately, I *was unsuccessful* in my maths exam and, as a result, I'll have to retake it.
a failed **b** rejected **c** succeeded

2 The holiday was very nice, although the 12-hour journey by bus was *a negative point*.
a disagreement **b** disadvantage **c** disappearance

3 *It is forbidden to* use cameras in the building.
a You don't have to **b** You mustn't **c** You may not

4 My English essay still has some *weaknesses*, but I'm happy enough with it.
a failures **b** successes **c** imperfections

5 *Can I* use the computer in the living room?
a Am I allowed to **b** Do I have to **c** Do I need to

6 I really like Jasmine but I never understand why she's always *unable to wait*.
a impossible **b** imperfect **c** impatient

7 He was so tired after swimming for so many hours that he *fought* for every breath.
a attempted **b** struggled **c** frightened

8 I really think *it is a good idea for you to* exercise more and eat less junk food.
a you might **b** you must **c** you should

9 I got a wonderful *present* for my birthday this year.
a surprise **b** gift **c** reward

10 I liked this dish although its special *taste* was definitely unusual.
a flavour **b** appearance **c** grocery

6.6b Word formation

Uzupełnij luki w tekście, stosując wyrazy z ramki w odpowiedniej formie. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

able	advantage	agree	appear	fail	patient

UNEXPECTED INVENTIONS

Many things we use in everyday life were created in the long process of hard work and many repeated **1** _____ which eventually led to a success. But some of them started as a result of an accident or pure luck.
One of them was the chewing gum. Thomas Adams, who tried to make a new substance similar to rubber from the sap of South American trees, became **2** _____ when his experiments didn't bring the expected outcome. Angry, he put a piece of the sap into his mouth and … he liked it.
Another one were potato chips. They were cooked by a hotel chef George Crum for a guest who complained about his potato fries. Of course Crum **3** _____ with his opinion and, feeling offended, decided to play a trick on the man. He sliced a potato very thin, fried it much longer and salted it more. He thought the guest would hate it, but in fact the dish **4** _____ within minutes and the guest asked for another serving.

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6.7a Translations (multiple choice)

W poniższych zdaniach, spośród podanych odpowiedzi wybierz tę, która jest poprawnym tłumaczeniem fragmentu zdania podanego w nawiasie. Zakreśl literę a, b albo c.

1 (*Czy ma znaczenie*) if I wear casual clothes to the party?
a Does it matter **b** Does it have meaning **c** Is it important

2 Sometimes it's really hard to (*ciągle próbować*) if we don't have any successes.
a still try **b** keep trying **c** only try

3 I've got a small problem and I'd like to (*poprosić o radę*).
a ask for advice **b** request directions **c** make a request

4 He chose to spend his holidays in Norway (*zamiast*) a more tropical location.
a apart from **b** according to **c** instead of

5 (*Wszakże*), everybody likes to have some fun from time to time.
a All in all **b** At all **c** After all

6 It's true he (*zrobił błąd*), but can't you see he didn't mean to hurt anyone?
a made a mistake **b** did an error **c** made a failure

7 I was really impressed when Anna scored 100% with her (*pierwszym podejściu*).
a first attitude **b** first attempt **c** first attribute

8 It's impossible to succeed (*jeśli nie ryzykujesz*).
a if you risk **b** unless you take a risk **c** if you not risk

9 When Tamara (*nie zdała*) the university entrance exams, she decided to take a gap year.
a rejected to pass **b** achieved to pass **c** failed to pass

10 I really hate it when food in the fridge goes off and I have to (*wyrzucić je*).
a throw it over **b** throw it away **c** throw it up

6.7b Translations (gaps)

W poniższych zdaniach, przetłumacz fragment zdania podany w nawiasie.

1 It's much easier to (*osiągnąć cel*) _____ if you have a plan.

2 Do you (*czujesz się odprężony*) _____ when you listen to music?

3 Yesterday Dennis was (*niezdolny, żeby pokonać*) _____ his rival in the race and he lost.

4 It's forbidden to use the equipment in the science lab (*bez pozwolenia*) _____.

5 Susan decided not to (*przestrzegać zasad*) _____ and she was excluded from the game.

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6.8a Mini-dialogues (multiple choice)

Uzupełnij poniższe minidialogi, wybierając brakującą wypowiedź jednej z osób. Zakreśl literę a, b albo c.

1 A: Something's wrong with my mobile.
B: What's the matter with it?
A: I can't send text messages or call.
B: _____
A: Good idea, I will.
a Can't you?
b You might try restarting it.
c I'm really sorry.

2 A: I'm so tired. I was doing maths exercises till midnight last night …
B: But why? We don't have to hand in the homework until next Monday.
A: _____
a You're kidding …
b That's possible.
c You mustn't say that.

3 A: Mum, did you hear me playing this piece?
B: Yes, you played it brilliantly.
A: I guess all my hard work has finally paid off.
B: _____
a Well, practice makes perfect.
b Not at all.
c I've always known that.

4 A: Let's buy some junk food!
B: _____
A: Oh, come on. Just this once, please.
a That's a great idea!
b Sorry, I can't help you.
c But we really shouldn't.

5 A: I love taking photographs.
B: _____
A: Maybe next year, I've already got too many additional lessons.
a Why not sign up for a photography course?
b You should buy a camera.
c How about asking your dad for help?

6 A: Do you remember that holiday in France when you lost all you luggage?
B: _____
A: Why not? It all ended well, so we should be able to laugh about it now.
a Yes, I remember quite well.
b Don't even mention it.
c No, can you remind me?

6.8b Mini-dialogues (gaps)

Uzupełnij poniższe minidialogi, wpisując brakującą wypowiedź jednej z osób.

1 A: Do you think I should buy this dress?
B: _____
A: Well, then let's go to a different shop.

2 A: I've got a terrible headache.
B: _____ a painkiller.
A: That's a good idea.

3 A: Can you pass me that book, please?
B: _____
A: Thank you.

4 A: Have you seen the latest *Star Wars* film?
B: No, not yet.
A: _____. It's amazing!
B: If you say so, then I definitely will.

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Grammar Activities

7.1 That's not going to happen round here!

Aim

To agree or disagree with given predictions about students' town/city/country, to compare and defend their opinions

Language

Making predictions with *will*, *won't*, *going to*, *might* and *might not*.

Time

30–60 minutes

Preparation

Make one copy of the worksheet for each student.

Procedure

- Hand out one worksheet to each student. Ask them to read through the predictions and to decide for each one whether they agree or disagree. They then tick or put a cross in the Stage 1 tick box, cross out the incorrect word in the sentence and complete it with their reason for agreeing/disagreeing. If they wish to write more for any particular prediction, there is additional space at the bottom of the worksheet. Allow up to fifteen minutes for students to complete Stage 1.
- Once students have finished, put them into pairs and tell them to proceed with Stage 2. Here they look at the predictions with their partner, reading out their reasons. If they agree with their partner, they tick the Stage 2 box. If they disagree they put a cross in it. If they listen to their partner and change their mind about the prediction, they put a *C* (for *change*) in the Stage 2 box. Allow ten minutes for this stage.
- In Stage 3, read out the predictions one by one, or ask for a volunteer to read them out, and the whole class votes on whether they agree or disagree. Count up the votes for each student to complete the Stage 3 sections of their worksheet with the majority decision. Allow ten minutes for this stage.
- Finally, invite one or two students to share their reasons for agreeing or disagreeing with the class and allow any resulting class discussion for another ten minutes or so.

7.2 Conditional 'Black Peter'

Aim

To revise first conditional sentences

Language

First conditional sentences

Time

About 10–15 minutes per round

Preparation

Make one copy of the worksheet per group. Cut out the cards along the lines indicated. You may choose to laminate the cards, they will be easier to use again in the future.

Procedure

- Divide the class into groups of 2–4 students and hand out the cards (one deck per group).
- Ask one student to deal out the cards in their group. They may not have the same number of cards, but inform that they should not be worried about that.
- Every player should look for pairs of cards (two halves of a conditional sentence) in their opening hand. If they have some, they should show them to the rest of the group and put them to one side.
- Then, in turn, the students draw one card from the player on their left side. This card must be drawn 'blind'. If the card matches any of their cards, they create a sentence, show it to the group and again put the cards to one side. The winner is the person who uses up all their cards first. The loser is the person who is left with a card without a pair (the 'Black Peter').
- You may mix students up after the first round and let them play again.
- Monitor the activity and help students, especially if there are doubts as to whether the sentence is correct.

Vocabulary Activities

7.3 Design a menu!

Aim

To choose a menu for a partner, trying to predict their taste preferences, then reporting back to the class

Language

Food vocabulary from Unit 7

Time

30–45 minutes

Preparation

Make one copy of the worksheet for each student.

Procedure

- Before you hand out the worksheets, explain to students that this is a guessing game about food, so they must not comment on whether they would like or not like the different dishes on the worksheet at the beginning.
- Remind the students that meals in restaurants are often made up of a *starter*, *main course* and *dessert*. Explain that each student is going to choose a special menu for their partner from a new restaurant.
- Put the students into pairs and give each student a copy of the worksheet. Give students a few minutes to read the different dishes individually, and then to choose and copy a menu for their partner. (Step A) Students put the name of their partner on the menu that they are designing. They should not look at each other's menus.
- When each student in the pair has finished, they show each other their worksheets and rate them in the tick boxes, i.e. a number of points (or a minus point) for each choice. (Step B) Encourage them to look at the menus together so this becomes a discussion activity. Allow up to ten to fifteen minutes for them to look at both menus.
- Each partner totals up their score and then prepares a short text, following the model at the bottom of the worksheet, to share with the class. (Step C) Allow five minutes for the writing and between ten and twenty minutes for students to share with the class, depending upon the number of students you have.

7.4 Let's switch

Aim

To revise the use of suffixes *-er*, *-ance*, *-ment* and *-ion* to create nouns from verbs

Language

Nouns ending in *-er*, *-ance*, *-ment* and *-ion*

Time

25–30 minutes

Preparation

Make one copy of the worksheet per group. Separate the board from the cards and cut out the cards along the lines indicated.

Procedure

- Divide the class into groups and hand out the materials to students. The word cards should be shuffled and placed in a pile, face down.
- To play the game students need to create nouns from the verbs on the cards. Four players decide which letter they want to start from and the fifth player becomes a temporary gamemaster and receives the card containing the answers.
- The first student draws a card and if the word they create is correct, they can claim a square with the corresponding noun ending (tell them to use different colours or shapes). However, the square has to be adjacent horizontally or vertically to the square they started from. Later in the game, students may claim only those squares that are adjacent to the ones they have already claimed. The gamemaster has the ultimate decision as to whether a word is correct or not. If the noun is incorrect, the card is placed at the bottom of the pile.
- After 4 turns, the gamemaster switches places with player A and joins in with the game. After another 4 turns, the gamemaster switches places with payer B and so on. The game continues until the players have run out of cards. The winner is the player who has claimed the most squares. Remind the players that claiming them was a joint effort, however.

Matura Exam Activities

7.5 Equivalent words
7.6 Transformations and Reading
7.7 Sentence formation and Gap-filling
7.8 Reading

Time and Answers

7.5

Time: 10–15 minutes

Answers:

1 a **2** c **3** b **4** b **5** a **6** a **7** c **8** b **9** c **10** a **11** b **12** a **13** c **14** b **15** b

7.6

Time: 7–10 minutes

Answers 7.6a:

1 c **2** a **3** a **4** c **5** b

Suggested answers 7.6b:

1 terrible / very difficult / disastrous **2** she forgot to take her lunch to school. **3** she is a really good cook / she cooks really well **4** run out of / didn't have the ingredients **5** there was glass in the dish / glass from the light bulb was in the food.

7.7

Time: 15 minutes

Answers 7.7a:

1 we are flying to London **2** will definitely visit the/this/that restaurant **3** will stop eating meat **4** when you see him **5** won't do it/this/that again **6** are you going to do with **7** doesn't want to eat **8** will make you a sandwich **9** won't be there **10** I will be ill / I'm going to be ill.

Answers 7.7b:

1 If **2** will **3** not **4** may / might / can / should

7.8

Time: 7–10 minutes

Suggested answers:

1 cook very well **2** fish and cream **3** half an hour / 30 minutes

7.1 That's not going to happen round here!

First decide whether you agree with each of the predictions below about your local area and complete Stage 1 with a tick (✓) or a cross (✗) in the box and give your reason. There is space at the bottom of the worksheet if you want to write more. Then follow your teacher's instructions for Stage 2 and Stage 3.

1 There are going to be more cars on the roads here in the future.

Stage 1 ☐ I agree/disagree because _____.
Stage 2 ☐ I agree/disagree with my partner about this.
Stage 3 ☐ The class voted for/against the statement.

2 In ten years, there won't be as many jobs in this area.

Stage 1 ☐ I agree/disagree because _____.
Stage 2 ☐ I agree/disagree with my partner about this.
Stage 3 ☐ The class voted for/against the statement.

3 There might not be as many small shops in the area as bigger stores and online shopping will become more and more popular.

Stage 1 ☐ I agree/disagree because _____.
Stage 2 ☐ I agree/disagree with my partner about this.
Stage 3 ☐ The class voted for/against the statement.

4 There will be more crime on the streets of towns and cities in this area.

Stage 1 ☐ I agree/disagree because _____.
Stage 2 ☐ I agree/disagree with my partner about this.
Stage 3 ☐ The class voted for/against the statement.

5 People might not have as many holidays here in the future.

Stage 1 ☐ I agree/disagree because _____.
Stage 2 ☐ I agree/disagree with my partner about this.
Stage 3 ☐ The class voted for/against the statement.

6 There is going to be more English used on TV and in day-to-day conversations here in the future.

Stage 1 ☐ I agree/disagree because _____.
Stage 2 ☐ I agree/disagree with my partner about this.
Stage 3 ☐ The class voted for/against the statement.

7 People here are going to be interested in learning other languages (not English) in the future.

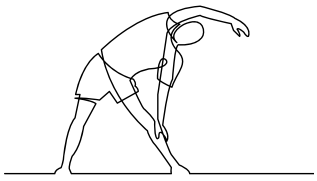
Stage 1 ☐ I agree/disagree because _____.
Stage 2 ☐ I agree/disagree with my partner about this.
Stage 3 ☐ The class voted for/against the statement.

You can write additional reasons for agreeing/disagreeing with any of the predictions here:

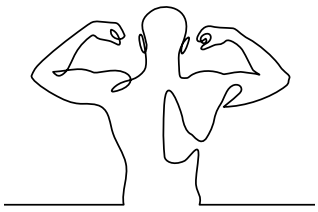
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7.2 Conditional 'Black Peter'

If you exercise regularly, ...



... you will be in great shape.



If you study hard, …



… you will achieve success.



If you bake a cake, …



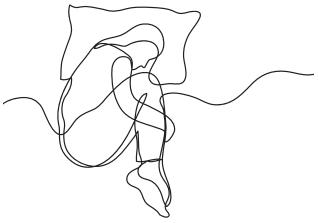
… I will eat it very quickly.



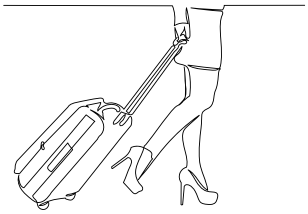
She will be tired in the morning …



… unless she goes to bed soon.



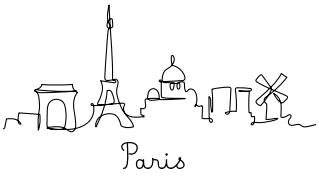
You will need a big suitcase …



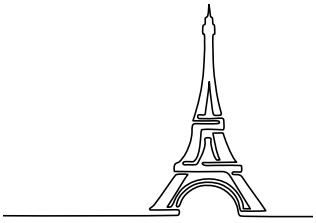
… if you want to travel abroad.



If we go to Paris, …



… we will definitely see the Eiffel Tower.



If you talk to your friends, …



… they may help you solve your problem.



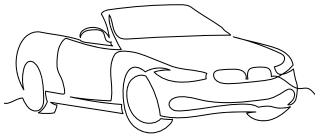
You will get an injection …



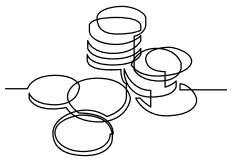
… if you are seriously ill.



I won't buy a new car …



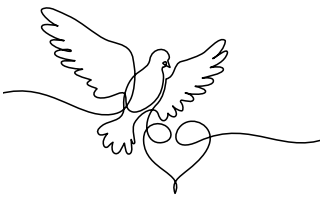
… unless I have enough money.



If they are in love, …



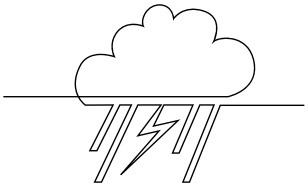
… they will probably get married.



I will take a picture of this mountain …



… unless the weather is bad.



… he will be called the Black Peter.



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7.3 Design a menu!

A It's your partner's birthday and you're going to choose a special menu for him/her from a new and modern restaurant … but how well do you know your partner's tastes? Look at the options below and pick two choices from each. Copy them into your partner's personal menu below.

Starters
- apple and avocado salad with lemon juice
- oranges, olive oil and a sprinkle of sea salt
- salad with feta cheese and wild berries
- roast onion and apple on toast
- kiwi and grape smoothie
- peanut-flavoured potato crisps
- spicy prawn soup
- green olives

Main course
- french fries with fried eggs
- vegetable curry and rice
- grilled fish with roast potatoes
- pasta with broccoli and garlic
- chicken and noodle pie with cinnamon
- futuristic kebab with meat grown in a laboratory
- barbecued meat with bitter chocolate sauce
- red pepper stuffed with rice

Desserts
- watermelon and grilled halloumi kebab
- banana and coffee ice cream
- iced tea with strawberries and honey
- blackberry pie
- chilli cheese with sweet tomato jam
- pineapple jelly
- extra milky cappuccino with chocolate powder
- black coffee

_____'s special menu!	I can't eat it! (-1 point)	I don't like it. (0 point)	I'll try it. (+1 point)	I'd like that. (+2 points)	I'd love it! (+3 points)
Starters					
1 _____	❒	❒	❒	❒	❒
2 _____	❒	❒	❒	❒	❒
Main course					
1 _____	❒	❒	❒	❒	❒
2 _____	❒	❒	❒	❒	❒
Dessert					
1 _____	❒	❒	❒	❒	❒
2 _____	❒	❒	❒	❒	❒

Total Points Scored: ____

B When you have finished the menu, ask your partner to rate it using the check boxes to the right. Then calculate your score.

C Prepare a short report to share your results with the class. For example:

I put the spicy prawn soup for one of Basia's starters, but I was wrong. She can't eat prawns, so I lost a point there. I got the apple and avocado salad right, though – she loves avocados! For the main course I chose the pasta and kebab for her, but she doesn't like pasta very much. She wanted to try the kebab, so I scored some points there. I know she likes pineapple, so I put the pineapple jelly on her menu. I thought she liked black coffee, but I was wrong about that. In total I scored five points.

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7.4 Let's switch

-er	-ance	-ion	-ment	-er	-ance
-ment	A	-er	-ion	B	-ment
-ance	-ion	-ment	-er	-ance	-ion
-er	-ance	-ion	-ment	-er	-ance
-ment	C	-er	-ion	D	-ment
-ance	-ion	-ment	-er	-ance	-ion

Word cards

agree	work	perform	concentrate
enjoy	run	appear	operate
achieve	bake	accept	predict
appoint	drive	enter	suggest
require	design	attend	permit
replace	farm	ignore	protect
arrange	paint	tolerate	decide
announce	annoy	avoid	imagine

Answers

acceptance
achievement
agreement
announcement
annoyance
appearance
appointment
arrangement
attendance
avoidance
baker
concentration
decision
designer
driver
enjoyment
entrance
farmer
ignorance
imagination
operation
painter
performance
permission
prediction
protection
requirement
replacement
runner
suggestion
tolerance
worker

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7.5 Equivalent words

W poniższych zdaniach, spośród podanych opcji wybierz tę, która może najlepiej zastąpić zaznaczony fragment. Zakreśl literę a, b albo c.

1 I think the ***taste*** of this dish is amazing.
a flavour **b** spice **c** impact

2 We were all really tired but, ***finally***, we managed to prepare the party in time.
a generally **b** actually **c** eventually

3 My grandfather lives in the countryside and has worked all his life in ***farming***.
a harvest **b** agriculture **c** livestock

4 Does this company only ***supply*** boxed dishes?
a require **b** provide **c** transfer

5 Do you know why the number of bees has ***decreased*** recently?
a dropped **b** raised **c** modified

6 If you go to this party, you'll have ***the opportunity*** to meet Tom. I know he's going.
a the chance **b** the appointment **c** the arrangement

7 ***Luckily***, we don't have to cook today. Mum's left something tasty in the fridge.
a Originally **b** Additionally **c** Fortunately

8 Hmmm, I think this soup ***needs*** more salt and a pinch of basil.
a achieves **b** requires **c** appears

9 This little gadget is very ***handy*** when you need something to open a bottle with.
a probable **b** popular **c** useful

10 The modern world faces ***a growing*** problem of water shortage.
a an increasing **b** a losing **c** a disappearing

11 Josh, you still need to ***give some food to*** the cat before we go.
a raise **b** feed **c** grow

12 My sister strongly ***advised*** we go to this restaurant. She said the food was delicious.
a recommended **b** agreed **c** gathered

13 My mum says I should ***keep*** going to tennis classes, but I don't like it any more.
a return **b** hold **c** continue

14 The man who is ***leading*** the expedition has been to these mountains twice before.
a trailing **b** guiding **c** generating

15 This spaghetti is ***really tasty***. Have you added anything different to it?
a bitter **b** delicious **c** sour

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7.6a Transformations (multiple choice)

W poniższych zdaniach, spośród podanych opcji wybierz tę, która może najlepiej zastąpić zaznaczony fragment. Zakreśl literę a, b albo c.

1 At the weekend, ***my plan is to visit*** my old friend Alison.
a I will visit **b** I might visit **c** I'm visiting

2 Take an umbrella, it may ***be useful*** if the weather changes.
a come in handy **b** come up with **c** come down on

3 If you add any more salt, ***it's possible that you won't be*** able to eat this stew.
a you may not be **b** you aren't **c** you should not be

4 This dish is ***definitely not*** a Mexican recipe, it's not at all spicy.
a by any chance **b** in return **c** by no means

5 ***If we don't stop*** killing bees, we may have huge problems with growing food.
a However we stop **b** Unless we stop **c** Although we stop

7.6b Reading (open-ended questions)

Przeczytaj tekst i odpowiedz na pytania zgodnie z treścią tekstu.

Everyone occasionally has one of those days, a day when anything that can go wrong – does go wrong. Well, mine was yesterday, and I'm so relieved that it is all over now. In the morning, I overslept and, hurrying to school, I remembered that I had forgotten to take half of my books along with my lunch. The teachers weren't too happy, as you can imagine.
I went back home feeling angry and hungry, so I decided to make myself some dinner. But, as I love cooking and regularly feed my family with my Master-Chef-style meals, it obviously couldn't be something ordinary. I decided to prepare a mouth-watering Chinese-style sweet and sour chicken, stir-fried vegetables and rice, using the brand new wok my mum had bought a few days earlier. I was halfway through the preparation stage when I realised that the vegetables we had in the fridge were a bit off, so I had to stop cooking and go to the grocery shop to buy some fresh ones. But I didn't check whether we had enough rice ... which, of course, we didn't. So I had to go back to the shop once again!
Finally, I managed to finish the dish and I started setting the table in the dining room. However, when I turned on the lamp above the table, unexpectedly, the light bulb went. I quickly found a new one and stepped on a chair to replace it. As I was unscrewing the bulb, it slipped out of my hand and broke into a hundred pieces on the edge of one of the plates. Naturally, some glass also went into the food. When my parents and sister came into the room, they saw me in tears, throwing our delicious dinner into the rubbish bin. We ended up ordering a pizza.

1 How does the writer feel about the day she is describing?
It was _____

2 Why was the writer so hungry when she got home?
She was hungry because _____

3 How does the writer judge her own cooking skills?
She thinks _____

4 She had to stop preparing the dish on two occasions for the same reason. What was it?
She _____

5 Why couldn't she or her family eat the dish she had prepared?
They couldn't eat it because _____

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7.7a Sentence formation

Uzupełnij zdania, wykorzystując wyrazy w nawiasach w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast, jeżeli jest to konieczne, dodać inne wyrazy. W każdą lukę możesz wpisać maksymalnie sześć wyrazów, wliczając w to wyrazy już podane.

1 Tomorrow, (*we / fly / London*) _____ to visit my aunt Victoria. Of course, we've already got the tickets and we're almost packed.

2 If I am in the city centre, I (*definitely / visit / restaurant*) _____ you told me about.

3 Do you think over the next hundred years all people (*stop / eat / meat*) _____ and become vegetarian?

4 Please tell Sam (*when / you / see*) _____ next time that his pizza was absolutely delicious.

5 I know I behaved badly. I (*not / do / again*) _____, I promise.

6 Three weeks in Spain? And what (*you / do / with*) _____ your dog during the holidays?

7 If Tom (*not / want / eat*) _____ sweets, I will prepare some savoury snacks.

8 I didn't realise you were hungry. Come on, I (*make / you / sandwich*) _____.

9 When you come home, I (*not / be / there*) _____ because I have my dancing classes later today. Take the keys with you.

10 I started coughing this morning and now I've got a runny nose. I think (*I / be / ill*) _____.

7.7b Gap-filling

Przeczytaj tekst. Uzupełnij każdą lukę jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

A lot of people are aware of the important role that bees play and of the great danger they are in, mainly due to the use of chemicals. However, not many of us know that we can also make a difference as far as the future of bees is concerned.
1 _____ you want to help these useful insects, try following some simple rules.
Bees need different sources of food, so you ought to plant bee-friendly flowers in your garden or on your balcony. It's obvious that you shouldn't use any chemicals on the plants, as they will become contaminated and any harmful substances **2** _____ likely affect the bees and kill them. Garden owners should also avoid planting lawns because they don't contain any of the plants that are beneficial for insects. Besides, they are mown too often to allow any plants to bloom. It's also good **3** _____ to weed the garden, especially in the spring. Many weeds are the only source of food for insects at this time of the year, so let them grow instead. We **4** _____ also buy honey from local beekeepers, not from the supermarket. Although it is more expensive, it's usually a much better quality.

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7.8 Reading (gap-filling)

Przeczytaj teksty 1 i 2. Uzupełnij luki w e-mailu do Samanthy zgodnie z treścią tekstów.

Tekst 1

Message

From: Grace Johnson **Subject:** Katie's birthday
To: Dan Smith **Date:** June 11th

Hi Dan,
I couldn't get you on the phone, and it's quite urgent. Do you remember that Katie's birthday is this Saturday? We need to organise something for her asap. There are only two days left. My mum said we can prepare a surprise party at my place, but I don't have enough time to do everything on my own.
I was thinking about a Mexican-style party, you know how Katie loves tacos. I'll decorate a couple of the rooms at home, I think I'll even be able to buy a piñata. You'll have to buy something to drink. I'll ask Joanne to buy a gift, she's good at finding unusual items. And maybe you could ask Samantha to help us with the food, she's got some great culinary skills.
Get back to me, please.
Grace

Tekst 2

FAST & EASY FISH TACOS

Ingredients:

1/4 cup sour cream
2 tablespoons lime juice
salt and black pepper
1 jalapeno pepper
2 cups red cabbage
4 small onions
2 tablespoons olive oil
0.5 kg fresh fish fillets
8 tortillas
1/2 cup fresh basil

Prep: 20 min
Cook: 15 min

1. Mix the sour cream and lime juice together in a large bowl, add some salt and black pepper to taste. Place about half of it in a separate bowl. Cut the jalapeno pepper in half, then slice the onions and cabbage. Mix the vegetables with the sour cream and lime juice to make a slaw.
2. Heat the olive oil and the other half of the jalapeno in a large pan. Cut the fish fillets into strips and season them with salt and pepper. Pan-fry the fish until it is golden brown, 5 to 6 minutes.
3. Heat the tortillas in the microwave, 20 to 30 seconds.
4. Serve the fish in warm tortillas with the cabbage slaw, the remaining sour cream mixture, and some basil as a garnish.

Message

From: Dan Smith **Subject:** FW: Katie's birthday
To: Samantha Erickson **Date:** June 11th

Hi Sam,
We're preparing Katie's surprise birthday party and I'd really appreciate it if you could help us. Grace told me you can **1** _____. We want to make some Mexican-style dishes, so my question is – can you prepare some fish tacos? Of course, I will help you however I can.
I've found a fairly easy recipe on the net. Please, have a look at it. I think I've got all the vegetables and spices, but I still need to buy the tortillas, **2** _____. I'm going to go to get some drinks for the party anyway, so I can buy the other ingredients at the same time.
I think we can prepare the tacos at Grace's just before the party, I suppose she's got a microwave and the rest of the necessary stuff. It takes a little more than **3** _____ to make the tacos ready. Let me know if you can come at about 3 pm to give me a hand.
Best,
Dan

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Grammar Activities

8.1 Hypothetical stories

Aim

To revise second conditional sentences

Language

Second conditional sentences

Time

25–30 minutes

Preparation

Make one copy of the worksheet per group. Cut out the 4 stories.

Procedure

- Divide the class into groups and hand out the material to students (one story per student).
- Tell students that they are to write 6 second conditional sentences on 6 separate pieces of paper, using the prompts on their cards to tell a story. At this stage, they can use their books to check if their sentences are correct (give help if necessary).
- After they've finished, inform them that they now have to orally recreate the stories of the other students in the group. Ask one student in each group to show their story to the remaining 3 group members. They take it in turns to create the sentences of this story orally (2 sentences per student). The student whose story is being retold checks if the sentences are correct using the sentences he/she has written. Then they switch to another story and continue until all 4 stories have been retold.
- As a follow-up you may ask them which story they liked best/least, whether they prefer stories with happy or sad endings or ask them to write alternative endings to some of the stories.

8.2 Who? Where? When? Why? Shopping habits

Aim

To interview a partner about their shopping habits and revise defining relative clauses

Language

Defining relative clauses

Time

30–50 minutes

Preparation

Make one copy of the worksheet for each student.

Procedure

- (Step A) Hand out a copy of the worksheet to each student. Give them five minutes to fill in the gaps individually. Ask them not to answer the questions at this stage. These are for another student's responses, not for their own.
- Correct the exercise as a class.
  Answers: 1 which (√) **2** who (√) **3** which, which **4** which (√) **5** who **6** who **7** which (√) **8** which, which (√)
  Another option is for all the sentences to take *that*.
- (Step B) Tell students that they now have five minutes to think about how they would answer the questions. They should still not write anything on the worksheet. If they wish they can make notes on a separate piece of paper or in their notebooks.
- (Step C) Put students into pairs and tell them to ask and answer the questions with their partners. Allow about ten minutes for each pair to ask and answer the questions. They should write their partner's responses under each question.
- (Step D) Individually, students should write a short paragraph in the space provided on the worksheet comparing (some of) their answers to their partner's. Encourage them to use *but* and *however* to contrast ideas. Allow five minutes or so for this.
- If a student finishes early, ask them to read their paragraphs to you and give them a follow-up question. Once the whole class has finished, invite volunteers to read their paragraphs to the class, answering any additional questions if they occur. This final phase might last anywhere from five minutes to twenty or more, depending upon the size of your class.

Vocabulary Activities

8.3 That's exactly what it means!

Aim

To identify the correct definitions of vocabulary items from false ones

Language

Vocabulary from Unit 8 on shopping and products

Time

30–45 minutes

Preparation

Make a copy of the three 'Definition and word facts' tables (A, B and C) for each group of six or seven students.

Procedure

- This is a version of 'Call my bluff', which you may have heard on the radio.
- Put students in groups of six or seven. In each group there should be three readers and three players. In groups of seven, there is a separate gamemaster, but in groups of six the gamemaster can also take on the role of one of the readers. The gamemaster tallies the score at the end of each round.
- Give the readers (A, B and C) in each group a copy of the corresponding 'Definition and word facts' tables (A, B and C). Tell them that for each of the 12 words on the list they are going to read out three definitions and facts in the tables. Only the ticked information is correct, but each student has to read out their information as if it is true.
- The rest of the students in each group are players. They should have a piece of paper each to record their answers.
- Starting with the first word (*production line*), Reader A reads out the definition, then Reader B, then Reader C.
- The gamemaster then asks the players to record the definition/word fact that they think sounds true, i.e. by writing A, B or C next to 1 on their papers. When all the players have answered, the reader with the correct answer stands up. The gamemaster awards a point to the players who got the correct answer and keeps a record of this.
- The game continues until all twelve words have been read. The player with the most points is the winner.

8.4 Compound nouns wordsearch

Aim

To revise compound nouns related to shopping and the environment

Language

Compound nouns

Time

About 25–30 minutes

Preparation

Make one copy of the worksheet per person.

Procedure

- Hand out the copies to the students and ask them to find 16 compound nouns related to shopping and the environment. The words are arranged horizontally, diagonally and vertically. They need to write each of the nouns below the grid in the appropriate category, paying attention to spelling rules (should they be written as one word or separately?).
- After they've completed the task, ask them to compare their lists in pairs and check if there are any differences. Help out if they're not sure about the spelling.
- Now, every pair needs to choose six words (three from each category) and write their definitions. You may encourage them to use defining relative clauses to do so.
- After they've finished, ask each pair to find another pair to work with. Working in groups of 4, students should now take turns to read out their definitions for the other pair to guess the word being defined.

Answers:

Environment: air pollution, greenhouse effect, ozone layer, rainforest, light bulb, sea life, recycling programme, global warming
Shopping: handbag, department store, billboard, credit card, street market, shopping centre, bookshop, shop assistant

Matura Exam Activities

8.5 Transformations and Word formation
8.6 Translations
8.7 Lexical pairs
8.8 Translations and Reading

Time and Answers

8.5

Time: 15 minutes

Answers 8.5a:

1 I had enough time **2** the boy who plays **3** If I were you **4** the one that/which used **8** if (only) he didn't

Answers 8.5b:

1 shoppers **2** social **3** unlikely **4** advertising/advertisements

8.6

Time: 7–10 minutes

Answers:

1 b **2** a **3** c **4** c **5** b **6** a **7** c **8** a **9** b **10** a

8.7

Time: 7–10 minutes

Answers:

1 b **2** c **3** a **4** a **5** c **6** c **7** b **8** a **9** c **10** b

8.8

Time: 15 minutes

Answers 8.8a:

1 who works as **2** I wouldn't complain **3** air pollution **4** discount (that/which was) sent **5** earns a living **6** self-esteem

Answers 8.8b:

1 C **2** A **3** B **4** C

8.1 Hypothetical stories



my parents / have a lot of money

they / buy me an expensive car

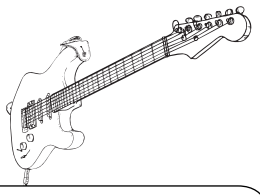
I / drive very fast

the police / stop me

I / have to pay a huge fine

my parents / be furious with me

they / give the car to my brother



I / can play the guitar

I / form rock band

the band / become incredibly famous

we / give concerts around the word

we / have to travel all the time

I / feel extremely tired

I / not enjoy playing the guitar any more



my best friend / buy a really nice dress

she / wear it to a school party

all the boys / admire her

they / ask her to dance

she / dance the boy she secretly loves

he / ask her to go on a date

she / be over the moon



my brother / work as a wildlife volunteer

he / travel to South Africa

he / help animals in a sanctuary

he / feel really happy

he / decide to go to China

he / start working with giant pandas

he / stay in China for life

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8.2 Who? Where? When? Why? Shopping habits

A Complete these questions with *which*, *that* or *who*. Tick (√) the sentences which are correct without a relative pronoun.

1 Is there a shop _____ you enjoy visiting more than others? Why? Where is it?

2 Tell me about a person _____ you like going shopping with. What makes them such a good companion when shopping?

3 Have you ever bought an item _____ was damaged and _____ you had to return? When was it? Did you get a refund or did you exchange the item?

4 If the shop _____ you often buy clothes in, for example, offers an onsite as well as an online sale, which do you prefer? Why?

5 Have you ever met a shop assistant _____ actually helped you choose clothes that were suitable for you? Did it encourage you to return to the shop again?

6 Do you know anyone _____ behaves like a shopaholic? Can you describe them?

7 Is window-shopping an activity _____ you find enjoyable? Why/Why not?

8 Tell me about something _____ you bought as a present for somebody, and _____ you would like to buy for yourself.

B How would you answer these questions? Spend a few minutes thinking about a possible response but don't write anything on the worksheet. You may make notes on a separate piece of paper.

C Work in pairs. Interview your partner and write their answers down, in English, on this worksheet under each of the questions.

D Write a short paragraph comparing your answers with your partner's. Use words such as *but* and *however* to make contrasts between attitudes / experiences.
Example: I really enjoy visiting Pepco, because there are many small and inexpensive items which I can buy to decorate my room. Daniel, however, dislikes shopping for decorations and he prefers going to sports shops like Decathlon.

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8.3 That's exactly what it means!

Definitions and word facts A	
1 production line	A production line is a line of finished products waiting to be sold.
2 online shopping	The first thing bought online was a CD in 1994. ✓
3 throw away	You throw something away when you recycle it instead of putting it in the rubbish.
4 manufacture	This word is a combination of the phrase *Manchester factories*.
5 cotton	Cotton comes from the Arabic word *qutun*. ✓
6 cash	Cash only refers to money in the form of metal coins.
7 campaign	*Campaign* means 'a series of actions to achieve a goal'. ✓
8 bag	The word *bag* came first from the Latin word *bagus* then from the French *baque*.
9 designer	The *s* in this word is pronounced the same as the *s* in *snake*.
10 environment	Environment comes from the French *environ* meaning 'around, about' and means 'the world around us'. ✓
11 shopping spree	A shopping spree means that special products are given away free.
12 charity	Every charity needs to have a uniform and a symbol.

Definitions and word facts B	
1 production line	A production line is a series of stages that make a product. ✓
2 online shopping	The first example of online shopping was in 2004 from Harrods in London.
3 throw away	*Throw away* means the same as *throw up*.
4 manufacture	This word comes from the Latin *manu* which means *hand* and *factum* which means *something made*. ✓
5 cotton	Cotton first came from sheep on the Cottony Island (Scotland), which is famous for white wool.
6 cash	Cash only refers to money in the form of paper.
7 campaign	*Campaign* comes from the French *campagne* and means 'to protect the countryside'.
8 bag	*Bag* is usually a noun but can also be a verb meaning 'to put something in a bag'. ✓
9 designer	The *g* in this word is a hard /g/ sound.
10 environment	When we talk about our natural environment we usually mean the other planets and stars too.
11 shopping spree	If you go on a shopping spree, you spend a lot of money and buy a lot of things. ✓
12 charity	Charities have to give all their money to governments, who decide how to spend it.

Definitions and word facts C	
1 production line	A production line is a line of workers waiting to start work.
2 online shopping	Ray Tomlinson, who invented email, first bought food for his dog online in 1974.
3 throw away	*Throw away* sometimes has a similar meaning to *throw out*. ✓
4 manufacture	This is an Old English word meaning *men-of-action* (or people that make things).
5 cotton	Cotton is in fact produced by the cotton spider *not* the cotton plant itself.
6 cash	Cash can refer to metal or paper money. ✓
7 campaign	*Campaign* means sleeping in tents.
8 bag	The first recorded example of a bag was in one of Shakespeare's plays in 1611.
9 designer	The *g* in this word is completely silent (it is not pronounced). ✓
10 environment	Stones are not part of the natural environment because they are not alive.
11 shopping spree	A shopping spree is when you buy things with another person's credit card.
12 charity	If you work for a charity, you can still earn money. ✓

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8.4 Compound nouns wordsearch

c	g	r	e	e	n	h	o	u	s	e	e	f	f	e	c	t	r
r	s	s	c	c	u	p	i	s	j	z	h	u	m	q	i	r	e
s	h	u	g	l	o	b	a	l	w	a	r	m	i	n	g	w	c
m	o	d	e	p	a	r	t	m	e	n	t	s	t	o	r	e	y
b	p	x	o	c	t	t	a	l	o	b	i	n	o	n	y	o	c
i	p	v	s	h	o	p	a	s	s	i	s	t	a	n	t	h	l
l	i	q	a	h	m	i	x	z	q	z	i	t	g	k	z	s	i
l	n	a	q	i	l	i	g	h	t	b	u	l	b	x	b	t	n
b	g	u	w	g	r	c	r	e	d	i	t	c	a	r	d	r	g
o	c	z	b	k	c	p	d	y	o	r	l	i	j	k	a	e	p
a	e	p	b	m	y	l	o	n	t	u	k	s	k	c	o	e	r
r	n	v	u	s	q	y	l	l	f	d	z	l	y	t	p	t	o
d	t	v	r	o	z	o	n	e	l	a	y	e	r	i	d	m	g
z	r	n	s	e	a	l	i	f	e	u	f	w	q	u	z	a	r
a	e	m	b	f	s	d	h	j	w	l	t	e	a	b	j	r	a
p	i	q	b	o	o	k	s	h	o	p	l	i	k	m	l	k	m
a	l	g	r	a	i	n	f	o	r	e	s	t	o	g	w	e	m
v	h	n	h	a	n	d	b	a	g	f	m	p	h	n	y	t	e

Environment

Shopping

Definitions

1 _____		4 _____	
2 _____		5 _____	
3 _____		6 _____	

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8.5a Transformations (gaps)

Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyraz już podany.

1 I don't have enough time to try on all these clothes.
ENOUGH
If _____, I would try on all these clothes.

2 This boy plays in my brother's rock band.
THE
This is _____ in my brother's rock band.

3 Being in your position, I'd definitely try to solve this problem as soon as possible.
YOU
_____, I'd definitely try to solve this problem as soon as possible.

4 There are many tables here, but this one used to be a sewing machine.
ONE
There are many tables here, but this is _____ to be a sewing machine.

5 Peter would go shopping with you unless he had something important to do.
IF
Peter would go shopping with you _____ have anything important to do.

8.5b Word formation

Uzupełnij luki w tekście, używając wyrazów z ramki w odpowiedniej formie.
<u>Uwaga:</u> dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

like	direct	society	design	advertise	shop

WILL SHOPS HAVE TO ADAPT?

More and more millennials are beginning to enter the job market and now that they have their own money, they have become a very influential purchasing power on the market. However, the preferences of many millennial **1** _____ differ in several important areas from earlier consumers'.
Millennials are much more open to different shopping options, both onsite and online, as they will switch between the two frequently. Half of those who go to conventional shops choose to buy online and pick the items up in the store. They view shopping as a **2** _____ activity that's done in the company of friends or family members, and they care more about the experience itself than about the product they buy. It is also very **3** _____ that they will be influenced by direct marketing, as they strongly dislike receiving countless emails or inappropriate recommendations. They are generally very sceptical of any type of **4** _____ and only one in three says they would visit a conventional shop as a result of seeing a marketing campaign. That is why shops need to start investing in more alternative shopping options and focus more on creating a positive customer experience if they want to keep their customers satisfied.

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8.6 Translations (multiple choice)

W poniższych zdaniach, spośród podanych odpowiedzi wybierz tę, która jest poprawnym tłumaczeniem fragmentu zdania podanego w nawiasie. Zakreśl literę a, b albo c.

1 This computer program is definitely (*przestarzały*), you need to buy the latest version.
a old-fashioned **b** out-of-date **c** elderly

2 Sitting in the shade and relaxing (*sprawia, że jestem szczęśliwa*).
a makes me happy **b** gives me happiness **c** causes me happy

3 (*Na twoim miejscu*), I'd definitely buy this suit. You look really smart in it.
a If I am you **b** If I would be you **c** If I were you

4 What's the (*związek pomiędzy*) skateboards and plastic waste in the ocean?
a link among **b** relationship of **c** connection between

5 I know a really good online bookshop (*który nabywa*) titles like those you want to sell.
a who purchases **b** which buys **c** that needs

6 How do you usually (*pozbywasz się*) old electronic equipment?
a get rid of **b** throw away **c** set up

7 If I had more time, (*dostarczyłbym*) this package today, but it seems more likely that you'll get it tomorrow.
a I delivered **b** I will deliver **c** I would deliver

8 (*Gdybyś nie była zmęczona*) we would go to the concert tonight.
a Unless you were tired **b** If you were tired **c** If you aren't tired

9 Is he the person (*która przekonała*) you to accept the position in our company?
a which convinced **b** who persuaded **c** that told

10 How (*byś się poczuł*) if I lied to you about something important?
a would you feel **b** did you feel **c** will you feel

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8.7 Lexical pairs

Wybierz wyraz, który poprawnie uzupełnia luki w obydwu zdaniach. Zakreśl literę a, b albo c.

1 I don't think it's _____ that my brother gets more pocket money than I do.
Do you know this girl with _____ hair? I'd like to speak to her.
a right **b** fair **c** long

2 Does this jacket _____ me or is it too big?
My cousin Alison exercises every day, so she's very _____.
a suit **b** sporty **c** fit

3 I was sitting on my bed, eating spaghetti, so the bed _____ ended up getting dirty.
Don't judge a book by its _____. I know Sam doesn't seem very nice, but he really is.
a cover **b** sheet **c** title

4 I don't think I _____ help you with this task. It's too difficult.
If you go the shop, will you buy me a _____ of cola?
a can **b** should **c** bottle

5 Jenny's birthday is next week, and I've already bought a wonderful _____ for her.
Can you _____ the results of your study, Dr Moore?
a gift **b** show **c** present

6 This film is much _____ than I expected. I'm too tired to watch all of it today.
Speaking honestly, I no _____ buy things from this shop. Their prices are too high for such poor quality goods.
a better **b** more **c** longer

7 Every summer I go to my grandparents to help them _____ strawberries and other berries.
You look great in both these shirts, just _____ the one you like most.
a collect **b** pick **c** choose

8 I can go with you, but on the _____ that you won't say anything about my hairstyle.
These clothes are in good _____, so we could always donate them to charity.
a condition **b** shape **c** promise

9 Wow, you look amazing in this _____. Just add some jewellery and it'll be perfect.
Grace likes to _____ in an original way, so she often goes to thrift stores.
a shirt **b** clothes **c** dress

10 Did you _____ any changes in Matt's behaviour yesterday? He seemed strange to me.
In today's paper there is a/an _____ saying there'll be a garage sale taking place on Saturday.
a see **b** notice **c** advert

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8.8a Translations (gaps)

Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

1 Do you know the man (*który pracuje jako*) _____ the shop manager here?

2 (*Nie narzekałabym*) _____ about the service here if I didn't know they could do much better.

3 The (*zanieczyszczenie powietrza*) _____ in China is so big that in some cities people need to wear face masks.

4 I'd like to use the (*rabat, który został przysłany*) _____ to me via email.

5 My uncle (*zarabia na życie*) _____ writing articles about fashion.

6 I'm so worried about him. He is extremely intelligent but he's got such low (*poczucie własnej wartości*) _____.

8.8b Reading (matching paragraphs)

Przeczytaj tekst, który został podzielony na trzy części (A–C) oraz pytania ich dotyczące. Do każdego pytania dopasuj właściwą część tekstu. Jedna część tekstu pasuje do dwóch pytań.

In which part of the text does the author …

1 quote two government officials? _____
2 provide information about changes in the number of hurricanes? _____
3 show the opinions of two scientists on the topic? _____
4 present the view of a person who blames one particular country for the problem? _____

WAS HURRICANE KATRINA CAUSED BY GLOBAL WARMING?

A Both scientists and politicians are divided over the increase in hurricanes in the last 30 years. The years 1970 to 1994 saw far fewer hurricanes than 1995 to the present. *The New York Times* suggests this was a result of the generally cooler North Atlantic water resulting in the winds that prevented potential hurricanes from forming. Some experts say the recent intensification in the numbers of hurricanes is part of a natural cycle, while others claim that global warming has increased both the destructive power and the frequency of hurricanes. *The Times* pointed out that during a recent 8-year-period there was a one-third drop in the number of severe hurricanes affecting the US.

B Britain's chief scientific adviser Sir David King stated, 'We have known since 1987 that the intensity of a hurricane is related to the surface sea temperature and we know that, over the last 15 to 20 years, surface sea temperatures in these regions have increased by half a degree centigrade. So it is tempting to conclude that the increased intensity of hurricanes is associated with global warming.' Massachusetts Institute of Technology's Professor Kerry Emanuel wrote that rising sea temperatures could account for only part of what he claims has been a sharp rise in the destructiveness of tropical cyclones since the 1970s.

C Jürgen Trittin, Germany's Minister of the Environment was sharply critical of the US Government. He wrote in an editorial: 'Greenhouse gases have to be radically reduced worldwide. The US has, until this point, had its eyes closed to this emergency situation.' Carsten Voigt of the German Foreign Ministry said that while he believed that hurricanes were more destructive as a result of global warming, he did not believe that hurricane Katrina was America's fault. 'The main point, however, is that climate change is an issue that needs to be put on the table.'

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Unit 1

Track 2

Anna: Hello. My name's Anna.
Bruno: Hi, Anna. I'm Bruno.
Anna: Bernardo?
Bruno: Close. It's Bruno – B-R-U-N-O.
Anna: Oh, OK. We have the same name in Polish.
Bruno: So you're from Poland?
Anna: Yes – I'm from Krakow. What about you?
Bruno: I'm from Peru – from Lima.
Anna: Really? Cool. This is a great party. They're playing really good music. I like it!
Bruno: Yeah, me too. I'm really into music.
Anna: Me, too. Do you ever listen to the school radio station on the internet? They play really good music.
Bruno: No, I didn't know about it. I'll check it out.
Anna: So do you play an instrument?
Bruno: Yeah, I play the guitar – a little bit. What about you?
Anna: No … I'm into sports. I like football. I'm on the school team.
Bruno: That's cool. I play football with my friends, but I'm not on a team.
Anna: So what kind of music are you into?
Bruno: Hip-hop, rock, electronic, a lot of stuff … Do you know DJ Spooky?
Anna: DJ Spooky? I'm not sure.
Bruno: He's really cool. He plays jazz, rock, reggae, hip-hop … and even classical. He's very creative. And I like him because he isn't too serious – he's cheerful and funny.
Anna: Sounds cool. I'm looking for some new music to listen to – something different. Can you play some of his music for me?
Bruno: Sure. I have some DJ Spooky right here on my phone.

Track 3

Do you enjoy playing video games? I'm sure everyone has their favourite game and spends some time playing it each week. If you ask me, I'm a real fan of *League of Legends*. Everyone calls it LoL for short. Many of my friends prefer driving games like *Need for Speed* or shooting games like *CounterStrike*. LoL is different because it's a strategy game. It's an online game, so you need a good internet connection before you start playing. It's also a team game. The members of your team are often from other countries, so you have to be good at English to communicate with them. *League of Legends* has great graphics; it also has many different scenarios for you to choose from, so it's never boring. The only thing I don't like is that you only have three maps to choose from. I don't understand why they don't think about making some new maps; it would make the game even more exciting.

I'm an amateur player of course, but there are some people who spend long hours playing *League of Legends*. They are now so good at it that they even take part in tournaments. If you are a real fan of the game, you may want to attend a well-known event at the Spodek sports arena, in Katowice. The name of the event is IEM, short for *Intel Extreme Masters*, and it's all about gaming! Hundreds of people go to Katowice from all over Europe to take part in the video game tournaments. The best teams can win a lot of money! I was there in 2017. There was a Polish gamer who was so good that he got to the semi-finals with his team. They didn't win, so they couldn't play in the finals, but it was still a great achievement for them. I think it's amazing but I'm too shy to take part in competitions like that, but maybe you and your team will have a go one day? It would be fun to meet you at Spodek and see how good you are. Good luck!

Track 5

Juan: Hey, Becky! Did you have a good weekend?
Becky: It was pretty good thanks, Juan.
Juan: The weather was great! Did you get outside?
Becky: Yeah. I played football on Sunday afternoon with some friends. We play every Sunday
Juan: That's cool. Sounds like you're really into it.
Becky: Yeah, I love it. The best thing about it is the exercise. It's a great way to stay in shape. You should come along sometime. Um … are you into sports?
Juan: Thanks for the invitation, but to be honest, I'm not that interested in playing team sports. I don't mind watching, though.
Becky: OK, well, why not come along and watch sometime?
Juan: OK, sure.
Becky: So what did you do this weekend?
Juan: I went on a hike. I'm really into hiking and camping.
Becky: Really? I can't stand camping. I prefer sleeping in a bed! But hiking's OK – I don't mind going hiking once in a while. Do you have a favourite place to go?
Juan: I'm really into the Black Mountains in Wales. It's beautiful up there. I usually go with a few friends. You should come with us sometime.
Becky: Sure, I'd like that.
Juan: How about next Saturday? Then football on Sunday?
Becky: That sounds great.

Track 6

Interviewer: Hello, and welcome to our studio. Today we'll be talking to Lewis Smith, winner of two international opera competitions. Lewis, thanks for coming.
Lewis: It's my pleasure.
Interviewer: Did you always want to take part in two singing competitions?
Lewis: Well. I didn't know about the Zaragoza contest. While I was in Amsterdam, another singer told me about it one day before the final registration day. I immediately sent all the necessary documents and ended up winning the contest.
Interviewer: How did you start singing?
Lewis: When I was a boy, everybody told me I had a very strong voice. My family and friends often asked me to sing for them. They said I would be another Pavarotti or Placido Domingo, who were heroes of mine; I really wanted to be like them. As a result, I began listening to operas. Later, I started singing along to them, but the funny thing is I didn't know the lyrics.
Interviewer: So how did you manage to sing?
Lewis: I invented my own lyrics. It was difficult when I started singing professionally to remember to sing the real lyrics and not my own!
Interviewer: Do you play any instruments?
Lewis: I enrolled at music school because I wanted to learn to play the piano and sing, but my teacher told me to give up the piano and concentrate on singing. I realised I shouldn't do too many things at the same time. I see now that he was right.
Interviewer: I've heard you also gave up sport to be a singer. Is that true?
Lewis: Yes, I was mad about football. I wanted to be a professional football player. I was a good player, but not good enough to be captain of the team. I always have to be the best at whatever I do. If I can't be the best, I give up, so that's what I did. I chose singing instead.

Unit 2

Track 8

Man: A recent study found that Vienna, Austria is the world's best city for quality of life. Our correspondent Amy Ross spoke with a couple of teenagers who call Vienna home to get their views.
Amy: Were you surprised that your city was chosen as the best in the world?

Boy: Not really, to be honest. We used to live in New York, but now we live in Vienna. We moved here two years ago because of my mum's job. New York is a great city, but it's overcrowded and expensive. When we first arrived in Vienna, we stayed in a hotel for two weeks and looked for an apartment. Now we live in a neighbourhood called Leopoldstadt – it's a quiet residential area very near the town centre – in a kind of old-fashioned apartment building, but I mean old fashioned in a good way – it's historic. There's an amusement park nearby, too. Vienna is a great city for teenagers! New York was a lot more expensive. I can go out with my friends in Vienna, and it doesn't cost too much.

Amy: Why do you think Vienna was voted the best?

Girl: Well, I love it here. It's safe, we have great public transport – the underground system is twenty-four hours. We have good restaurants, cinemas and concerts, too. And the city never feels overcrowded. My parents used to live in a small apartment in the city centre. My dad used to work in a bank, but he changed jobs. We moved to the suburbs at that time. Now he works for a company near Vienna and we live in a house in a neighbourhood called Hernals. The city is growing. I think it feels very lively – very young – even where we live, and it's a great place to be a teenager.

Amy: Thanks very much. And I have to say, I love it here – it's lively, everywhere's walkable and it even has great sushi! Back to you, Bob.

Track 9

There are several villages in Poland which are famous for their folk music festivals or for their traditional local dishes, but the village of Zalipie is unique. Zalipie is situated in the south of Poland, more or less one hundred kilometers from Krakow, and is famous throughout the country for being one of the most colourful places in Poland. Its uniqueness is thanks to the fact that the whole place is decorated with flowery patterns! Yes, you may not believe it, but most of the buildings in the village are decorated in this way.

The tradition started over a hundred years ago. The women who were living in Zalipie at the time noticed that the smoke from the fires in their houses was making the walls darker and darker. It didn't look good, so they came up with a way to refresh the appearance of their houses, especially before a religious holiday. To begin with, they simply painted the outside walls white, but then they started adding patterns. Soon, the idea of painting the walls became a tradition for the whole village and it has survived until today. Colourful flowery ornaments are painted on every possible surface, including the church, the village well and the dog kennels!

Since 1948, there has been a competition held every spring to judge the best painted house. This is a good time to visit the village as you will get to see the retouched, older paintings as well as any new, additional ones. And when you are in Zalipie, don't forget to visit the House of Felicja Curyłowa. She was a local artist whose house, following her death in 1974, was changed into a museum of local folk art. You should also visit the Women Painters' House, which has an exhibition of photographs of painted buildings. You certainly won't be disappointed!

Track 12

Why are doors so often rectangular? Why not round? How could you make a door better? Well, its hinges battle with gravity, and gravity will always win in the end, so why not have it pivot on the centre where it can stay balanced? And while you're at it, why not doors shaped like teardrops?

Track 13

Boy 1: Have you ever heard of that guy David Glasheen who lives alone on Restoration Island?

Boy 2: No – what's the story?

Boy 1: Well, he was a millionaire businessman in the 1980s.

Boy 2: So he bought the island?

Boy 1: No. He just rented a small part of it. The reason he went there was to get away from his money problems. He went because his business failed, and he lost a lot of his money.

Boy 2: He went there alone?

Boy 1: No, at first his partner – her name was Denika – was living with him. But she thought life was too hard, so she left.

Boy 2: But David stayed?

Boy 1: Right. As he loved living a simple life in a tiny house, he didn't want to leave.

Boy 2: Twenty years alone on a desert island?

Boy 1: Well, he set up a solar power system and an internet connection a few years ago.

Boy 2: Ha, ha. No way! That's definitely not for me!

Boy 1: He says it's a fabulous place. He thinks he's lucky to be there!

Unit 3

Track 15

Why do you go to the doctor? We know that doctors fix broken arms or legs, or put bandages on cuts, or give medicine when we are unwell or in pain. But more and more, doctors and nurses say their job is looking after the health and happiness of the whole person, not just fixing health problems. This isn't a new idea. About eighty years ago, Paul Tournier, a Swiss doctor, began talking about looking after the health of the whole person, including the body, the mind and also the person's life in their village, town or city. He was interested in health and happiness, not just illness – the whole person, not just their health problems. His work was very popular and his books were translated into many languages.

But even now, some doctors and nurses still think about illnesses, not about people. The World Health Organization says that many doctors and hospitals still need to change – to think of health as connected with the environment, people's jobs and their family life. This is the key to making everyone healthier and happier. This is why we sometimes visit the doctor even when we're healthy. Doctors ask a few questions about food, exercise, happiness and so on. Do you eat a lot of fruit and vegetables? How much stress do you have in your life? This is because eating well, exercising and avoiding too much stress can help us stay healthy. That's why the doctor tells you to use sunscreen, or to exercise or to eat only a little sugar.

Track 16

Man: I'm talking to Amy, who has been helping Grace Gobbo, who's doing research in Tanzania about plants – plants that people use for medicine. Hi, Amy.

Amy: Hello.

Man: How many plants in Tanzania can you use as medicine?

Amy: The truth is that no one knows. There are 10,000 kinds of plants in Tanzania and we're still unlocking the secrets of many of them. That's why conservation is so important.

Man: So you interviewed doctors, right?

Amy: Right, but I didn't interview just any doctor – only doctors who practise traditional medicine.

Man: OK, so how many traditional doctors did you interview?

Amy: In 2015 and 2016, I did more than 80 interviews and wrote down the information.

Man: How much time did you spend on the project?

Amy: It was a full time job. I travelled around Tanzania and worked many hours every day.

Man: And how much information did you collect?

Amy: A lot! I learned about many medicine plants that we didn't know about before. The trick now is getting more young people interested and passing along the information!

Track 18

Boy: Hey, did you see this article on teen happiness?
Girl: No, what is it?
Boy: Some scientists looked into teenagers' happiness. They interviewed 200,000 teenagers in almost forty countries.
Girl: Did they find out what makes us happy?
Boy: They say they did. They say good health, exercise, good diet, enjoying school and having friendly classmates are important.
Girl: OK … So what makes you happy?
Boy: Me? I feel happy when I put my headphones on and listen to some music.
Girl: For me, it's TV. I always feel happy when I turn it on … and tune everything else out!
Boy: Hmm. They say watching a lot of TV makes people unhappy.
Girl: Well, I sometimes watch TV with my friends. What about that?
Boy: That's probably OK. Happy teenagers hang out with their friends a lot.
Girl: So what makes us unhappy?
Boy: School stress, according to the article. And that's totally true.
Girl: I'll tell you what makes me unhappy.
Boy: What's that?
Girl: Taking the rubbish out. And I take the rubbish out every day!
Boy: Funny, the article doesn't mention that …

Track 19

1
Smoking is terrible for your health. I think the government should ban it in order to stop it completely. Smoking has no real purpose. People do it simply because it becomes an addiction, and most of them don't get any pleasure from it. Smoking makes a lot of people ill, which means more work for doctors. I hate it when people around me smoke; I breathe in their smoke, and it's bad for me. It makes me unhappy because I really care about my health. That's why I think cigarettes should be made illegal.

2
Smoking is definitely dangerous for your health. Many people come to me and say they feel ill because they are coughing a lot. However, when I ask them, they admit that they smoke cigarettes. I remember one man who had problems with breathing. He said he smoked over 20 cigarettes a day, yet he still didn't believe this was the reason for his problems. He just wanted me to give him some cough syrup or similar medicine. In cases like these, my first prescription is always: 'give up smoking'!

3
I myself have never smoked, but I don't believe that cigarettes should be forbidden. People should be free to choose what they want to do with their lives, and whoever finds smoking pleasant or relaxing should be allowed to smoke. I have no problem with someone smoking next to me. Maybe it is because both of my parents smoke, so I'm quite used to the smell. They say a cigarette helps them relax or concentrate. Nevertheless, I don't think I'll ever take up smoking.

4
I don't understand all of those people who try to ban smoking completely. Yes, I admit I'm a heavy smoker, but it's my choice. I only smoke where I am allowed to. What annoys me is that non-smokers try to force me to live by their rules! Do I tell others not to eat junk food, sweets or play video games for hours simply because, I think, it's unhealthy? No, I don't. So they also shouldn't tell smokers what to do.

Track 20

1
Sleep is a rather complicated subject, which scientists are still fascinated by. This is why we've done all of the complex work for you. We've created a sleep calculator! It will help you decide at what time you should fall asleep and when to wake up. Why are these times important? Getting enough sleep at the right time will make you healthier. Our *Sleep Calculator* will help you to achieve this.

2
I know many teenagers who lead a healthy lifestyle, but you're not one of them. How come they can understand what's good or bad for them and you cannot? How many times do I have to tell you that you're still growing and you need vitamins and minerals? You won't find them in all that junk food you eat every day. It's not healthy, and neither are all those sugary drinks you love so much. It must change!

3
I believe that having a healthy lifestyle doesn't only mean eating low calorie salads from time to time or going for a short walk once in a while. To live a healthy lifestyle means eating healthy food regularly. What's more, exercising and physical activities should be part of our daily programme. We must also avoid unhealthy habits, such as not eating enough or not getting enough sleep. We should follow these tips in order to enjoy good health.

4
Last year I changed my lifestyle completely. I wouldn't go back to my old lifestyle for anything. I am surprised at how much energy I have now from when I get up till when I go to bed. I'm much stronger and I can work until late into the night. I've changed the way I think, the way I shop. In fact, I've changed my entire attitude. I feel so positive about everything.

Unit 4

Track 22

Karina: Hey, Dave, how's it going?
Dave: Oh, hey, Karina. Great, thanks. How about you?
Karina: Really well, thanks. I've just come from my favourite class.
Dave: I thought you looked happy. What's your favourite class?
Karina: Geography. We're doing something really cool right now.
Dave: Oh, yeah?
Karina: Yeah! We're connecting online and video-chatting with kids in other countries.
Dave: Really? What's that about?
Karina: The idea is that we learn about other countries from the inside – from people who live there. We all have different topics we need to find out about – sports, music, education, government. My topic is education.
Dave: That's really cool. What countries are you talking to?
Karina: Brazil, Poland, Japan, England and Turkey.
Dave: Wow, that's awesome.
Karina: Yeah. We're learning about their countries, and we're also teaching them about the US. Of course, they think they know about it from Hollywood movies.
Dave: Yeah, I guess people all over the place watch American movies.
Karina: But for most of them, this is the first time speaking to an American. And it's the same for us. We don't usually meet kids from other countries.
Dave: Yeah, and I think learning from a person is more interesting than learning just from a book. So what have you learned?
Karina: Well, like I said, my topic is education. In Japan, students attend classes Monday to Friday, but most of them also go to school on Saturday morning to do sports, or sometimes to take examinations.
Dave: They have a short weekend, then …
Karina: Right. And in England, you start elementary school when you're four years old.
Dave: That's young!
Karina: I know. Schools are really different in other places.
Dave: So what about Brazil?
Karina: Well, our friends in Brazil go to a public school, but some of the older students also go to a private school on the weekend. A girl named Maria is going to a private school to learn more about math and science, because she's preparing for an exam to go to college. She's a bit older than we are – she's in twelfth grade.

Dave: So she goes to public school during the week and private school on the weekend?
Karina: Right. Just while she's preparing for her exams. Everyone works the hardest before important exams. That's the same everywhere!
Dave: Yeah, right. … It's really such a cool project.
Karina: I think doing projects is the best way to learn. Learning doesn't have to be hard! It's more fun when we can see how it relates to people around the world, too.
Dave: Yeah, you're right.
Karina: And you know, a lot of things are different in other places, but we're all teenagers. We live in different countries, but we have a lot in common. A lot of the things people were worried about: grades, making friends, the future … those were the same everywhere.

Track 23

Hello everyone, I want to tell you about the project I did with another class last year. It was called 'Friends all over Europe' and it was a project for students from four countries: Bosnia and Herzegovina, Greece, Portugal and Poland. We were working with a school from Bosnia and Herzegovina, while the Greek school was cooperating with the one from Portugal. The project took three months and it was about teenage lifestyles in other countries. Every two weeks, we had a video-conference with our partners and we discussed different aspects of our lives: favourite music, video games and ways to spend time after school. We could also learn some facts about each country's culture or history. For example, we learned that people in Bosnia and Herzegovina use money called the Bosnian Convertible Mark, and that the country has the only jungle in Europe. Isn't that cool? I want to do a similar project with some of you this year. I need 10 people who are happy to have several video-chat sessions with students from another country. We will hold four group conferences at school and then you will chat individually with your partners about six or seven times. This time it's going to be Finland, and we want to concentrate on national sports. Think about the sports you could talk about football, or maybe ski-jumping? At the end of the project, both groups will record a short video, presenting sports activities at their school and exchange them. You could make a short video of your basketball classes or of our cycling trips in the summer.
So, who would like to take part?
Write your names on this list and I will send you more details by email soon.

Track 27

Boy: What are you doing for the holidays?
Girl: I'm thinking about taking one of the summer school courses.
Boy: Have you seen the listings?
Girl: Yeah. They look great. There's such a good variety. I can't decide which one I want to do!
Boy: Which ones look the most interesting?
Girl: Well, I'm not sure about computer skills. It's too much like school!
Boy: Yeah, right. Too much screen time!
Girl: The sports classes look more interesting.
Boy: I might go for indoor climbing.
Girl: Do you think it's fun enough for a two-week course – climbing the same wall over and over again?
Boy: Yeah. Maybe. I think you're right. So what do you like?
Girl: Video-making is such a cool subject. I'm really interested in that one. I make videos all the time on my phone, but I don't know how to edit them.
Boy: It could be a useful skill.
Girl: You think so?
Boy: Sure. You could make videos and put them on YouTube. You might make a lot of money!
Girl: I never thought of that. That's a better choice than indoor climbing!
Boy: Yeah, that's the best choice. We should both sign up. It'll be more fun if we do it together.

Unit 5

Track 29

We asked students from around the world to tell us about their families and friends. This is what they said:

1
My name is Chen. I'm from China. In my family, we never hug or kiss. I've never hugged my dad. Hugging and kissing your family is kind of unusual in my country. Respect is more important – I show my parents and my grandparents respect by being polite and by doing as they wish. They show me their love by taking care of me – they don't need to say 'I love you' because they show it. They've always given me the things I need. It's the same with my aunts and uncles. We have a lot of fun together, but we don't touch each other. When I see my best friends, I usually just say hello. We sometimes do a little bow, just a friendly wave. Friends don't hug and kiss. At school, we always greet our teachers by bowing. We show respect to any kind of teacher by bowing.

2
My name is Luiza. In my country – Brazil – everybody kisses. When I meet someone for the first time, we say hello with a kiss. When I say hello or goodbye to my classmates, we kiss on the cheek – or when we are in a hurry, we just make a kissing sound. With good friends, we give a kiss on the cheek when we say hello or goodbye. We like to hug our friends, too. And of course we hug and kiss our friends and family – cousins, aunts and uncles, grandparents … and my sister, too, of course. Men shake hands and hug when they meet other men, but people my age don't really shake hands. I've met people from other countries. They sometimes seem surprised that we Brazilians hug and kiss so much! When she first arrived from Japan, my friend Yuki was uncomfortable with all the kissing and hugging. But she's learned to hug and kiss like a Brazilian now!

3
I'm Hugh, from Manchester, in England. Probably the most common greeting in England is shaking hands, the first time you meet someone. I shake hands and hug with my uncles and my male cousins when I see them – but of course I give my parents hugs and kisses. And my grandparents, too. Sometimes I just wave when I see my friends. But my best friends and I hug each other, too. And girls often greet each other with a kiss on the cheek. When I see my sister, well, we don't hug or kiss. We just say hello. I take tennis lessons, and every time we start a lesson, I shake everyone's hand – all of my teammates – and also the coach's. When I meet a stranger – a friend of a friend – we usually shake hands. That's normal. I definitely wouldn't kiss a stranger the first time we met!

Track 30

It all seems a bit like a modern version of Romeo and Juliet. However, this story is not set in Renaissance Verona, but in the countryside in the east of Poland.
Jan Nowak, 63, and Adam Kowalski, 65, have been neighbours for over 50 years. It is typical of rural communities in Poland that the neighbours get on well and treat one another like family members. It was similar between Jan's and Adam's families. But things changed in the late 1980s, when their respective sons had a fight over a pretty girl, named Krystyna. Both of them wanted to go out with her and, at the same time, they were extremely jealous of each other. One day they had an actual fight about it. As the result, one of them had his arm broken, while the other lost two of his teeth. The worst thing, however, was that Krystyna soon moved out of the village and the two families became real enemies. They haven't talked since and they've even built a high fence between their gardens – something they never needed before!
Luckily, there is a feeling which is stronger than hate. Now Jan and Adam's sons have their own children. Julia Nowak, Jan's granddaughtrer, is 19 now and Piotr Kowalski, Adam's grandson, is 20. They went to the same school and often played together, even though their parents didn't really approve of it. What's more, they've always treated each other like best

friends or even part of the family. And it may be hard now for the Nowaks and the Kowalskis to continue their argument because Julia and Piotr have recently announced that they are going to get married! Will this change the situation between the families? Here's what Julia says:

'The story of Krystyna has always been referred to in my family as if it were the worst thing that could happen to you. But it happened such a long time ago that it shouldn't have any effect on our families now. For sure, I'm not going to worry about it. I love Piotr and we want to be together. I believe this will be the first step for our fathers and grandfathers to make up and become friends again.'

Well, Julia and Piotr are living proof that no matter how bad relations between families might be, love conquers all. Congratulations Julia and Piotr, may your love last forever!

Track 31

1

I only hope this young boy will take good care of my granddaughter.

2

I take you, Piotr, to be my husband and I promise to be faithful to you in good times and in bad.

3

Oh boys, why did you even bother fighting about me? I don't love either of you!

4

Dad, I know that you don't like Mr Nowak, but it's his daughter I want to marry, not HIM!

Track 33

Teacher: How is the preparation for the graduation party going?
Boy: It's going OK. Sarah has ordered the food and drinks.
Teacher: When will they be here?
Boy: They should be here by Friday afternoon at four o'clock.
Teacher: Friday at four? That's good. That gives us plenty of time to get everything organised. Have you sorted out the music yet?
Boy: No, I haven't done that yet. I need to talk to Mister Khan in the music department. He said we can use some of their speakers, but we need to talk about when we can set it up. I can talk to him this afternoon.
Teacher: What about the invitations? Have you sent those out yet?
Boy: Thomas has just done that.
Teacher: When?
Boy: He sent them out about two hours ago, by email.
Teacher: Oh, OK, good. Has anyone bought the balloons yet?
Boy: Yes, Davina bought them last week. But we haven't made any plans for decorating the room.
Teacher: Right. We need to talk to Davina about that. Have you scheduled a meeting with her?
Boy: No, not yet.
Teacher: Let's try to meet her tomorrow at lunchtime. I'll write her a note.
Boy: And what about games? I think we should have a couple of games or contests – something fun.
Teacher: Great idea. Let's talk more about that.

Track 34

1

I've known Ann for eleven years, ever since we met in primary school. And since that day we've been very good friends. Ann has helped me to get through some pretty bad times. At the same time, I must say we've had some really great times together: like our trip to Italy, loads of parties or our graduation day. Ann, thanks for all those great times. I hope there will be many more to come in your life. Let's hope we'll meet next year on your twentieth.

2

Man: Did you enjoy the party?
Woman: Well, all in all it was great. But the music was a bit too loud for me.
Man: Oh, no! The music was fine. Everybody enjoyed it. They played some fantastic pieces. And the food was delicious, don't you think?
Woman: That's true. I've never eaten so much good stuff in my life. I loved the decorations too with all the colourful balloons, flowers and candles.
Man: That's what I didn't like. I felt as if I couldn't move. There was far too much of it.

3

Hi Mark. This is Maggie speaking. I'm calling to tell you that I've already talked to Brenda and Jack. They said that they can meet any time. There's a little problem with Monica. Her parents are going abroad on a business trip next weekend and have asked her to take care of her sister. I'd like Monica to be with us too, so I've come up with the following. We're meeting this weekend. I hope it's OK with all of you. Call me back if you have any other suggestions.

Unit 6

Track 36

I'm at Senbikiya, a fruit shop in Central Tokyo. But you shouldn't come here for your weekly grocery shopping. A package of three melons costs four hundred dollars, and box of twelve strawberries is about eighty dollars. How can fruit be so expensive? Because it's perfect. In fact, you should think of Senbikiya as a gift shop, not as a food shop. Gift giving is extremely important in Japan, and there is a long tradition of giving perfect fruit. One reason for this is that Japan sees vegetables as a basic need, but fruit as a luxury – you don't have to have fruit in your diet. And that makes it a perfect, and very popular, gift.

Track 37

When French supermarket Intermarché started selling 'ugly' fruit and vegetables, they were very popular with customers. Most people agree that you shouldn't judge imperfect vegetables on their appearance, but on their flavour. The fruit and vegetables – which cost about thirty percent less than 'perfect' ones – are a huge success, and now grocery stores all over the world are doing the same thing. In many places, farmers have to throw away a lot of fruit and vegetables because supermarkets reject anything with an imperfection. But the world is changing. Many people feel we must stop wasting good food just because it doesn't look perfect, especially in a world where many people are hungry. People are thinking about the choices they make … and making different choices.

Unit 7

Track 41

Part 1

Mark: Hi Kasia. How's your project going?
Kasia: Hi, Mark … Project?
Mark: For our food science course. We're giving the presentations next week, remember?
Kasia: Oh, yeah. It's going really well so far.
Mark: Yeah, mine too. Want to see something really cool?
Kasia: Sure.
Mark: OK, I'll show you. Try this: Hold your nose closed and put a sour lemon sweet in your mouth. Here, take this one.
Kasia: Mmmm OK …
Mark: Notice the flavour, and then open your nose.
Kasia: Wow! I can really taste it!

Mark: Right! When you open your nose, suddenly, you can taste it a lot more! We usually think that our mouth is where we taste food, but actually, the nose is far more important.
Kasia: I've noticed that when I have a cold and my nose is blocked, the only food I can taste is really spicy food.
Mark: Right!
Kasia: That's really good. I'm going to try that with my brother sometime. Your teacher will love it! You'll get an A for sure!

Part 2

Kasia: My project is about how we're going to feed everyone as the world's population grows. Scientists think that there will be nearly ten billion people on Earth in 2050. We're going to need more food.
Mark: So what are we going to eat?
Kasia: Well, we might not have farm animals for food, because keeping animals uses a lot of energy. We might 'grow' meat in laboratories.
Mark: Really?
Kasia: Yeah. And some scientists in Italy are already growing some food under the sea.
Mark: Under the sea?
Kasia: Yes. They've grown strawberries in special glass boxes underwater.
Mark: So I guess we won't need as much land for farms.
Kasia: Right.
Mark: Wow! What a cool project. When are you presenting it?
Kasia: I'm giving my presentation next Thursday.

Track 42

1

I once had an opportunity to eat a Hungarian dish called lecsó; it's a kind of stew made with sausages, tomatoes and peppers. It's one of the spiciest things I've ever eaten and, surprisingly, I quite enjoyed it! My kids didn't really like it though; they didn't finish their portions and wanted something less spicy from the menu. My wife didn't even risk it; she ordered something else, but I think what she ended up with was also a bit spicy.

2

Nuts. I know people whose favourite snack is nuts coated in sugar or chocolate, but I prefer mine with salt. I could eat any amount of nuts as long as they are salted. I sometimes eat them with a bit of chilli pepper on them, but they still must be salty. It doesn't really matter what kind of nuts they are – peanuts, almonds, you name it. Having said that, I remember some mixed nuts I once bought at a market in Bulgaria. They were terrible, maybe because it contained cashews, which are generally sweet, so they don't really go with salt.

3

Generally, I'm into sour food and I think the most delicious sour thing I have ever eaten was my grandma's pickles. These were cucumbers which she had put in water with some salt and vinegar added. Many people pickle vegetables, such as carrots, beetroots or onions, but my grandma would only pickle cucumbers and peppers during the autumn. I remember when I visited her one winter, I was about ten or eleven at the time, and there was this big jar of pickles in the kitchen. I simply couldn't stop eating them. In the end, I finally got stomach ache, but it was worth it! I thought my grandma would be angry with me, but she only laughed and gave me another jar to take home!

4

Why is chocolate so good? 'Because it's sweet,' would be the standard answer, but it isn't necessarily true. My friend came back from a trip to Italy last month. She always gives me some sweets from her travels, and this time I got a large bar of chocolate from her. It was dark chocolate: 95% cocoa. Yummy, I thought! But when I opened it and broke off a square, I was shocked – it wasn't sweet at all. It was so bitter that I found it difficult to swallow. I never actually managed to eat it all. I have since learnt that dark chocolate is often used in desserts but, as a snack, it's definitely not for me!

Track 45

Girl: What kind of food should we have?
Boy 1: How about a barbecue?
Boy 2: At least three vegetarians are coming to the party. If we have a barbecue, what will the vegetarians eat?
Girl: We could cook vegetables on the barbecue, too.
Boy 1: Or haloumi. The vegetarians might enjoy halloumi.
Boy 2: Halloumi? What's that?
Boy 1: It's a kind of cheese. It comes from Cyprus, and it's popular in the Arab World and in Greece. It goes well with vegetables cooked on the barbecue – peppers, corn, mushrooms.
Boy 2: What does it taste like?
Boy 1: It's a little salty.
Girl: That sounds great. But not everyone likes cheese. Let's have some fish, too.
Boy 2: Well, OK, but vegetarians don't eat fish, either.
Girl: Yes, OK. So we'll have plenty of bread and different types of salad. Everyone eats salad – even the people who eat meat, right?
Boy 2: OK. And maybe some chicken.
Boy 1: And burgers ... What about drinks?
Girl: Why don't we ask people to bring their own drinks?
Boy 2: That's a great idea. I'll put that on the invitation. If we ask people to bring their own, then everyone will be happy with the choices.
Boy 1: Right. What about plates, knives and forks?
Girl: I'll get those. I can get some cheap ones at the supermarket.

Track 46

Interviewer: Good afternoon listeners. We have a special guest in our studio today – David Flynn, a sixteen-year-old boy whose passion is cooking.
David: Hi everybody.
Interviewer: How did you get interested in cooking?
David: I used to spend my summer holidays with my grandmother who lives in the country. It's really in the middle of nowhere. I used to help her on the farm and in the evenings I always watched a lot of TV. However, not many TV channels were available where she lived. One of them that was, was the Culinary Channel. I watched it every day for hours, which my grandma didn't think much of, and continued to do so when I went back home. Then I started making whatever I had seen on the programme.
Interviewer: What inspired you to create a blog?
David: I already had a personal blog. I shared photos of my trips and stuff like that. In fact, I always wanted to share photos of what I was cooking as well. So I had the idea of creating another blog, one that would only contain pictures of food.
Interviewer: Was it an immediate success?
David: Oh, yes. At first, I thought I had created the blog for fun. But then people asked me for my recipes. My friends started to tell me that the photos were great and that they wanted to start cooking too.
Interviewer: It must be difficult to balance your time in the kitchen with school and other activities.
David: I've learned how to do it. During the school year, when I'm really busy, I make a list of things I have to do. After I've done one thing, I cross it off the list. This helps me stay organised. I know exactly what to do next and I don't waste any time.
Interviewer: David, thank you for talking to us.

Unit 8

Track 48

Agata: Today's show is all about fashion so don't go anywhere! Here's Pietro who's going to tell us about a clothes company from the Netherlands, Kuyichi.

Pietro: Hi, Agata. I love Kuyichi, first because you've got to love their clothes, but also because they want to do good in the world. If you look at their advertisements, you'll see phrases like 'pure goods' and 'love the world'. And these aren't just words in advertisements. They really try to do good in the world.

Agata: And how do they do that?

Pietro: First, they pay a fair price for the cotton they use. They buy it directly from the people who grow it in Turkey, Kyrgyzstan, Europe, China and India.

Agata: That's good. What else do they do?

Pietro: They also use cotton material from old clothes.

Agata: Oh, so they recycle old material?

Pietro: Right. So that means less waste and less pollution. And that's good for the world.

Agata: Nice.

Pietro: And for me one of the main things is this: they design really cool clothes. I like wearing them. If they didn't look good, I wouldn't wear them.

Agata: And I have to say, the clothes do look good, Pietro!

Pietro: Thanks, Agata.

Agata: Where do they make their clothes?

Pietro: They work with factories in Tunisia, Turkey, China, India and Macedonia to produce Kuyichi clothes. And like the cotton farmers, they pay their workers fairly.

Agata: So where can we get Kuyichi clothes?

Pietro: They are in some stores, but the company also sells a lot of its clothes online. If you wanted to buy some tomorrow, that would probably be the easiest way.

Agata: OK, great. Is there anything else you'd like to tell us about Kuyichi?

Pietro: Just one more thing. They ask customers not to throw away their old clothes. Instead, they want them to recycle their old clothes or give them to charity.

Agata: They sound great. If more companies were like Kuyichi, the world would be a better place. Thanks, Pietro!

Pietro: Thank you, Agata.

Track 51

We're voting next week about the question of banning cars from the high street between Stratford Street and Broad Street. The plan that we suggest is to make those two blocks of the high street into a pedestrian zone. Our town centre shopping area is an important part of the local economy, and also a leisure area for everyone who uses it – from teenagers to families with young kids and grandparents. Let me explain why I think we should close two blocks of the high street to traffic. Research shows that people who shop centrally enjoy walking, but don't like the car and bus traffic. They also don't like the air pollution that comes from cars and buses in the area. If we closed some roads to cars, more shoppers would shop in the centre. Think especially of families who have young children. They just want a nice place to go shopping. If we made a pleasant central space that families liked, our town would be a happier place. Closing roads to traffic is the right thing to do. Allowing cars to spoil our shopping area is wrong. People who shop in the town centre have a right to feel safe on the streets and to breathe clean air. For these reasons, I recommend closing two blocks of the high street. Next week, please vote 'yes' to the plan that will make a new central pedestrian zone. If we vote 'yes', our town will be a better place to live and shop. Thank you!

Unit 1

Track 1

1
Philip is my good friend from school. We spend a lot of time together and we always have fun. He's really intelligent and often gets better marks than me in tests, but it's not fair because he's quite lazy. I spend a whole weekend studying for a chemistry test while he just has a good time. Then, when we get our results, it turns out that he's done much better than I have!
2
I've known Mark for over five years and I think he's changed a lot in that time. He used to be so relaxed about life in general, but recently he seems to worry about everything. OK, maybe he is not the best student in class, but his marks are OK. However, in the week before any exam he's really stressed out.
3
One thing I have to say about Theresa is that she never gets angry or upset about anything. Sometimes I think she should get annoyed because of the way people treat her, but it doesn't seem to worry her at all. She'd be great in an emergency because she always keeps such a cool head.
4
Zoe works in our office and she is probably one of the reasons I still work there myself. A lot of the other people who work with us seem to be depressed all the time. They complain about the weather, money, their families, etc. Zoe on the other hand always looks on the bright side of life and is really optimistic.
5
Julie is my sister's friend. She lives on our street, but I don't see her very often. Actually, I think my sister is fed up with her because Julie always finds an excuse not to meet up with friends from school or go to parties. She spends a lot of time on her own and doesn't go out much at all.

Track 2

1
Our teacher is great. She always helps us with our homework or when we don't understand something in class.
2
We exercise a lot. We walk to school every day and in the afternoon we play tennis or go to the gym.
3
I can't sleep! The neighbours play music late at night. They are always talking and laughing. I can hear everything!
4
My flatmate doesn't wash his dishes or clean the flat. Some days he doesn't go to lectures. He sits in his room and watches TV.
5
My aunt can draw and paint very well. She also writes books. She's good at cooking, too!
6
[laughing] Hahaha! I love your stories. It's so much fun to listen to you.
7
I'm always nervous at work. I don't like my boss. I work hard, but he's never nice to me.
8
My friend is late again, but that's OK. I'm not angry. I'm reading my book and drinking a coffee.

Track 3

The Simpsons are a famous TV family. The father, Homer, isn't very clever. He always has problems because he does what he wants to do and doesn't think about things. His favourite activities are eating and sleeping. His wife, Marge, always fixes the problems. She sometimes gets angry with Homer, but she loves him and in the end they are always happy.
Their two older children, Bart and Lisa, are opposites. Bart always causes problems. He doesn't follow the rules, he likes to have fun and make jokes – and he isn't always nice to people! He's clever, but he doesn't do well in school. He doesn't study. He just makes the teachers angry!
Lisa, however, is a very good student. She follows the rules and is always nice to other people. She likes to read and study, and she's very organised. She's also a musician! She plays the saxophone very well.

Track 4

1
Eric is quite cheerful. He knows a lot of people.
2
Ava likes hip hop and pop. She's always wearing headphones.
3
Tim doesn't talk much. He feels a bit nervous around others.
4
Andrew enjoys running and he plays volleyball with his friends.
5
Mary goes to the gym every day of the week. She loves exercising.
6
Sofia has a blog about music. She loves to share stories about her favourite singers.
7
Kevin is quite popular. Many people think he is funny and interesting.
8
Patricia's favourite book is a love story. She tells everyone about it.

Track 5

Julie: Hi Anthony!
Anthony: Oh, hi.
Julie: Anthony, are you free this afternoon? Do you want to go to the cinema?
Anthony: Sorry, Julie, I'm busy. I have a class.
Julie: What class?
Anthony: I'm really into art, so I am taking a painting class.
Julie: That sounds fun. What do you like to paint?
Anthony: Right now I'm painting fruit and flowers. The class is difficult, but I like it.
Julie: I love paintings. You should show me your paintings sometime. I bet they are really good.
Anthony: Sure. So what film are you going to see this afternoon?
Julie: I'm going to see the new superhero film. I'm really into action movies.
Anthony: What is the film about?
Julie: The film is about the superhero as a child and teenager. And everyone says it has really good music.
Anthony: Oh, really? What kind of music is it?
Julie: It's mostly classical music, but it has some pop, jazz and reggae songs. The songs were chosen by DJ Spooky. Have you heard of him?
Anthony: No, I haven't.
Julie: He's really great. He's getting more and more famous these days.
Anthony: I'll have to check him out.
Julie: Well, I hope you have a good class. Maybe we can meet up tomorrow.
Anthony: Sure. I hope you enjoy the film.

Track 6

How do we decide if we like or dislike something? It's an easy question, right? We like beautiful things, and delicious food, and music that sounds good. A larger question is why we like the things we do.
Dr Paul Bloom writes about this subject in his book *How Pleasure Works: The New Science of Why We Like What We Like*. It explains that people enjoy, or get pleasure from something not only because it's pretty or tastes good. There is more to it. People's idea or experience of something helps them decide whether they like it or not. For example, people like the scent of a perfume more when they know it is expensive. Experiments have shown that the same is true with wine. It's the belief that expensive things are good. But remember it's not only about money. It's the idea or experience of something that helps us decide whether we like it or not. People often like old things that make them think of positive experiences, such as

parents keeping a baby's blanket long after the child is an adult. To someone other than the parent, it's just an old blanket.

Track 7

The next book we'll read in our survey of American literature is *The Grapes of Wrath*. Nobel Prize winning author John Steinbeck wrote this novel or long story. Before you begin the first reading task, I want to give you a little information about the novel.

This novel takes place in the United States of America in the 1930s. At this time, many of the farmers in the middle of the country were struggling because there was not enough rain. This caused many problems. When the farmers couldn't grow their crops, they had to leave their homes. Many of the farmers moved to California to start a new life.

I want to introduce the personalities of the people, or characters, in the novel. It's not easy to leave your home. Think about it. What kind of personality do you need to leave your home? Is it difficult to live in a new place?

The novel includes several different personalities. Some of the people are hopeful, brave and a little excited to move to a new place. The character named Tom Joad and his mother are the leaders of their family. They must be careful as they move their whole family across the country. On the other hand, there are characters who are more fearful. Some of them are angry. Some of them have a difficult time being hopeful about moving to a new place.

Now why do you think some people find it difficult to move to a new place when others don't? Is it because of personality? Let's hear some of your ideas …

Track 11

Frank Warren – Half a Million Secrets

Hi, my name is Frank, and I collect secrets. It all started with a crazy idea in November of 2004. I printed up 3,000 self-addressed postcards, just like this. They were blank on one side, and on the other side I listed some simple instructions. I asked people to anonymously share an artful secret they'd never told anyone before. And I handed out these postcards randomly on the streets of Washington DC, not knowing what to expect.

But soon the idea began spreading virally. People began to buy their own postcards and make their own postcards. I started receiving secrets in my home mailbox, not just with postmarks from Washington, DC, but from Texas, California, Vancouver, New Zealand, Iraq. Soon my crazy idea didn't seem so crazy. PostSecret.com is the most visited advertisement-free blog in the world. And this is my postcard collection today. You can see my wife struggling to stack a brick of postcards on a pyramid of over a half-million secrets.

What I'd like to do now is share with you a very special handful of secrets from that collection, starting with this one. 'I found these stamps as a child, and I have been waiting all my life to have someone to send them to. I never did have someone.' Secrets can take many forms. They can be shocking or silly or soulful. They can connect us to our deepest humanity or with people we'll never meet.

'That Saturday when you wondered where I was, well, I was getting your ring. It's in my pocket right now.' I had this postcard posted on the PostSecret blog two years ago on Valentine's Day. It was the very bottom, the last secret in the long column. And it hadn't been up for more than a couple of hours before I received this exuberant email from the guy who mailed me this postcard.

And he said, 'Frank, I've got to share with you this story that just played out in my life.' He said, 'My knees are still shaking.' He said, 'For three years, my girlfriend and I, we've made it this Sunday morning ritual to visit the PostSecret blog together and read the secrets out loud. I read some to her, she reads some to me.' He says, 'It's really brought us closer together through the years.

And so when I discovered that you had posted my surprise proposal to my girlfriend at the very bottom, I was beside myself. And I tried to act calm, not to give anything away. And just like every Sunday, we started reading the secrets out loud to each other.' He said, 'But this time it seemed like it was taking her forever to get through each one.' But she finally did. She got to that bottom secret, his proposal to her. And he said, 'She read it once and then she read it again.' And she turned to him and said, 'Is that our cat?' [Laughter] And when she saw him, he was down on one knee, he had the ring out. He popped the question, she said yes. It was a very happy ending.

So I emailed him back and I said, 'Please share with me an image, something, that I can share with the whole PostSecret community and let everyone know your fairy tale ending.' And he emailed me this picture. 'I found your camera at Lollapalooza this summer. I finally got the pictures developed and I'd love to give them to you.' This picture never got returned back to the people who lost it, but this secret has impacted many lives, starting with a student up in Canada named Matty. Matty was inspired by that secret to start his own website, a website called IFoundYourCamera. Matty invites people to mail him digital cameras that they've found, memory sticks that have been lost with orphan photos. And Matty takes the pictures off these cameras and posts them on his website every week. And people come to visit to see if they can identify a picture they've lost or help somebody else get the photos back to them that they might be desperately searching for.

Matty has found this ingenious way to leverage the kindness of strangers. And it might seem like a simple idea, and it is, but the impact it can have on people's lives can be huge. Matty shared with me an emotional email he received from the mother in that picture. 'That's me, my husband and son. The other pictures are of my very ill grandmother. Thank you for making your site. These pictures mean more to me than you know. My son's birth is on this camera and he turns four tomorrow.' Every picture that you see there and thousands of others have been returned back to the person who lost it – sometimes crossing oceans, sometimes going through language barriers.

Secrets can take many forms. They can be shocking or silly or soulful. They can connect us with our deepest humanity or with people we'll never meet again.

Track 13

Some people think it is more fun to play sport with friends. Others think it is more fun to share creative interests like music and film. Which do you think is better? Explain why. You have 15 seconds to prepare your answer and 45 seconds to give your response. Record yourself. Then listen to the example answer.

Track 14

I'm really into football and I love to play it with my friends whenever I have time. I think it's really fun. We all try hard to play a good match and work together to make the match exciting. We all have the same favourite team, Manchester United, and we enjoy watching their matches together. Um, I also like listening to music. I'm really into hip-hop, but some of my friends aren't really interested in that; they like pop music. I can't stand pop music! So, I think it's more fun to play sport together, because we all like it and can play it together.

Unit 2

Track 15

1
Can we go to a different coffee shop? There are too many people here! There are no free tables.

2
On my street, there are no shops, restaurants or other businesses. There are only houses.

3
I love living in this part of the city. Everything is nearby. I can walk to the supermarket, there are lots of great restaurants … there's a beautiful park right next to my building. I don't need a car at all!

4
So, this is my place. Here's my desk and chair, where I do my homework. My bed's right there, across from the TV. There's no sofa. Umm … there's also no kitchen. See? I just have this small refrigerator for drinks and stuff. I share a bathroom with the other people on this floor.

5
As you can see, there are a lot of old houses and buildings here, all in the traditional Spanish style. That theatre there was built in 1885.

6
My grandmother's house is interesting to visit. She never buys new things, so most of her furniture is from the 1970s. There are a lot of decorations, too – like plastic flowers and paintings of boats.

Track 16

Speaker 1
My town has changed a lot in the last 10 years. A lot of new companies have opened offices in the centre and so more and more people are moving here. It's good for the town generally, but it means that there are always huge numbers of people in the centre. The buses are full, the traffic is bad and it takes me much longer to commute to work.
Speaker 2
I moved two years ago because I needed to get away from the place I was living in. It was a comfortable flat, but it was right in the city centre. Now I live in a quiet area of the city with lots of green spaces around me. In fact, it sometimes feels like I'm in the countryside, but it's only about 20 minutes by bus from the centre.
Speaker 3
The best thing about my city is that the centre is very compact and it's easy to get from one place to another. Some people actually call it a big village. We also don't have the big crowds that other cities have. There are city bikes that you can rent, but it's so easy to get everywhere on foot that you don't really need any means of transport.
Speaker 4
I used to live in a large town, but after a few years I couldn't stand the endless travelling by car or bus. My family didn't really understand me because they preferred a lively place with lots of people. In the end, I chose to move to a small village where I can enjoy peace and quiet. And I can always drive to the town if I want some social life.
Speaker 5
My city has a problem because we don't have a real business district or financial centre. It's a beautiful place to live and we have lots of old buildings, but it's not a very good place for young people. It can be difficult to find a good job, so developing your career is hard. We get some tourists, who come to see the castle and the old town, but not enough to make the city very busy.

Track 17

1
The quality of life in the countryside is very good.
2
A suburb is an area outside a city.
3
It's important to have a lot of windows in your house.
4
Homes used to have a lot less technology.
5
Our impact on the environment is sometimes called our footprint.
6
Modern design is better than traditional construction.
7
A dream house always has a swimming pool.
8
The world's forests are getting smaller and smaller.

Track 18

The world is using more and more wood every year. People use wood in everything, from new construction, paper and packaging, furniture and even children's toys. Where does all that wood come from? The answer is, of course, from our forests.
In the past, some people and companies cut down forests. They weren't thinking about the future. This was very short-sighted because the supply of trees was getting smaller and smaller. The size of our forests continues to get smaller today.
The good news is that now more people are thinking about the forests before cutting down trees for houses and furniture. Now builders and furniture makers often use bamboo and other materials instead of wood from trees. In some countries there is a tax, or an extra cost, on new furniture. This helps pay for replanting trees. And lots of people are discovering that used furniture is cool and saves forests. Call it vintage, second-hand or retro, it's popular in home decorating.
Another way to help is to make sure that a young tree seedling replaces every adult tree that someone cuts down. This works very well in forests that grow very quickly, for example, bamboo forests. Bamboo isn't exactly a tree, but it's a very popular construction material.
Recycling materials and planting new trees can help protect the future of our forests, the animals that live there and the world we live in.

Track 19

I was talking to a colleague at work the other day and something he said surprised me. 'When are you going to get a car?' he asked me. He thought that I NEEDED to get a car. You know, to be like an adult or successful or something. I told him I had no plans to get a car. And he looked at me like I was crazy.
The fact is that I like my area because I don't need a car. I can walk to the park, shops, the library and my favourite restaurant. Also, I ride my bike and use public transport to get around.
The conversation with my colleague made me start thinking about quality of life and the choices we make. Most people don't have cars where I live. They're unnecessary because it's a walkable part of the city. A car is expensive and there isn't much parking in this area. And, I don't think that one more car in my city is a good thing. The traffic is already so bad. And another car means more pollution and noise. More people need to try living without a car. That would improve everyone's quality of life!
Maybe that's the difference between my colleague and me. I think that maybe he thinks only about his own quality of life and nobody else's. For me, it's important to take care of myself, but also to think about others. My hope is that everyone in this world can have a good quality of life – not just some people.

Track 21

Elora Hardy: Magical Houses Made of Bamboo
1
I don't think I realised this was so unusual at the time, and maybe I still haven't, because I'm still designing houses. This is a six-storey bespoke home on the island of Bali. It's built almost entirely from bamboo. The living room overlooks the valley from the fourth floor. You enter the house by a bridge. It can get hot in the tropics, so we make big curving roofs to catch the breezes. But some rooms have tall windows to keep the air conditioning in and the bugs out. This room we left open. We made an air-conditioned, tented bed. And one client wanted a TV room in the corner of her living room. Boxing off an area with tall walls just didn't feel right, so instead, we made this giant woven pod.
2
That's my dad. He's the one who got me building with bamboo, and he is standing in a clump of Dendrocalamus asper niger that he planted just seven years ago. Each year, it sends up a new generation of shoots. That shoot, we watched it grow a metre in three days just last week, so we're talking about sustainable timber in three years.
3
Now, we harvest from hundreds of family-owned clumps. Betung, as we call it, it's really long, up to 18 metres of usable length. Try getting that truck down the mountain. And it's strong: it has the tensile strength of steel, the compressive strength of concrete. Slam 4 tons straight down on a pole, and it can take it. Because it's hollow, it's lightweight, light enough to be lifted by just a few men, or, apparently, one woman.
4
And when my father built Green School in Bali, he chose bamboo for all of the buildings on campus, because he saw it as a promise. It's a promise to the kids. It's one sustainable material that they will not run out of. And when I first saw these structures under construction about six years ago, I just thought, this makes perfect sense. It is growing all around us. It's strong. It's elegant. It's earthquake-resistant. Why hasn't this happened sooner, and what can we do with it next?

5
Build something extraordinary out of it. Inspire people. Fortunately, Balinese culture fosters craftsmanship. It values the artisan. So combine those with the adventurous outliers from new generations of locally trained architects and designers and engineers, and always remember that you are designing for curving, tapering, hollow poles. No two poles alike, no straight lines, no two-by-fours here. The tried-and-true, well-crafted formulas and vocabulary of architecture do not apply here. We have had to invent our own rules. We ask the bamboo what it's good at, what it wants to become, and what it says is: respect it, design for its strengths, protect it from water, and to make the most of its curves.

Track 23

The first thing the dream house needs is solar panels. Since a lot of pollution is caused by making electricity, having solar panels will lower the amount of carbon we produce.
It's also important that the house has a water recycling system, because we use a lot of water and some of it could be used again.
Another thing we should have is wall insulation. It gets very cold in winter so we need to keep the building warm without using a lot of heat.
Finally, I think a rainwater tank is very important. Just like we catch the sun for electricity, we can catch the rain and use the water for growing plants so we can keep the fresh water for important things.

Track 24

Narrator: Let's talk about your interests. Do you prefer spending your free time at home or going out?
Woman: I'm really into sport so I spend a lot of my free time outside and playing football, going running and swimming. I see my friends at weekends, too. Since we all live in different small towns, we go to the largest town and hang out when it's good weather, but it snows a lot in winter so then, we go skiing together.
Narrator: Tell me a little about your hometown.
Man: I live in a small town in the countryside. There aren't many young people, but there's a local primary school, a post office and a small restaurant, and there are lots of farms nearby. The nearest town's about 12 miles away and that's where I spend a lot of my time. I go there every day because my school is there. It's a historic town, so the centre is very pretty and there are often tourists in the summer. The reason people visit my town is to see the local art and the museum.
Narrator: What did you like about where you lived as a child?
Woman: I have always lived in the same town and I liked it when I was a child because everyone knew each other, and there were always lots of children to play with. It was easy to go into the countryside to play, because the fields were everywhere around us. Since there was so much space, I had a great time with my friends exploring the area. We all liked the same things because we were children, but now we are older, we are into different music and sports, so we don't spend as much time together.
Narrator: What do you do in your free time in your hometown?
Man: In my free time, I usually hang out with my friends. A lot of us skate, so we go to the skate park a lot and go shopping, see films at the cinema, that kind of thing. If it's raining, we sometimes go to a café and chat. I also do a lot of sports and I train at the gym. We have a small tennis club there and I play a couple of matches every week, but I often lose because my friends are better players!

Track 25

Interviewer: Hi Jessica, I've heard you live in a tiny house on wheels. What lead you to consider it in the first place?
Jessica: I graduated from college and I was trying to get a teaching job. I also wanted to move out from my parents' house and become more independent. Tiny houses seemed to be a perfect option for my healthy, active and carefree lifestyle. The freedom I have gained from living in this way proves that I have made the right choice.
Interviewer: How much does it cost to build such a tiny house on wheels?
Jessica: You have to be realistic about the costs before you start such a project. I learned that the first price, that was $16,000, was too unrealistic. It finally became a $30,000 project. But I was prepared to pay that amount. However, I think that you could build a similar version of my home for $20,000.
Interviewer: What surprised you most about living in such a small space?
Jessica: One minor disadvantage of living in such a house is that you have to be very careful. Especially if the house is new, you don't want to damage anything. Of course, before I moved in, I thought seriously about the size of the house. Some people are afraid of small spaces but it's not a problem for me.
Interviewer: What do you like most about the house?
Jessica: Well, the door allows me to open the house onto a small patio. This makes me feel like I'm both indoors and outdoors at the same time. Also, there are big windows on two sides of the house, which lets plenty of sunlight in.
Interviewer: Does living in a tiny house also give you financial freedom?
Jessica: Oh, yes. It means that I don't have to pay any rent. That allows me to spend money on the things that I truly love, one of which is the ability to travel whenever and wherever I want.

Unit 3

Track 26

1
I feel fine!
2
I have a cold.
3
My back hurts.
4
I have blue eyes.
5
Exercise is good for you!
6
The dentist looked at my teeth.
7
I told the doctor I didn't feel well.
8
The human body is very interesting.

Track 27

a
Active children and adults get a lot of exercise, but they also often get hurt. Runners often hurt their knees or feet. Football, basketball and baseball players sometimes end up with a broken arm.
b
Every year, thousands of people get the flu. Most people get better after a few days or one to two weeks, but sometimes it can be serious. If your throat hurts and you have a high temperature and body pains, you might have the flu.
c
How can you know how another person feels? Look at their eyes and mouth. Are they smiling? How is the person sitting? Is their back straight and their head lifted high? They probably feel happy and healthy. Or are they bent over with their head hanging low? They might be sad or ill.
d
When you have a bad headache, it's difficult to eat, work or move … You don't want to do anything. You just want it to go away! Many people take aspirin and that works well. But for some people, aspirin causes stomachaches.
e
Hospitals are usually where people go to get well. However, it is very common to catch an illness while in hospital. Many people in hospital are older and weak, so it's easier for them to catch something – and there are always lots of people with lots of illnesses in a hospital!

f
You might know this feeling: You're out on a large boat in the sea. It's moving slowly back and forth with the water. Your stomach starts to feel unwell and your face looks a bit green. The problem may be that your eyes are telling you one thing, but your ears and your body are telling you something different.

Track 28

1
I had an accident last month. I was working on my house and I needed a ladder to climb up to the roof. Unfortunately, it wasn't secured properly and I fell off. I had a terrible pain in my back and leg so I called the hospital. They told me to come in if the pain got worse. My wife packed a bag for me so I was ready, but in the end the pain went away. I had been in hospital a few times before and I was glad I didn't have to go.
2
I slipped over on the pavement last winter when it was really icy. I fell on my knees, but I also put my hands down to stop myself. Unfortunately, it's very common to break your wrist by doing that. My left wrist swelled up and I couldn't use it to do anything. Anyway, I put some ice on it and it felt a lot better, so I avoided a trip to the doctor. I must be more careful next time.
3
I went out with friends last weekend to a local restaurant. It was a great evening and we had a really good time. But the food wasn't that tasty and I thought my meat wasn't that fresh. Well, later that night I was sick over and over again and I didn't sleep all night. It was strange because I had no stomach pain, I was just badly sick. The next morning my stomach felt a little uncomfortable, but nothing more than that.
4
While I was cycling in the forest last Friday, I hit a tree that was lying across the path. I was actually going quite fast and I fell off my bike into the mud. I was covered in dirt up to my knees and there was blood on my leg. When I washed it off, I saw that my knee was cut quite badly. I cycled home carefully and had to put on a bandage for a few days.
5
I got ill last week and the doctor gave me some antibiotics for it. I don't like taking them, but I felt really bad and I needed to get back to work. Of course, I had to take the pills for seven days, but I was feeling much better by the fourth day. I wanted to stop taking them, but I know you shouldn't. Anyway, yesterday I found the last two tablets in my bathroom on a shelf, so I hadn't taken them all in the end.

Track 29

1
Woman: Good afternoon. What's the matter?
Man: Well, I can't hear well in my right ear and it's very painful.
2
Woman: What seems to be the problem?
Man: I can't stop coughing and I have a runny nose. I feel awful.
3
Woman: I can see that you're in some pain.
Man: It's really difficult for me to lift my arm up above my head and the pain goes from here to my neck.
4
Woman: You don't seem to be feeling very well.
Man: No, I'm not. I'm feeling really, really hot and weak.
5
Woman: Can you tell me what's wrong?
Man: Well, it's very painful to turn my head in any direction and I also have a bad headache.
6
Woman: How are you feeling?
Man: Terrible. I'm in a boat and I feel sick to my stomach and am finding it difficult to stand up.
7
Woman: Nice to see you again. What's the problem?
Man: I'm not exactly sure. I've got a sore throat and I feel really tired and hot.

Track 30

We all deal with our health problems in different ways. Some people go to the doctor for every illness or injury. They are sensitive to pain and they need medical professionals to tell them what to do. They often use prescription medicines.
Other people don't visit the doctor unless the problem is very serious. They usually look after themselves. They seem to be able to turn off pain in a way that others don't. They are more likely to try and take care of their health without professional help or prescription medicines.
Many doctors believe this difference in patients is the mind-body connection of the individual. Some people can control or live with pain or other symptoms that others cannot deal with. This ability can be called mind over matter.
This doesn't mean that one person is weak and another is strong. It means that we are all different and don't experience pain in the same way. This is true with other problems like anxiety and stress. Why does one person feel anxious in a certain situation while another person stays calm? Are some people able to use their minds to control stress more effectively?
The good news for all of us is that there are techniques for strengthening the mind-body connection and improving our ability to use mind over matter. A good example of this is the practice of meditation.

Track 31

For a very long time all I really cared about was making money. I was very good at my job and quickly rose in my company. I had a beautiful apartment and expensive car. I took a luxurious holiday every year and made sure that everyone saw the pictures. I was making a lot of money and it was very important to me that people saw me as a success.
But something was missing. It's not that I was unhappy. I had some really good friends and was in good health, but at the end of the day I would ask myself, 'Is that all there is? Is this what life is all about?'
Then one day I saw a documentary on television about an organisation called Habitat for Humanity. This organisation builds housing for people in need all across the world, at no cost to them. It was so incredibly moving to see how thankful people were when they got a place to call home. And the most amazing thing, the building is done by volunteers and funded from donations. I immediately donated some money and it felt great.
But that's not the end of the story. I got so excited about this organisation that I convinced my boss to let me take three months off and volunteer in my community. I'm actually building houses for people who don't have a place to live. I've never been happier in my life. I'm not sure what the future holds, but I know things will never be the same for me again.

Track 33

1
Did you get Michael's phone number?
2
What did you do in Sydney?
3
Where did he live when he was younger?
4
Do you feel tired?
5
What time did she get up this morning?
6
What should we do for dinner?
7
Did you complete the application?
8
Can you turn down your music, please?

Track 34

It was a summer day in 1941. The circus had just arrived in the tiny town of Brookfield, New York. Spectators flocked to see the wire-walkers, the tramp clowns – if they were lucky, the human cannonball. They also came to see the strongman, Johnny 'Bull' Walker, a brawny bully who'd pin you for a dollar. You know, on that particular day, a voice rang out over the circus PA system. They needed a doctor urgently, in the live animal tent.

Track 35

1
The strongman had given the lion tamer mouth-to-mouth, and saved his life.
2
Now, the strongman hadn't told anyone, but he was actually a third-year medical student. He toured with the circus during summers to pay tuition, but kept it a secret to protect his persona.
3
Bonica tracked down all the specialists at his hospital – surgeons, neurologists, psychiatrists, others. And he tried to get their opinions on his patients. It took too long, so he started organising group meetings over lunch. It would be like a tag team of specialists going up against the patient's pain. No one had ever focused on pain this way before.
4
After that, he hit the books. He read every medical textbook he could get his hands on, carefully noting every mention of the word *pain*. Out of the 14,000 pages he read, the word *pain* was on seventeen and a half of them. Seventeen and a half. For the most basic, most common, most frustrating part of being a patient.
5
So, over the next eight years, Bonica would talk about it. He'd write about it; he'd write those missing pages. He wrote what would later be known as the 'Bible of Pain'. In it he proposed new strategies, new treatments using nerve-block injections. He proposed a new institution, the Pain Clinic, based on those lunchtime meetings. But the most important thing about his book was that it was kind of emotional alarm bell for medicine. A desperate plea to doctors to take pain seriously in patients' lives.
6
He pushed his pain agenda for decades, before it finally took hold in the mid-'70s. Hundreds of pain clinics sprung up all over the world.

Track 37

Listen to the question. Think about your response and then speak for one to two minutes. Record yourself.
Question 1
Do you think everyone should get free healthcare?
Question 2
How can young people improve their health?
Question 3
Do you think we will continue to live longer in the future?

Track 38

Question 1
Do you think everyone should get free healthcare?
Most people think that healthcare should be free but medicines and hospitals cost a lot of money, so I think people need to pay for them. In my opinion, if you have the money then you should pay for healthcare and then other people can have basic treatment, but if the treatment is expensive, you need to pay for it.
Question 2
How can young people improve their health?
I believe that we should spend less time playing computer games and watching YouTube, and do more outdoor activities instead, spending time with friends doing sports together. The other thing is that we eat too much junk food like crisps and chocolate, and we should have healthier snacks instead.
Question 3
Do you think we will continue to live longer in the future?
There are always new medical treatments and I think these will continue and people will live longer. Soon medicine will find cures to big diseases such as cancer so we can keep living longer. In my opinion, there is no limit to how long someone can live in future.

Unit 4

Track 39

Speaker 1
A lot of people talk about using computers for studying and even having classes online. I'm not sure if it's a good idea. It's great for doing research from time to time, but I can't imagine myself taking part in lessons via the web. If you're into chemistry and physics like I am, you need to do practical experiments in the lab, and that's impossible online.
Speaker 2
I spend hours and hours every week on the internet. I know it's not always for my studies, but I do find a lot of useful information for my projects. I'm a member of the history club, so I use the internet to find out about different periods of history. I haven't actually had a go at studying online, I think the internet is more useful as a source of information.
Speaker 3
For me, the internet is most useful for keeping in touch with other people. I don't mean social media posts about what I had for dinner or anything like that. I belong to the theatre group at school as well as the walking club and the literature reading group, so I need to know what is going on and what events are planned. The internet basically helps me to exchange this information with others.
Speaker 4
My friend Karen is really into e-learning and does a lot of different kinds of classes online. Personally, I don't understand the attraction of it. Why would you choose to sit in front of a screen when you can meet people face to face? Anyway, she persuaded me to attend a lesson just to try it out. It was an interesting experience, but I don't think I'll use it much in the future.
Speaker 5
I've discussed the idea of online study with my friends, but none of them think it's very useful. I completely disagree with them. There are more and more people living in different parts of the world, sometimes far away from the nearest college. And if you belong to a club, or you want to do some scientific research, the internet is an ideal tool. In twenty years, I'm sure most people will be studying online.

Track 40

1
I think it's my favourite class right now. The teacher is really cool and asks us what we want to do. Right now we're doing a painting of one of our favourite places.
2
It's awesome. We are actually learning how to write code. I mean, that's a skill we can use in the real world.
3
Ask me the location of any country in the world and I can tell you. I think I love the class so much because I love maps so much.
4
If you can believe it, we've actually been doing some indoor climbing. We use ropes and stuff so it's safe.
5
I know most of the vocabulary and grammar; I just have so much trouble with the pronunciation.
6
I'm learning how to play the trumpet. It drives my parents crazy when I practise at home, but it's really fun.

Track 41

In the old days you had to go to school to get an education. That is, you physically had to show up at a building and go into a classroom with a teacher and other students. I guess there's something to be said for being in the same space as other people, but it wasn't always convenient for everybody.
Today, due to the Internet and most people having a computer, that's not always necessary. Distance learning, or distance education, allows people to get an education without having to be physically present at a school. People can attend classes online, interact with their instructor, and sometimes even talk to and see the other students.

Online learning is especially great for people who live in remote areas or have very busy schedules. Just imagine you live in a small town, and you want to study business, but you don't have the money to go to a big university in a city. Or you already have a full-time job and you can't take regular classes. E-learning, or electronic learning, might be just the answer for you.
Of course, distance learning isn't for everybody. Some people might prefer the experience of being in a classroom with others. Some subjects, like learning a language, also require communicating with people. Others might want to get away from home to live and study at a university or college. In any case, it's nice for people to have options. Our modern technology has made education more available to everyone and, in my opinion, that's a great thing.

Track 45

1
I think we have found the most important factor for success. And it was found close to here, Stanford. Psychology professor took kids that were four years old and put them in a room all by themselves. And he would tell the child, a four-year-old kid, 'Johnny, I am going to leave you here with a marshmallow for fifteen minutes. If, after I come back, this marshmallow is here, you will get another one. So you will have two.' To tell a four-year-old kid to wait fifteen minutes for something that they like, is equivalent to telling us, 'We'll bring you coffee in two hours.' Exact equivalent.
So, what happened when the professor left the room? As soon as the door closed … two out of three ate the marshmallow. 5 seconds, 10 seconds, 40 seconds, 50 seconds, two minutes, four minutes, eight minutes. Some lasted fourteen-and-a-half minutes. Couldn't do it. Could not wait.
2
What's interesting is that one out of three would look at the marshmallow and go like this … Would look at it. Put it back. They would walk around. They would play with their skirts and pants.
3
Fifteen years later, fourteen or fifteen years later, follow-up study. What did they find? They went to look for these kids who were now eighteen and nineteen. And they found that 100 percent of the children that had not eaten the marshmallow were successful. They had good grades. They were doing wonderful. They were happy. They had their plans. They had good relationships with the teachers, students. They were doing fine.
A great percentage of the kids that ate the marshmallow, they were in trouble. They did not make it to university. They had bad grades. Some of them dropped out. A few were still there with bad grades. A few had good grades.
4
I had a question in my mind: Would Hispanic kids react the same way as the American kids? So I went to Colombia. And I reproduced the experiment. And it was very funny. I used four, five and six years old kids.
… what happened in Colombia? Hispanic kids, two out of three ate the marshmallow; one out of three did not.
5
I end with – the Koreans did this. You know what? This is so good that we want a marshmallow book for children. We did one for children. And now it is all over Korea. They are teaching these kids exactly this principle. And we need to learn that principle here in the States, because we have a big debt. We are eating more marshmallows than we are producing. Thank you so much.

Track 48

1
Definitely seeing all my friends every day is the most exciting thing about school. The lessons aren't as interesting as at primary school and they're too boring. I'm too young to think about work yet. I think the most useful thing about school is that you learn to make friends with lots of different people.
2
This school is a great place to learn. I think coming here, the most useful thing is the great teachers that we have. They teach us the most useful things for life, not just for study and work, but about society and how we are going to live in the real world. The sports team is the most interesting part of the school for me, because I am responsible for the team. It's more difficult than just playing, but it's also more exciting when we win, too.
3
I'm really interested in history and literature, and these subjects are the most exciting for me; they're really fun and the teachers give the most interesting lessons. Some people think that the school day is too long, but we don't work that long, only from 8 am until 3 pm, which isn't too long, in my opinion. Although maths isn't as interesting for me as other subjects, it's important for the future and once you get to university, you have to take a year of maths, so it's definitely useful. I really like this school; the students and the teachers are the best. Coming here was the best choice for me.

Track 49

Imagine that students at your school are going to spend two weeks doing internships with local organisations. Make notes about the different places to do internships and which would be most useful. Then listen and compare your notes with the model answer of two people discussing the task. The images are some suggestions to help you.

Track 50

Man: There are lots of different places to get experience here. I think the hotel is a good place to do work experience, because there are so many different jobs to do in a hotel. You could get a lot of experience in that one place.
Woman: That's true. The hotel has lots of different jobs and you'll meet all sorts of different people, but I think the theatre is more exciting. There are lots of show business jobs to do, on the stage with lighting, sound, costumes, and in the theatre bar and offices. And you might get to meet a star or two!
Man: Well, you're probably right; the theatre looks the most exciting. But in my opinion, it isn't as interesting as working at a bank.
Woman: Why do you say that?
Man: Well, there's so much money moving around the world and you have to make sure it's all carefully looked after and everything – making sure that no one steals it or loses any.
Woman: Just counting money all day. I don't know. Is it too boring?
Man: I don't think so. I would say that about the shopping centre. If I spend more than an hour in there, it's too long. I don't think that's the best idea for two weeks' work experience.
Woman: What about the library? I think that would be the most fun. You're surrounded by stories, and learning about them and discovering new authors at the same time as looking after the books. You can probably read books when there's no one around too.
Man: Well, do you think it's useful enough? I mean, books are just one small part of work.
Woman: OK. Which ones look the most useful then? How about the theatre and the hotel? I think they're the most interesting.
Man: I think I agree. And of the two, I believe the theatre is the best choice, because of all the glamour and technical skill the jobs need.
Woman: OK, let's choose the theatre then.

Track 51

Speaker 1
Are you well-prepared for your final exams? If you are not 100% sure, you can try taking one of our revision courses. We offer four-week courses, which take place throughout the year. They will help you revise the material necessary to pass your final exams. Our experienced teachers are ready to help you answer any questions you may have about your exam papers. Please, don't hesitate. Contact us in person, on the phone or by email.
Speaker 2
Before you start writing the exam, I'd like you to check that your exam paper has 12 pages and ten tasks. When you have done that, write your ID number both on the first page and on the answer sheet. Then stick the sticker with the school code on the exam paper and the answer sheet. Have you all done that? Ok. Please, write clearly, using black ink only. If you're ready, let's start the exam. Good luck!

Speaker 3
Imagine you've done all your revision and you feel you've studied enough for the exam and suddenly something unplanned happens. For example, you feel sick on the actual day of the exam. What should you do? The priority is to ring your school as soon as possible in order to let them know but be sure to get a medical certificate from a doctor to show that your condition is serious enough to miss an exam. If, on the other hand, you miss an exam as a result of oversleeping, there is little you can do.
Speaker 4
I studied very hard for the exam for many hours. I read everything again and again. However, I believe that the books I read didn't prepare me for what the test covered. It seemed that most of the questions were for a completely different exam than that which I had been studying for! I was surprised when I learnt I had got the exact number of questions correct that were necessary to pass the exam. I am more than happy that I passed, even if it is a low pass.

Unit 5

Track 52

1
In some places, like the United Kingdom, good friends hug when they see each other.
2
In Latin American countries, friends kiss on the cheek when they meet.
3
In many places, when strangers meet for the first time, they shake hands.
4
In some Asian countries, like Japan, it's polite to bow when you meet someone.
5
Waving at someone can mean you're saying hello or goodbye.
6
In some Asian countries, like Korea, it's not good to look people in the eyes, unless it's your best friend or a brother, sister or cousin who is the same age or younger than you.

Track 53

Man: So, tell me about your family, Rachel. Do you have brothers and sisters?
Girl: Yes, well … I have a blended family.
Man: A blended family? What's that?
Girl: It's when divorced people with kids get married to new people and so their families mix together.
Man: Oh.
Girl: So … my mum and dad got divorced ten years ago. I was seven and my brother Dan was fifteen. A few years ago, my mum married a new guy named Steve. Steve had two kids from his first marriage – a son, Max, and a daughter, April. Then, just last year, my stepdad and my mum had a new baby, Olivia.
Man: OK. Wow. So, you have a full brother, a stepbrother, a stepsister and a half-sister.
Girl: Right. But that's not all. My brother got married last year, and he and his wife Amanda have a baby boy named Jared.
Man: Oh … so your half-sister and your nephew are the same age.
Girl: Yeah, it's crazy, right? Olivia is Jared's aunt! And they're both babies.

Track 54

Speaker 1
I live alone in a large flat in the city centre. It's perfect for me since I split up with my wife because I live close to work and I have all the shops nearby. My wife is now married to someone else and they live in a different city, so I don't see her at all. I'm not actually looking for anyone else to be together with at the moment, but it's possible I may get married again, who knows?
Speaker 2
My dad is married to his second wife now and they have a son who is seven years younger than me. He's OK, but I think he's very spoilt. He doesn't have any other siblings, so he gets all the attention from both his parents. If his mum had some nephews or nieces it would be better, but he doesn't even have any cousins.
Speaker 3
In my family, most of us get on with each other pretty well. There aren't many conflicts, even though we meet up very often. A lot of my relatives live in the same town, which I don't like very much because everyone is so close. My mother-in-law actually lives on the next street from us and she's divorced, so she's always coming round to our house. Maybe we need to move somewhere else.
Speaker 4
The relative that I get on best with is Helen. She's my age and we both have the same interests. Luckily, we live quite near each other, so it's easy for us to meet up. We've even been on holiday together because her dad is my mum's brother and our two families always do lots of stuff together. Helen has a much older brother who has three children, but they're all boys and they're much younger than us.
Speaker 5
My sister got married when she was very young. She was still at university, and I know the first few years of her marriage weren't very easy. Anyway, she now has three children, two girls and a boy. They keep her really busy of course, but I try to help sometimes by going to look after the kids. The girls are quite well-behaved, but the boy is really difficult to handle.

Track 55

1
Boy: I'd like to invite you to the party, but it's only for family.
Girl: That's OK, I totally understand.
2
Girl: Are you busy on Saturday night? We're having a celebration.
Boy: I'd love to come, but I've already made other plans.
3
Boy: We're having a birthday dinner on the 15th for friends and family. Can you make it?
Girl: I need to check my diary.
4
Girl: Has John invited you to his party yet?
Boy: He has, but I told him that I had something else on. I'm not particularly friendly with John.
5
Boy: Are you around on Sunday afternoon?
Girl: Why?
Boy: We're having a picnic in the park. Would you like to come?
Girl: Sure. That sounds great.
6
Girl: Everyone's going to the celebration. Would you like to come?
Boy: When is it? I'm really busy at the moment.
Girl: Friday night.
Boy: Um, yeah, I think I can make it.

Track 57

Look at photo number 1.
a These men are teammates.
b These men are teachers.
c These men are students.
d These men are unhappy.

Look at photo number 2.
a The graduates are hugging.
b The graduates are best friends.
c The graduates are shaking hands.
d The graduates are waving.

Look at photo number 3.
a She is my aunt.
b She is my best friend.
c She is my student.
d She is my teammate.

Look at photo number 4.

a The woman is bowing to greet someone.
b The woman is bowing to kiss someone.
c The woman is shaking hands to greet someone.
d The woman is saying hello to a stranger.

Track 59

Hi. I'm going to talk to you today about laughter, and I just want to start by thinking about the first time I can ever remember noticing laughter. This is when I was a little girl. I would've been about six. And I came across my parents doing something unusual, where they were laughing. They were laughing very, very hard. They were lying on the floor laughing. They were screaming with laughter. I did not know what they were laughing at, but I wanted in. I wanted to be part of that, and I kind of sat around at the edge going 'Hoo hoo!'

Track 60

1
Hi. I'm going to talk to you today about laughter, and I just want to start by thinking about the first time I can ever remember noticing laughter. This is when I was a little girl. I would've been about six.
2
And I came across my parents doing something unusual when they were laughing.
3
They were laughing very, very hard. They were lying on the floor laughing. They were screaming with laughter. I did not know what they were laughing at, but I wanted in. I wanted to be part of that, and I kind of sat around at the edge going, "Hoo hoo!"
4
What they were laughing at was a song which people used to sing.
5
What they were laughing at was a song which people used to sing, which was based around signs in toilets on trains telling you what you could and could not do in toilets on trains.
6
And the thing you have to remember about the English is, of course, we do have an immensely sophisticated sense of humour.

Track 62

A great invitation I've received recently was from my best friend, Jonas. We've been friends since we started school, so we know each other really well, and the invitation was to a party for his sixteenth birthday. It sound's great, he's having the party at an amazing live music venue where loads of cool bands play. Lots of famous groups started out performing there, so it's going to be a great night! When he asked if I was around, at first I joked with him and said I was already busy. He looked a bit disappointed, but I started smiling and he knew I was just messing with him. So I said that of course I'd love to go. Sixteen is a really important birthday, and I hope Jonas and me will always be best friends, so of course I want to celebrate with him, whatever the party is. But you know, this is going to be one awesome party, so I'm really looking forward to it. All of our friends are coming and two of them are in bands, so they're going to play, as well as some other local groups, and there's a DJ, so it's going to be a late night, but I'm sure we'll have lots of fun!

Unit 6

Track 64

1
I had to give a presentation at an important meeting last week. I was really nervous and I was sure that it would be a complete failure. During my speech I got some of the facts mixed up and I forgot to say a few things, but the managers were all very happy with it. In fact, a couple of days later they even asked me to take over management of the whole project! I was amazed.
2
At the last teachers' meeting I proposed that we organise a second sports day for all the pupils. We already have one, but I wanted to get more of the children interested in sport in general. There was a long discussion about it, with lots of arguments for and against the idea. In the end we voted and the idea was not accepted, but it was very close with 22 votes to 18.
3
Some pupils came to me last Friday with a suggestion that some lessons could be held outside. It's true that the weather has been beautiful and it looks like it's going to continue. After listening to their arguments I was in favour of it, but I had to reject the idea because there are important exams coming up. Pupils will not be able to concentrate if they are in the open air and it's important for the school for them to get good results.
4
While I was living in Mexico I decided to do a photo project around the city to record what I saw there. I had a great camera and the weather conditions were perfect. It didn't go too well though because I couldn't get in the right positions to take the pictures. Either there were too many cars going past, or people stared at the camera while I was setting it up. I wasn't very pleased with the results, but at least I do have some photos to help me remember my stay.
5
I went skiing last weekend with a close friend who is a great skier. He said he would teach me to improve my technique. It snowed the day before and the conditions looked perfect. We started early and at the beginning it was fantastic. A lot of people then arrived at about 12 o'clock and the snow was quickly pushed into big piles on the slope. By that time I wasn't enjoying it so much and we decided to return home.

Track 65

Susan: What are your plans for Saturday, Jim?
Jim: Well, I have to go to the art museum.
Susan: Really? I didn't know you liked art museums.
Jim: I don't. It's for a project. Everyone in my class has to go to the museum, choose a painting or sculpture, and write a paragraph about it.

Track 66

Attention shoppers! The store will be closing early today because of bad weather. Heavy snow is making the roads dangerous. And we want everyone to get home safely. The store will close at 3 pm and stay closed tomorrow. Please check our website for Thursday's opening times. Thank you.

Track 67

Woman: Good morning, thank you for calling Ideal Fruit.
Man: Hello. I'm calling to order a gift for a friend.
Woman: OK. Do you know what you want to order?
Man: Yes. I saw it on your website. It's the Macedonia Fruit Assortment.
Woman: That item includes two kinds of melon, kiwi fruit, apple, pineapple, peach and pear. Each piece of fruit is carefully chosen for its perfect shape. There are three choices for the container to hold the fruit. The first is in a hand-painted bowl, the second is a traditional basket, which is made by hand and finally a wooden box.
Man: What are the prices for each?
Woman: There is no difference.
Man: I see. I think the bowl sounds nice.
Woman: Good choice. Now the bowl may have imperfections because it is handmade and hand painted. That's what makes the product unique. The perfect fruit is inside a one-of-a-kind bowl.
Man: And how much is it? Including shipping to Chicago?
Woman: That's $265, with insurance. That means if the item arrives with damage – any imperfections to the fruit or bowl – you don't have to accept the delivery. We will send another.
Man: And you guarantee that the fruit is perfect?
Woman: Yes, Ideal Fruit is always perfect.

Track 68

1
Man: Why are you choosing from the imperfect vegetables?
Woman: Because they're less expensive and they taste the same.
Man: But that onion looks strange.
Woman: It's OK. I'm going to cut it up and make soup!
2
Steven: Ms Spencer, if I fail the test, can I take it again?
Ms Spencer: No, Steven. When students fail a test in my class they can't take it again.
Steven: I'm not a perfect student, but I try hard.
Ms Spencer: I know that, Steven. When students work hard, I can tell.
3
Man: What are you doing this weekend?
Woman: I'm going with my family to visit our cousins.
Man: Do you like visiting them?
Woman: Yes, but our last visit wasn't exactly a success. My sister was ill so we came home early.
4
Man: Hey, how was your presentation?
Woman: It was perfect!
Man: Good! You were nervous about it.
Woman: I know! I'm so glad it was a success!

Track 73

1
Excuse me, if you're looking for a good place to have lunch, you might want to try 'The pink orchid'. It's got great food and beautiful views of the mountains, but it's not expensive.
2
When your sister starts shouting, you should ask her to calm down and find out what the problem is. And if she says something unkind, try talking to your parents about it later, when she's not around, and ask them for some help.
3
If you're into dance music, try listening to air pop. It's got some retro sounds and interesting beats.
4
I'm not sure but I think the museum's closed on Mondays. You might need to do something else tomorrow and go there another day.
5
When you arrive, try to practise your English as much as possible. If you need anything, just ask my mother. She can help you.

Unit 7

Track 74

1
Woman: How's the healthy eating going?
Man: Pretty good. This morning I had eggs, bread and orange juice for breakfast. I didn't use any butter!
2
Woman: That sounds good. I had some bananas and milk for breakfast.
3
Man: For lunch, I'm having a cheese sandwich and some soup.
4
Woman: What are you going to have for dinner?
Man: Probably some pizza and salad.
5
Woman: For dinner, I usually have fish and rice.
6
Woman: After dinner, I want a piece of cake.
Man: Cake? No! That has too much sugar!

Track 75

1
I don't like very sweet desserts, so here I have some mangoes, strawberries, oranges and apples, and I'm cutting them and mixing them together with a little lemon juice. It's going to be perfect after dinner.
2
I'm going to stop at this shop and get a takeaway coffee. Do you want anything?
3
Oh, man! There's too much chilli powder in this chicken curry you made. I'm sorry, but I can't finish it! Can I just have some more plain rice?
4
OK, I've made 25 small chicken sandwiches. I'm going to make some cheese and tomato sandwiches, too. I know some of our friends don't eat meat.
5
Hmm, they have banana cake, lemon tart or chocolate ice cream. They all sound good. I'm not sure what to get!
6
Oh, excuse me … do you work here? I'm looking for crisps. I've looked around the whole store and I can't find them anywhere.

Track 76

Speaker 1
I used to work as an assistant chef when I was younger, so good quality food is very important to me. I use ingredients from the market, but I also buy more exotic products from the supermarket. The most important thing for me is that the products are as fresh as possible. At home I only have a tiny freezer and it's usually almost empty. I'm happiest in the kitchen with a recipe book, my frying pan and a selection of fresh food.
Speaker 2
My week is always very busy and I spend long hours at work every day. This means I don't have a lot of time to cook. There's a canteen at work so I often eat there, but when I cook at home I usually end up preparing something in the frying pan using frozen ingredients. I know it's unhealthy, because preparing food this way uses a lot of oil, but I simply don't have the time to cook complicated dishes from a recipe book.
Speaker 3
One of the best meals for me is something vegetarian. I do eat meat, but not very often. It's not that I don't like it, I just don't feel the need to have it every day. I also try to avoid greasy food, so doing chopped vegetables under the grill is the best solution for me. That way I don't eat too much fat and I still get the fantastic flavours of the vegetables.
Speaker 4
The perfect way for me to start the weekend is to go to the market on a Saturday morning and buy everything I need for dinner. I'm very strict about following cooking instructions, so I always have a list of exactly what I need. When I start cooking I do everything in exactly the right order. It usually works and the dishes turn out just the way they look in the photos.
Speaker 5
For me, it's very important to try and be eco-friendly when doing my shopping. I have re-usable bags that I take with me and I refuse to accept plastic bags from any of the sellers. Food miles are an important consideration, so I always ask where the products are from. In fact, I can buy most of the products I need from farmers who live in the area, which cuts down on the pollution caused by transporting goods long distances.

Track 77

Woman: I'm really excited about the potluck dinner next week. Everybody has to bring a different dish.
Man: Yeah, it's always a lot of fun 'cause you never know what to expect.
Woman: Do you know what you're bringing?
Man: I do. I'm making a very spicy chicken curry with LOTS of hot peppers. I'll warn people before they try it.

Woman: Or maybe don't warn them. That could be very funny.
Man: How about you? Have you decided?
Woman: Well, it depends. I'm trying to get some organic honey from a local beekeeper. If I get it, I'll make a honey cheesecake.
Man: Yum, that sounds really delicious.
Woman: It is. If I don't get it, I'm not sure what I'll make.
Man: Can't you just buy some regular honey?
Woman: It's really not the same. I'm definitely going to make a dessert though.
Man: Do you know what anybody else is bringing?
Woman: I don't. I have no idea. Like you said, that's what makes these things so much fun.
Man: Well, good luck with the beekeeper. Now that you've mentioned it, all I can think about is that honey cheesecake!
Woman: I'll do my best!

Track 78

All through secondary school I wasn't sure about going to university. It costs a lot of money and, if you're not sure about it, you might be really disappointed. I think a lot of people go to university just because it's what you're supposed to do. Anyway, I finally decided what it is that I want to do. For the past three summers I've worked in a local restaurant during the holidays. I started off washing dishes, but last summer, I actually did some food preparation. I loved it. You get to be creative and it's so great when people like the food that you make. I'm working there again this summer and I hope to have even more responsibilities.
So here's my plan: I'm applying to catering college. If I get accepted, I'll start in the autumn. The course lasts eighteen months and then I'd be able to work as a chef in a restaurant. Even if I don't get accepted, I'm definitely going to make cooking my career. The owner of the restaurant where I work in the summer has already told me that I could work there full-time. But I'd really like to get a certificate so I feel like a professional.
So that's my story. I feel very lucky because I know what it is that I want to do. A lot of my friends are still not sure. I guess that would be my advice to anyone. Ask yourself what it is that you love to do and then try to make a career out of it. Life is too short to waste time doing something you don't enjoy.

Track 82

The fact is, we have an enormous buffer in rich countries between ourselves and hunger. We've never had such gargantuan surpluses before. In many ways, this is a great success story of human civilisation, of the agricultural surpluses that we set out to achieve twelve thousand years ago. It is a success story. It has been a success story. But what we have to recognise now is that we are reaching the ecological limits that our planet can bear, and when we chop down forests, as we are every day, to grow more and more food, when we extract water from depleting water reserves, when we emit fossil fuel emissions in the quest to grow more and more food, and then we throw away so much of it, we have to think about what we can start saving.

Track 83

1
The fact is, we have an enormous buffer in rich countries between ourselves and hunger. We've never had such gargantuan surpluses before.
2
And yesterday, I went to one of the local supermarkets that I often visit to inspect, if you like, what they're throwing away.
3
So I want you to imagine that these nine biscuits that I found in the bin represent the global food supply, okay? We start out with nine.
4
Supermarkets are an easy place to start. This is the result of my hobby, which is unofficial bin inspections.
5
Go one step up, and you get to farmers, who throw away sometimes a third or even more of their harvest because of cosmetic standards.

Track 85

Man: Well, he could join a sports team. He'll soon have plenty of friends if he's good at sport.
Woman: Yes, it's really popular in secondary school, but what if he's not good at sport?
Man: Yes, not everyone's good at sport, but it can be fun just to join in.
Woman: Well, that's true, but what if he doesn't like sport? How about going to the library? Why doesn't he ask people to make a study group?
Man: I'm not sure about that. It's a bit strange. People might think he's kind of boring.
Woman: Really? I'm not so sure about that. OK, what about joining drama club?
Man: Yeah, it's really good for people who like being creative.
Woman: And you don't have to act. You can do the music or design the clothes or the stage.
Man: Yes, and it's a kind of group, like a band or a glee club, where everyone has a good time together.
Woman: Yeah, any of those would be a great way to make more friends.
Man: Yes, so I think maybe he should try joining a sports team or a band because they're very popular.
Woman: Yeah, I think that's the best idea too.

Unit 8

Track 86

Speaker 1
I work for a small company that produces household goods and kitchen equipment. I started out in sales and advertising, but now I am responsible for selecting and purchasing the parts we need for our manufacturing process. It's quite a tough job because I have to look at the designs very carefully and decide which materials I can source from which of our suppliers. We do produce high quality products though, so there is great satisfaction when you can see the results of your work.
Speaker 2
I have a small business which I run from home. We produce workplace and gardening clothes for local companies. I started out small 12 years ago and I have expanded quite a lot since then. I now have five full-time employees who actually make the clothes, and one person who is responsible for customer care. The good thing about my business is that I get all my customers through recommendation, so I don't have to take out adverts on the internet or in newspapers.
Speaker 3
My partner and I have been in business for six years now. We produce paper goods and stationery such as business cards, company paper, etc. We originally put a lot of work into developing our unique designs, but today we find it more cost-efficient just to use design templates that we buy on the internet. We have three employees who do the design work, I do the accounts and my partner is responsible for advertising our products.
Speaker 4
A few years ago a friend told me about the Etsy website, where people sell handmade products they have made themselves. I'd always been interested in craft, so I started making my own jewellery and selling it via the website. I have to do a little advertising to attract customers to my page, but it isn't too expensive. I now have my own workshop at home where I produce 5 or 6 items of jewellery per day. I use a variety of materials, including precious gems and even silver.
Speaker 5
My company produces made-to-order furniture from natural wood products. We have a team of extremely talented craftsmen who make anything from chairs and tables to bookcases, lamps and cupboards. An individual approach is very important with our clients, so I personally take the furniture to their homes to make sure they are 100% satisfied with the finished product.

Track 87

Girl: Have you seen the TED Talk that features Melati and Isabel Wijsen?
Boy: No, not yet. Who are they?
Girl: Well, they're two young women from Bali who started a campaign to ban all plastic bags on their island.
Boy: Really? Is that a problem there? I always think of Bali as a tropical paradise.
Girl: It's a huge problem. Almost none of the plastic bags people use get recycled. And it's having a terrible impact on the environment, especially the ocean.
Boy: You never think when you go shopping about the big impact all these small choices have on a beautiful island like Bali.
Girl: Yeah, an island which depends on tourism for much of its economy.
Boy: You know, I think it's really great when people see a problem and actually try to do something about it.
Girl: I agree. People that take action can be very inspiring.
Boy: It makes me feel like I should be doing more in my own community.
Girl: I know what you mean. Listening to these two young women really got me thinking.
Boy: Listen, let's do some research and see what some of the biggest issues are, you know, challenges which are affecting our community.
Girl: That's a great idea. And then get involved and actually do something.
Boy: My self-esteem has improved already! But seriously, I want to be somebody who makes a real difference.
Girl: I hear you. Let's get to work.

Track 88

Have you ever heard of Trash Island? That's what some people call the Great Pacific Garbage Patch. This island, or patch, is a massive collection of rubbish brought together by the ocean currents. Current describes the constant movement of the ocean. The rubbish travels primarily from North America and Asia. Scientists estimate that it is larger than the state of Texas in the United States.

Most of the rubbish in the patch is plastic – bags, bottles, sandals, you name it. But the majority of the rubbish is old fishing nets that have been thrown away by fishermen. The problem with all this plastic is that it doesn't biodegrade. Biodegrade means to break down naturally without damage to the environment. Plastic just breaks down into smaller pieces. And it's important to remember that plastic is manufactured with many chemicals that are harmful to the environment. All this plastic is a danger for sea life and the quality of the sea water.

Several international organisations are working to stop the garbage patch from getting any bigger, but no country has made serious plans to deal with the problem – probably because the problem is far away from any country's coastline. And, unfortunately, there isn't a lot of information and news about the patch so many people aren't even aware that the problem exists.

So what can we do? Most importantly, try to avoid using disposable plastic. Use biodegradable or reusable materials. Many companies are already making the change away from plastics. And some countries no longer allow the use of plastic bags. If you have to use plastic, make sure that you recycle.

Track 92

Question 1 Model Answer

Research shows that global temperatures have risen in a way that only human action could cause and the sea temperature has become so high that coral is dying everywhere. Taking responsibility for climate change is the right thing to do.

Question 2 Model Answer

If you stop immigration, then lots of businesses don't have the workers with the skills they need, which means businesses make less money and more people become unemployed. My heart tells me that society must be open and welcoming to immigrants.

Track 93

Activity 4 Model Answer

There are lots of seagulls in the city and they make a lot of noise and a lot of mess. They also attack people to steal food from them. My heart tells me that it's wrong to kill them, but if we had fewer seagulls, there would be less mess. But research shows that managing the rubbish situation better will lower the seagull population and keep the city cleaner, so I think that's the right thing to do.

Track 94

At one time, it was believed that independent shops could not survive because of large retail chains. While it remains true that independents face challenges, many have found creative ways of attracting new business.

The key point is to reach customers in ways that huge retail chains cannot. For example, as often as they want, independent shops can change their layout and keep the shop floor looking fresh and interesting, which provides a more enjoyable experience for shoppers. Chains, on the other hand, have to follow company rules on these things.

They can offer much more personalised customer service than their larger competitors. Independent shop owners can speak directly to their customers, find out what type of items they really want and immediately order those items. Products in independent shops may cost more than those in chains, but they have the added benefit of being different or even unique. This appeals to many people who prefer to pay a little more for something special.

In addition, independent shops are usually owned by local people, so they take a greater interest in community matters. Building meaningful relationships with locals has led to increased support for small independent shops.

Track 95

1

If you know what you want to buy, you'll always get what you really need. That's why you should always make a shopping list. Stick to this list and you can be sure you won't forget anything. When you get back home, you won't be sorry that you've bought things you don't really need. So, as I said, planning is very important. Before going shopping decide where, when, with whom you want to do the shopping and how much you want to spend.

2

Man: May I help you?
Woman: Yes. I'm looking for a gift for my boyfriend.
Man: Well. Why not buy him a wallet?
Woman: Actually, he's just got a new wallet.
Man: How about a tie? This one is very fashionable.
Woman: That's true. The thing is, he never wears ties.
Man: Okay. How about getting your boyfriend a new belt? This black leather one is on sale today.
Woman: Hmm. I'm not sure … Let me think … Actually, I think he should start wearing ties. I think I'll get him one, after all.

3

Yesterday, I did my shopping at the local grocer's and put the change in my pocket. When I got home, however, I noticed that I had £10 too much. I checked the receipt again. Yes, it was the cashier's mistake and, as I didn't want to get anybody into trouble, after a few minutes I was back at the shop. I knew that at the end of the day the cashiers have to give all the money to the shop owner. When I handed the cashier the money, he thanked me for returning it. I knew I had done the right thing.

Unit 1

1.0 TED Talk About the speaker

Frank Warren asked people to anonymously write an artful secret on a postcard and send it to him. Some of the postcards were soulful, while others were shocking or silly. He put some of the secrets on his website for other people to read. News of the website spread virally, and now it is the internet's most popular advertisement-free blog. Frank believes that sharing secrets can help us connect with our humanity and with other people. Frank Warren's idea worth spreading is that sharing secrets can help us connect with others and know ourselves better.

1.1 TED Talk Part 1

Hi, my name is Frank, and I collect secrets. It all started with a crazy idea in November of 2004. I printed up 3,000 selfaddressed postcards, just like this. They were blank on one side, and on the other side I listed some simple instructions. I asked people to anonymously share an artful secret they'd never told anyone before. And I handed out these postcards randomly on the streets of Washington DC, not knowing what to expect. But soon the idea began spreading virally. People began to buy their own postcards and make their own postcards. I started receiving secrets in my home mailbox, not just with postmarks from Washington, DC, but from Texas, California, Vancouver, New Zealand, Iraq. Soon my crazy idea didn't seem so crazy. PostSecret.com is the most visited advertisement-free blog in the world. And this is my postcard collection today. You can see my wife struggling to stack a brick of postcards on a pyramid of over a half-million secrets. What I'd like to do now is share with you a very special handful of secrets from that collection, starting with this one. 'I found these stamps as a child, and I have been waiting all my life to have someone to send them to. I never did have someone.' Secrets can take many forms. They can be shocking or silly or soulful. They can connect us to our deepest humanity or with people we'll never meet.

1.2 TED Talk Part 2

'That Saturday when you wondered where I was, well, I was getting your ring. It's in my pocket right now.' I had this postcard posted on the PostSecret blog two years ago on Valentine's Day. It was the very bottom, the last secret in the long column. And it hadn't been up for more than a couple of hours before I received this exuberant email from the guy who mailed me this postcard. And he said, 'Frank, I've got to share with you this story that just played out in my life.' He said, 'My knees are still shaking.' He said, 'For three years, my girlfriend and I, we've made it this Sunday morning ritual to visit the PostSecret blog together and read the secrets out loud. I read some to her, she reads some to me.' He says, 'It's really brought us closer together through the years. And so when I discovered that you had posted my surprise proposal to my girlfriend at the very bottom, I was beside myself. And I tried to act calm, not to give anything away. And just like every Sunday, we started reading the secrets out loud to each other.' He said, 'But this time it seemed like it was taking her forever to get through each one.' But she finally did. She got to that bottom secret, his proposal to her. And he said, 'She read it once and then she read it again.' And she turned to him and said, 'Is that our cat?' (Laughter) And when she saw him, he was down on one knee, he had the ring out. He popped the question, she said yes. It was a very happy ending. So I emailed him back and I said, 'Please share with me an image, something, that I can share with the whole PostSecret community and let everyone know your fairy tale ending.' And he emailed me this picture.

1.3 TED Talk Part 3

'I found your camera at Lollapalooza this summer. I finally got the pictures developed and I'd love to give them to you.' This picture never got returned back to the people who lost it, but this secret has impacted many lives, starting with a student up in Canada named Matty. Matty was inspired by that secret to start his own website, a website called IFoundYourCamera. Matty invites people to mail him digital cameras that they've found, memory sticks that have been lost with orphan photos. And Matty takes the pictures off these cameras and posts them on his website every week. And people come to visit to see if they can identify a picture they've lost or help somebody else get the photos back to them that they might be desperately searching for. Matty has found this ingenious way to leverage the kindness of strangers. And it might seem like a simple idea, and it is, but the impact it can have on people's lives can be huge. Matty shared with me an emotional email he received from the mother in that picture. 'That's me, my husband and son. The other pictures are of my very ill grandmother. Thank you for making your site. These pictures mean more to me than you know. My son's birth is on this camera and he turns four tomorrow.' Every picture that you see there and thousands of others have been returned back to the person who lost it – sometimes crossing oceans, sometimes going through language barriers. Secrets can take many forms. They can be shocking or silly or soulful. They can connect us with our deepest humanity or with people we'll never meet again.

Unit 2

2.0 TED Talk About the speaker

Elora Hardy grew up on the island of Bali, Indonesia, with two artist parents. After she finished her education in the United States, she worked as a designer for one of New York's biggest fashion businesses. Then in 2010 she moved back to Bali and started designing and building homes made of bamboo – a material not usually used to build houses. Elora believes that bamboo is a perfect building material because it makes buildings that are strong, beautiful, and earthquake-resistant. It's also a sustainable material that reduces the footprint we leave on the world. Elora Hardy's idea worth spreading is that bamboo is an incredibly adaptable and strong building material that pushes the boundaries of what we can create with sustainable materials.

2.1 TED Talk Part 1

When I was nine years old, my mum asked me what I would want my house to look like, and I drew this fairy mushroom. And then she actually built it. I don't think I realised this was so unusual at the time, and maybe I still haven't, because I'm still designing houses. This is a six-storey bespoke home on the island of Bali. It's built almost entirely from bamboo. The living room overlooks the valley from the fourth floor. You enter the house by a bridge. It can get hot in the tropics, so we make big curving roofs to catch the breezes. But some rooms have tall windows to keep the air conditioning in and the bugs out. This room we left open. We made an air-conditioned, tented bed. And one client wanted a TV room in the corner of her living room. Boxing off an area with tall walls just didn't feel right, so instead, we made this giant woven pod. Now, we do have all the necessary luxuries, like bathrooms. This one is a basket in the corner of the living room, and I've got to tell you, some people actually hesitate to use it. We have not quite figured out our acoustic insulation. So there are lots of things that we're still working on, but one thing I have learned is that bamboo will treat you well if you use it right.

2.2 TED Talk Part 2

It's actually a wild grass. It grows on otherwise unproductive land – deep ravines, mountainsides. It lives off of rainwater, spring water, sunlight and of the 1,450 species of bamboo that grow across the world, we use just seven of them. That's my dad. He's the one who got me building with bamboo, and he is standing in a clump of Dendrocalamus asper niger that he planted just seven years ago. Each year, it sends up a new generation of shoots. That shoot, we watched it grow a metre in three days just last week, so we're talking about sustainable timber in three years. Now, we harvest from hundreds of family-owned clumps. Betung, as we call it, it's really long, up to eighteen metres of usable length. Try getting that truck down the mountain. And it's strong: it has the tensile strength of steel, the compressive strength of concrete. Slam four tons straight down on a pole, and it can take it. Because it's hollow, it's lightweight, light enough to be lifted by just a few men, or, apparently, one woman. And when my father built Green School in Bali, he chose bamboo for

all of the buildings on campus, because he saw it as a promise. It's a promise to the kids. It's one sustainable material that they will not run out of. And when I first saw these structures under construction about six years ago, I just thought, this makes perfect sense. It's growing all around us. It's strong. It's elegant. It's earthquake-resistant. Why hasn't this happened sooner, and what can we do with it next?

2.3 TED Talk Part 3

Build something extraordinary out of it. Inspire people. Fortunately, Balinese culture fosters craftsmanship. It values the artisan. So combine those with the adventurous outliers from new generations of locally trained architects and designers and engineers, and always remember that you are designing for curving, tapering, hollow poles. No two poles alike, no straight lines, no two-by-fours here. The tried-andtrue, well-crafted formulas and vocabulary of architecture do not apply here. We have had to invent our own rules. We ask the bamboo what it's good at, what it wants to become, and what it says is: respect it, design for its strengths, protect it from water, and to make the most of its curves. So we design in real 3D, making scale structural models out of the same material that we'll later use to build the house. And bamboo model-making, it's an art, as well as some hardcore engineering. So that's the blueprint of the house. And we bring it to site, and with tiny rulers, we measure each pole, and consider each curve, and we choose a piece of bamboo from the pile to replicate that house on site. When it comes down to the details, we consider everything. Why are doors so often rectangular? Why not round? How could you make a door better? Well, its hinges battle with gravity, and gravity will always win in the end, so why not have it pivot on the centre where it can stay balanced? And while you're at it, why not doors shaped like teardrops? And the floor that you walk on, can it affect the way that you walk? Can it change the footprint that you'll ultimately leave on the world? I remember being nine years old and feeling wonder, and possibility, and a little bit of idealism. And we've got a really long way to go, there's a lot left to learn, but one thing I know is that with creativity and commitment, you can create beauty and comfort and safety and even luxury out of a material that will grow back. Thank you.

Unit 3

3.0 TED Talk About the speaker

Latif Nasser is the director of research at Radiolab, where he also works as a reporter. He has a PhD from Harvard University in the history of science. His TED Talk tells the story of John J Bonica, a man who was a medical student by day and a wrestler in the circus by night. He kept his night job secret by using various pseudonyms – Bull Walker or the Masked Marvel. As a result, many of the people around him thought he was a dumb dodo. Dr Bonica experienced a lot of pain in his work as a wrestler, which led him to research causes of pain and ways to cure it. He worked with other doctors, talked to patients, and read books in order to develop treatments for pain – medicines called nerve-block injections – and open the world's first pain clinic. Latif Nasser's idea worth spreading is that pain is a testament to a fully lived life, an essential part of the human experience that all of us – including doctors – must acknowledge and deal with.

3.1 TED Talk Part 1

It was a summer day in 1941. The circus had just arrived in the tiny town of Brookfield, New York. Spectators flocked to see the wire-walkers, the tramp clowns – if they were lucky, the human cannonball. They also came to see the strongman, Johnny 'Bull' Walker, a brawny bully who'd pin you for a dollar. You know, on that particular day, a voice rang out over the circus PA system. They needed a doctor urgently, in the live animal tent. Something had gone wrong with the lion tamer. The climax of his act had gone wrong, and his head was stuck inside the lion's mouth. He was running out of air; the crowd watched in horror as he struggled and then passed out. When the lion finally did relax its jaws, the lion tamer just slumped to the ground, motionless. When he came to a few minutes later, he saw a familiar figure hunched over him. It was Bull Walker. The strongman had given the lion tamer mouth-to-mouth, and saved his life. Now, the strongman hadn't told anyone, but he was actually a third-year medical student. He toured with the circus during summers to pay tuition, but kept it a secret to protect his persona. He was supposed to be a brute, a villain – not a nerdy do-gooder. His medical colleagues didn't know his secret, either. As he put it, 'If you were an athlete, you were a dumb dodo.' So he didn't tell them about the circus, or about how he wrestled professionally on evenings and weekends. He used a pseudonym like Bull Walker, or later, the Masked Marvel. He even kept it a secret that same year, when he was crowned the Light Heavyweight Champion of the world. Over the years, John J Bonica lived these parallel lives. He was a wrestler; he was a doctor. He was a heel; he was a hero. He inflicted pain, and he treated it. Right around D-Day, Bonica showed up to Madigan Army Medical Centre, near Tacoma. At 7,700 beds, it was one of the largest army hospitals in America. Bonica was in charge of all pain control there. He was only 27. Treating so many patients, Bonica started noticing cases that contradicted everything he had learned. Pain was supposed to be a kind of alarm bell – in a good way – a body's way of signalling an injury, like a broken arm. But in some cases, like after a patient had a leg amputated, that patient might still complain of pain in that nonexistent leg. But if the injury had been treated, why would the alarm bell keep ringing? There were other cases in which there was no evidence of an injury whatsoever, and yet, still the patient hurt.

3.2 TED Talk Part 2

Bonica tracked down all the specialists at his hospital – surgeons neurologists, psychiatrists, others. And he tried to get their opinions on his patients. It took too long, so he started organizing group meetings over lunch. It would be like a tag team of specialists going up against the patient's pain. No one had ever focused on pain this way before. After that, he hit the books. He read every medical textbook he could get his hands on, carefully noting every mention of the word 'pain'. Out of the 14,000 pages he read, the word 'pain' was on seventeen and a half of them. Seventeen and a half. For the most basic, most common, most frustrating part of being a patient. So over the next eight years, Bonica would talk about it. He'd write about it; he'd write those missing pages. He wrote what would later be known as the Bible of Pain. In it he proposed new strategies, new treatments using nerve-block injections. He proposed a new institution, the Pain Clinic, based on those lunchtime meetings. But the most important thing about his book was that it was kind of an emotional alarm bell for medicine. A desperate plea to doctors to take pain seriously in patients' lives. He recast the very purpose of medicine. The goal wasn't to make patients better; it was to make patients feel better. He pushed his pain agenda for decades, before it finally took hold in the mid-'70s. Hundreds of pain clinics sprung up all over the world. But as they did – a tragic twist. Bonica's years of wrestling caught up to him. He had been out of the ring for over twenty years, but those 1,500 professional bouts had left a mark on his body. Still in his mid-fifties, he suffered severe osteoarthritis. Over the next twenty years he'd have 22 surgeries, including four spine operations, and hip replacement after hip replacement. He could barely raise his arm, turn his neck. He needed aluminium crutches to walk. His friends and former students became his doctors. One recalled that he probably had more nerve-block injections than anyone else on the planet. Bonica saw pain close up. He felt it. He lived it. And it made it impossible for him to ignore in others. Out of that empathy, he spun a whole new field, played a major role in getting medicine to acknowledge pain in and of itself. Thank you.

Unit 4

4.0 TED Talk About the speaker

Joachim de Posada was a business expert from Puerto Rico. He taught people, teams and companies the skills and principles that are necessary for success. In his TED Talk, he says that the ability to delay gratification is the single most important factor for success. This has applications

in school, work, sports – all areas of life. Without it, students drop out of college, people leave their jobs, or simply fail to reach their goals. Joachim believed that you need self-discipline to succeed in life. Joachim de Posada's idea worth spreading is that children who pass the marshmallow test could potentially be more successful in life since the results show signs of patience and self-discipline.

4.1 TED Talk Part 1

I'm here because I have a very important message: I think we have found the most important factor for success. And it was found close to here, Stanford. A psychology professor took kids that were four years old and put them in a room all by themselves. And he would tell the child, a four-year-old kid, 'Johnny, I am going to leave you here with a marshmallow for fifteen minutes. If, after I come back, this marshmallow is here, you will get another one. So you will have two.' To tell a four year-old kid to wait fifteen minutes for something that they like is equivalent to telling us, 'We'll bring you coffee in two hours.' Exact equivalent. So what happened when the professor left the room? As soon as the door closed … two out of three ate the marshmallow. Five seconds, ten seconds, forty seconds, fifty seconds, two minutes, four minutes, eight minutes. Some lasted fourteen and-a-half minutes. Couldn't do it. Could not wait. What's interesting is that one out of three would look at the marshmallow and go like this … Would look at it. Put it back. They would walk around. They would play with their skirts and pants.

4.2 TED Talk Part 2

That child already, at four, understood the most important principle for success, which is the ability to delay gratification. Self-discipline: the most important factor for success. Fifteen years later, fourteen or fifteen years later, follow-up study. What did they find? They went to look for these kids who were now eighteen and nineteen. And they found that one hundred percent of the children that had not eaten the marshmallow were successful. They had good grades. They were doing wonderful. They were happy. They had their plans. They had good relationships with the teachers, students. They were doing fine. A great percentage of the kids that ate the marshmallow, they were in trouble. They did not make it to university. They had bad grades. Some of them dropped out. A few were still there with bad grades. A few had good grades. I had a question in my mind: would Hispanic kids react the same way as the American kids? So I went to Colombia. And I reproduced the experiment. And it was very funny. I used four, five and six-year-old kids. And let me show you what happened.

4.3 TED Talk Part 3

So what happened in Colombia? Hispanic kids, two out of three ate the marshmallow; one out of three did not. This little girl was interesting; she ate the inside of the marshmallow. In other words, she wanted us to think that she had not eaten it, so she would get two. But she ate it. So we know she'll be successful. But we have to watch her. She should not go into banking, for example, or work at a cash register. But she will be successful. And this applies for everything. Even in sales. The salesperson that – the customer says, 'I want that.' And the person says, 'OK, here you are.' That person ate the marshmallow. If the salesperson says, 'Wait a second. Let me ask you a few questions to see if this is a good choice.' Then you sell a lot more. So this has applications in all walks of life. I end with – the Koreans did this. You know what? This is so good that we want a marshmallow book for children. We did one for children. And now it is all over Korea. They are teaching these kids exactly this principle. And we need to learn that principle here in the States, because we have a big debt. We are eating more marshmallows than we are producing. Thank you so much.

Unit 5

5.0 TED Talk About the speaker

Sophie Scott is a neuroscientist. She studies communication, which includes the way people vocalize their emotions. In her TED Talk, she shows us that laughing can be a very primitive sound – sometimes more like an animal noise than a human one. She also proves that it's contagious by showing us that the best way to make someone laugh is to show them someone else laughing. But perhaps her most important message is that laughter is social. We laugh to show people that we understand them, and that we like or even love them, to help us make and keep social bonds. Sophie Scott's idea worth spreading is that laugher is an ancient behaviour that we use to benefit ourselves and others in complex and surprising ways.

5.1 TED Talk Part 1

Hi. I'm going to talk to you today about laughter, and I just want to start by thinking about the first time I can ever remember noticing laughter. This is when I was a little girl. I would've been about six. And I came across my parents doing something unusual, where they were laughing. They were laughing very, very hard. They were lying on the floor laughing. They were screaming with laughter. I did not know what they were laughing at, but I wanted in. I wanted to be part of that, and I kind of sat around at the edge going 'Hoo hoo!' Now, incidentally, what they were laughing at was a song which people used to sing, which was based around signs in toilets on trains telling you what you could and could not do in toilets on trains. And the thing you have to remember about the English is, of course, we do have an immensely sophisticated sense of humour. At the time, though, I didn't understand anything of that. I just cared about the laughter, and actually, as a neuroscientist, I've come to care about it again. And it is a really weird thing to do. What I'm going to do now is just play some examples of real human beings laughing, and I want you to think about the sound people make and how odd that can be, and in fact how primitive laughter is as a sound. It's much more like an animal call than it is like speech. So here we've got some laughter for you. The first one is pretty joyful. Now this next guy, I need him to breathe. There's a point in this where I'm just, like, you've got to get some air in there, mate, because he just sounds like he's breathing out. This hasn't been edited; this is him. And finally we have – this is a human female laughing. And laughter can take us to some pretty odd places in terms of making noises. She actually says, 'Oh, my God, what is that?' in French. We're all kind of with her. I have no idea.

5.2 TED Talk Part 2

Now, in terms of the science of laughter, there isn't very much, but it does turn out that pretty much everything we think we know about laughter is wrong. So it's not at all unusual, for example, to hear people to say humans are the only animals that laugh. Nietzsche thought that humans are the only animals that laugh. In fact, you find laughter throughout the mammals. It's been well described and well observed in primates, but you also see it in rats, and wherever you find it – humans, primates, rats – you find it associated with things like tickling. That's the same for humans. You find it associated with play, and all mammals play. And wherever you find it, it's associated with interactions. So Robert Provine, who has done a lot of work on this, has pointed out that you are thirty times more likely to laugh if you are with somebody else than if you're on your own, and where you find most laughter is in social interactions like conversation. So if you ask human beings, 'When do you laugh?' they'll talk about comedy and they'll talk about humour and they'll talk about jokes. If you look at when they laugh, they're laughing with their friends. And when we laugh with people, we're hardly ever actually laughing at jokes. You're laughing to show people that you understand them, that you agree with them, that you're part of the same group as them. You're laughing to show that you like them. You might even love them. You're doing all that at the same time as talking to them, and in fact the laughter is doing a lot of that emotional work for you. Something that Robert Provine has pointed out, as you can see here, and the reason why we were laughing when we heard those funny laughs at the start, and why I was laughing when I found my parents laughing, is that it's an enormously behaviourally contagious effect. You can catch laughter from somebody else, and you are more likely to catch laughter off somebody else if you know them. So it's still modulated by this social context. You have to put humour to one side and think about the social

meaning of laughter because that's where its origins lie. Now, something I've got very interested in is different kinds of laughter, and we have some neurobiological evidence about how human beings vocalize that suggests there might be two kinds of laughs that we have. So it seems possible that the neurobiology for helpless, involuntary laughter, like my parents lying on the floor screaming about a silly song, might have a different basis to it than some of that more polite social laughter that you encounter, which isn't horrible laughter, but it's behaviour somebody is doing as part of their communicative act to you, part of their interaction with you; they are choosing to do this. In our evolution, we have developed two different ways of vocalizing. Involuntary vocalizations are part of an older system than the more voluntary vocalizations like the speech I'm doing now. So we might imagine that laughter might actually have two different roots. So I've been looking at this in more detail. To do this, we've had to make recordings of people laughing, and we've just had to do whatever it takes to make people laugh, and we got those same people to produce more posed, social laughter. So imagine your friend told a joke, and you're laughing because you like your friend, but not really because the joke's all that. So I'm going to play you a couple of those. I want you to tell me if you think this laughter is real laughter, or if you think it's posed. So is this involuntary laughter or more voluntary laughter? What does that sound like to you? Audience: Posed. Sophie Scott: Posed? Posed. How about this one? I'm the best.

5.3 TED Talk Part 3

Not really. No, that was helpless laughter, and in fact, to record that, all they had to do was record me watching one of my friends listening to something I knew she wanted to laugh at, and I just started doing this. What you find is that people are good at telling the difference between real and posed laughter. They seem to be different things to us. Interestingly, you see something quite similar with chimpanzees. Chimpanzees laugh differently if they're being tickled than if they're playing with each other, and we might be seeing something like that here, involuntary laughter, tickling laughter, being different from social laughter. They're acoustically very different. The real laughs are longer. They're higher in pitch. When you start laughing hard, you start squeezing air out from your lungs under much higher pressures than you could ever produce voluntarily. For example, I could never pitch my voice that high to sing. Also, you start to get these sorts of contractions and weird whistling sounds, all of which mean that real laughter is extremely easy, or feels extremely easy to spot. In contrast, posed laughter, we might think it sounds a bit fake. Actually, it's not, it's actually an important social cue. We use it a lot, we're choosing to laugh in a lot of situations, and it seems to be its own thing. So, for example, you find nasality in posed laughter, that kind of 'ha ha ha ha ha' sound that you never get, you could not do, if you were laughing involuntarily. So they do seem to be genuinely these two different sorts of things. I'm coming to see that actually there's even more to laughter than it's an important social emotion we should look at, because it turns out people are phenomenally nuanced in terms of how we use laughter. There's a really lovely set of studies coming out from Robert Levenson's lab in California, where he's doing a longitudinal study with couples. He gets married couples, men and women, into the lab, and he gives them stressful conversations to have while he wires them up to a polygraph so he can see them becoming stressed. So you've got the two of them in there, and he'll say to the husband, 'Tell me something that your wife does that irritates you.' And what you see is immediately – just run that one through your head briefly, you and your partner – you can imagine everybody gets a bit more stressed as soon as that starts. You can see physically, people become more stressed. What he finds is that the couples who manage that feeling of stress with laughter, positive emotions like laughter, not only immediately become less stressed, they can see them physically feeling better, they're dealing with this unpleasant situation better together, they are also the couples that report high levels of satisfaction in their relationship and they stay together for longer. So in fact, when you look at close relationships, laughter is a phenomenally useful index of how people are regulating their emotions together. We're not just emitting it at each other to show that we like each other, we're making ourselves feel better together. Everybody underestimates how often they laugh, and you're doing something, when you laugh with people, that's actually letting you access a really ancient evolutionary system that mammals have evolved to make and maintain social bonds, and clearly to regulate emotions, to make ourselves feel better. It's not something specific to humans – it's a really ancien behaviour which really helps us regulate how we feel and makes us feel better. In other words, when it comes to laughter, you and me, baby, ain't nothing but mammals. Thank you.

Unit 6

6.0 TED Talk About the speaker

Reshma Saujani left her job as a lawyer in 2010 to run for a government office. She didn't win, but she still wanted to make the world a better place. In 2012, Reshma started Girls Who Code. This organization supports girls who are interested in computer science. It also aims to socilise girls so they have perseverance and are not afraid of failure. Reshma's idea worth spreading is that we should teach girls, and all children, that we succeed not by aiming for perfection, but by knowing that we will make mistakes, and being brave enough to try anyway.

6.1 TED Talk Part 1

For years, I had existed safely behind the scenes in politics as a fundraiser, as an organiser, but in my heart, I always wanted to run. The sitting congresswoman had been in my district since 1992. She had never lost a race, and no one had really even run against her in a Democratic primary. But in my mind, this was my way to make a difference, to disrupt the status quo. The polls, however, told a very different story. My pollsters told me that I was crazy to run, that there was no way that I could win. But on election day, the polls were right, and I only got nineteen percent of the vote, and the same papers that said I was a rising political star now said I wasted 1.3 million dollars on 6,321 votes. Don't do the math. It was humiliating. I tell you the story of how I ran for Congress because I was 33 years old and it was the first time in my entire life that I had done something that was truly brave, where I didn't worry about being perfect.

6.2 TED Talk Part 2

And I'm not alone: so many women I talk to tell me that they gravitate towards careers and professions that they know they're going to be great in, that they know they're going to be perfect in, and it's no wonder why. Most girls are taught to avoid risk and failure. We're taught to smile pretty, play it safe, get all As. Boys, on the other hand, are taught to play rough, swing high, crawl to the top of the monkey bars and then just jump off headfirst. And by the time they're adults, whether they're negotiating a raise or even asking someone out on a date, they're habituated to take risk after risk. They're rewarded for it. It's often said in Silicon Valley, no one even takes you seriously unless you've had two failed start-ups. In other words, we're raising our girls to be perfect, and we're raising our boys to be brave. So in 2012, I started a company to teach girls to code, and what I found is that by teaching them to code I had socialised them to be brave. Coding, it's an endless process of trial and error, of trying to get the right command in the right place, with sometimes just a semicolon making the difference between success and failure. Code breaks and then it falls apart, and it often takes many, many tries until that magical moment when what you're trying to build comes to life. It requires perseverance. It requires imperfection. We immediately see in our programme our girls' fear of not getting it right, of not being perfect. Every Girls Who Code teacher tells me the same story. During the first week, when the girls are learning how to code, a student will call her over and she'll say, 'I don't know what code to write.' The teacher will look at her screen, and she'll see a blank text editor. If she didn't know any better, she'll think that her student spent the past 20 minutes just staring at the screen. But if she presses undo a few times, she'll see that her student wrote code and then deleted it. She tried, she came close, but she didn't get it exactly right. Instead of showing the progress that she made, she'd rather show nothing at all. Perfection or bust. It turns out that our girls are really good at coding, but it's not enough just to teach them to code. My friend

Lev Brie, who is a professor at the University of Columbia and teaches Intro to Java tells me about his office hours with computer science students. When the guys are struggling with an assignment, they'll come in and they'll say, 'Professor, there's something wrong with my code.' The girls will come in and say, 'Professor, there's something wrong with me.' We have to begin to undo the socialisation of perfection, but we've got to combine it with building a sisterhood that lets girls know that they are not alone. Because trying harder is not going to fix a broken system. I can't tell you how many women tell me, 'I'm afraid to raise my hand, I'm afraid to ask a question, because I don't want to be the only one who doesn't understand, the only one who is struggling.' When we teach girls to be brave and we have a supportive network cheering them on, they will build incredible things, and I see this every day. We have to socialise our girls to be comfortable with imperfection, and we've got to do it now. We cannot wait for them to learn how to be brave like I did when I was 33 years old. We have to teach them to be brave in schools and early in their careers, when it has the most potential to impact their lives and the lives of others, and we have to show them that they will be loved and accepted not for being perfect but for being courageous. And so I need each of you to tell every young woman you know – your sister, your niece, your employee, your colleague – to be comfortable with imperfection, because when we teach girls to be imperfect, and we help them leverage it, we will build a movement of young women who are brave and who will build a better world for themselves and for each and every one of us. Thank you.

Unit 7

7.0 TED Talk About the speaker

Tristram Stuart is an expert on food and food waste. He shows us that wealthy countries have food surpluses, and people who live in those countries often discard perfectly good food. Sometimes, tasty fruit or vegetables are thrown away because of cosmetic 'problems'. And growing food uses energy and creates pollution. Our planet can't bear much more without serious problems. He believes that when many people in the world are hungry, wasting food is a scandal. The solution? Tristram thinks we need to tell the large food corporations that we don't want waste. Tristram believes that people should tell governments that we care about and need all of the organisms that we share the planet with. One way to do this is to stop wasting food. Tristram Stuart's idea worth spreading is that good, fresh food is being wasted on a colossal scale – and that we have the power to stop this tragic waste of resources.

7.1 TED Talk Part 1

The job of uncovering the global food waste scandal started for me when I was fifteen years old. I bought some pigs. I was living in Sussex. And I started to feed them in the most traditional and environmentally friendly way. I went to my school kitchen, and I said, 'Give me the scraps that my school friends have turned their noses up at.' I went to the local baker and took their stale bread. I went to the local greengrocer, and I went to a farmer who was throwing away potatoes because they were the wrong shape or size for supermarkets. One morning, when I was feeding my pigs, I noticed a particularly tasty-looking sun-dried tomato loaf that used to crop up from time to time. I grabbed hold of it, sat down and ate my breakfast with my pigs. That was the first act of what I later learned to call freeganism, really an exhibition of the injustice of food waste, and the provision of the solution to food waste, which is simply to sit down and eat food, rather than throwing it away. That became, as it were, a way of and exposing, most importantly, to the public, that when we're talking about food being thrown away, we're not talking about rotten stuff, we're not talking about stuff that's beyond the pale. We're talking about good, fresh food that is being wasted on a colossal scale. The fact is, we have an enormous buffer in rich countries between ourselves and hunger. We've never had such gargantuan surpluses before. In many ways, this is a great success story of human civilization, of the agricultural surpluses that we set out to achieve twelve thousand years ago. It is a success story. It has been a success story. But what we have to recognize now is that we are reaching the ecological limits that our planet can bear, and when we chop down forests, as we are every day, to grow more and more food, when we extract water from depleting water reserves, when we emit fossil fuel emissions in the quest to grow more and more food, and then we throw away so much of it, we have to think about what we can start saving. And yesterday, I went to one of the local supermarkets that I often visit to inspect, if you like, what they're throwing away. I found quite a few packets of biscuits amongst all the fruit and vegetables and everything else that was in there. And I thought, well, this could serve as a symbol for today.

7.2 TED Talk Part 2

So I want you to imagine that these nine biscuits that I found in the bin represent the global food supply, OK? We start out with nine. That's what's in fields around the world every single year. The first biscuit we're going to lose before we even leave the farm. That's a problem primarily associated with developing world agriculture, whether it's a lack of infrastructure, refrigeration, pasteurization, grain stores, even basic fruit crates, which means that food goes to waste before it even leaves the fields. The next three biscuits are the foods that we decide to feed to livestock, the maize, the wheat and the soya. Unfortunately, our beasts are inefficient animals, and they turn two-thirds of that into faeces and heat, so we've lost those two, and we've only kept this one in meat and dairy products. Two more we're going to throw away directly into bins. This is what most of us think of when we think of food waste, what ends up in the garbage, what ends up in supermarket bins, what ends up in restaurant bins. We've lost another two, and we've left ourselves with just four biscuits to feed on. That is not a superlatively efficient use of global resources, especially when you think of the billion hungry people that exist already in the world.

7.3 TED Talk Part 3

Having gone through the data, I then needed to demonstrate where that food ends up. Where does it end up? We're used to seeing the stuff on our plates, but what about all the stuff that goes missing inbetween? Supermarkets are an easy place to start. This is the result of my hobby, which is unofficial bin inspections. Strange you might think, but if we could rely on corporations to tell us what they were doing in the back of their stores, we wouldn't need to go sneaking around the back, opening up bins and having a look at what's inside. But this is what you can see more or less on every street corner in Britain, in Europe, in North America. It represents a colossal waste of food, but what I discovered whilst I was writing my book was that this very evident abundance of waste was actually the tip of the iceberg. When you start going up the supply chain, you find where the real food waste is happening on a gargantuan scale. Can I have a show of hands if you have a loaf of sliced bread in your house? Who lives in a household where that crust – that slice at the first and last end of each loaf – who lives in a household where it does get eaten? OK, most people, not everyone, but most people, and this is, I'm glad to say, what I see across the world, and yet has anyone seen a supermarket or sandwich shop anywhere in the world that serves sandwiches with crusts on it? I certainly haven't. So I kept on thinking, where do those crusts go? This is the answer, unfortunately: 13,000 slices of fresh bread coming out of this one single factory every single day, day-fresh bread. In the same year that I visited this factory, I went to Pakistan, where people in 2008 were going hungry as a result of a squeeze on global food supplies. We contribute to that squeeze by depositing food in bins here in Britain and elsewhere in the world. We take food off the market shelves that hungry people depend on. Go one step up, and you get to farmers, who throw away sometimes a third or even more of their harvest because of cosmetic standards. This farmer, for example, has invested £16,000 in growing spinach, not one leaf of which he harvested, because there was a little bit of grass growing in amongst it. Potatoes that are cosmetically imperfect, all going for pigs. Parsnips that are too small for supermarket specifications, tomatoes in Tenerife, oranges in Florida, bananas in Ecuador, where I visited last year, all being discarded. This is one day's waste from one banana plantation in Ecuador. All being discarded, perfectly edible, because they're the wrong shape or size.

7.4 TED Talk Part 4

We, the people, do have the power to stop this tragic waste of resources if we regard it as socially unacceptable to waste food on a colossal scale, if we make noise about it, tell corporations about it, tell governments we want to see an end to food waste, we do have the power to bring about that change. Fish, forty to sixty percent of European fish are discarded at sea, they don't even get landed. In our homes, we've lost touch with food. This is an experiment I did on three lettuces. Who keeps lettuces in their fridge? Most people. The one on the left was kept in a fridge for ten days. The one in the middle, on my kitchen table. Not much difference. The one on the right I treated like cut flowers. It's a living organism, cut the slice off, stuck it in a vase of water, it was all right for another two weeks after this. It has kicked off globally, the quest to tackle food waste. Feeding the five thousand is an event I first organized in 2009. We fed five thousand people all on food that otherwise would have been wasted. Since then, it's happened again in London, it's happening internationally, and across the country. It's a way of organizations coming together to celebrate food, to say the best thing to do with food is to eat and enjoy it, and to stop wasting it. For the sake of the planet we live on, for the sake of our children, for the sake of all the other organisms that share our planet with us, we are a terrestrial animal, and we depend on our land for food. At the moment, we are trashing our land to grow food that no one eats. Stop wasting food. Thank you very much.

Unit 8

8.0 TED Talk About the speakers

Melati and Isabel Wijsen are from Bali, a tropical Island paradise in Indonesia. In 2013, they started a campaign called Bye Bye Plastic Bags. They were inspired by the ideas of Mahatma Gandhi, an Indian leader who recommended peaceful action to change the world. Their work led to a plastic bag ban on the island – but only after they talked about doing a hunger strike. As a result of this project, the two sisters have become friends with the island's governor and continue to ask the question: how can they make a difference in the world? The Wijsens' idea worth spreading is that when kids apply their energy and perseverance to improve the world, they can bring about amazing changes.

8.1 TED Talk Part 1

MW = *Melati Wijsen*, IW = *Isabel Wijsen*

MW: Bali – island of gods.

IW: A green paradise.

MW: Or … a paradise lost. Bali: island of garbage.

IW: In Bali, we generate 680 cubic metres of plastic garbage a day. That's about a fourteen-storey building. And when it comes to plastic bags, less than five percent gets recycled.

MW: We know that changes the image you may have of our island. It changed ours, too, when we learned about it, when we learned that almost all plastic bags in Bali end up in our drains and then in our rivers and then in our ocean. And those that don't even make it to the ocean, they're either burned or littered.

IW: So we decided to do something about it. And we've been working for almost three years now to try to say no to plastic bags on our home island. And we have had some significant successes.

IW: We started researching, and let's just say, the more we learned, there was nothing good about plastic bags. And you know what? We don't even need them.

MW: We were really inspired by the efforts to say no to plastic bags in many other places, from Hawaii to Rwanda and to several cities like Oakland and Dublin.

IW: And so the idea turned into the launch of 'Bye Bye Plastic Bags.'

MW: The volunteer team includes children from all over the island, from both international and local schools. And together with them, we started a multi-layered approach, based on an on- and off-line signature petition, educational and inspirational presentations at schools; we raise general awareness at markets, festivals, beach clean-ups, and last but not least, we distribute alternative bags, bags like net bags, recycled newspaper bags or hundred percent organic material bags, all made by local initiatives on the island. It's not always easy. Sometimes it does get a little bit hard to walk your talk.

IW: But last year, we did exactly that. We went to India to give a talk, and our parents took us to visit the former private house of Mahatma Gandhi. We learned about the power of hunger strikes he did to reach his goals. Yes, by the end of the tour, when we met our parents again, we both made a decision and said, 'We're going on a hunger strike!'

MW: And you can probably imagine their faces. It took a lot of convincing, and not only to our parents but to our friends and to our teachers as well. Isabel and I were serious about doing this. So we met with a nutritionist, and we came up with a compromise of not eating from sunrise to sunset every day until the governor of Bali would agree to meet with us to talk about how to stop plastic bags on Bali.

8.2 TED Talk Part 2

MW = *Melati Wijsen*, IW = *Isabel Wijsen*

IW: Our 'mogak makan', as it is called in Bahasa Indonesia, started. We used social media to support our goal and already on day two, police started to come to our home and school. What were these two girls doing? We knew we weren't making the governor look his best by doing this food strike – we could have gone to jail. But, hey, it worked. Twenty-four hours later, we were picked up from school and escorted to the office of the governor.

MW: And there he was – waiting for us to meet and speak, being all supportive and thankful for our willingness to care for the beauty and the environment of Bali. He signed a promise to help the people of Bali say no to plastic bags. And we are now friends, and on a regular basis, we remind him and his team of the promises he has made. And indeed, recently he stated and committed that Bali will be plastic bag free by 2018.

IW: Also, at the International Airport of Bali, one of our supporters is planning to start a plastic bag-free policy by 2016.

MW: Stop handing out free plastic bags and bring in your own reusable bag is our next message to change that mindset of the public.

IW: Our short-term campaign, 'One Island / One Voice', is all about this. We check and recognise the shops and restaurants that have declared themselves a plastic bagfree zone, and we put this sticker at their entrance and publish their names on social media and some important magazines on Bali. And conversely, that highlights those who do not have the sticker.

MW: So, why are we actually telling you all of this? Well, partly, it is because we are proud of the results that, together with our team, we have been able to reach. But also because along the way, we have learned that kids can do things. We can make things happen. Isabel and I were only ten and twelve years old when we started this. We never had a business plan, nor a fixed strategy, nor any hidden agendas – just the idea in front of us and a group of friends working with us. All we wanted to do was stop those plastic bags from wrapping and suffocating our beautiful home. Kids have a boundless energy and a motivation to be the change the world needs.

IW: So to all the kids of this beautiful but challenging world: go for it! Make that difference. We're not telling you it's going to be easy. We're telling you it's going to be worth it. Us kids may only be 25 percent of the world's population, but we are one hundred percent of the future.

MW: We still have a lot of work to do, but know that we still not stop until the first question asked when arriving at the Bali airports will be …

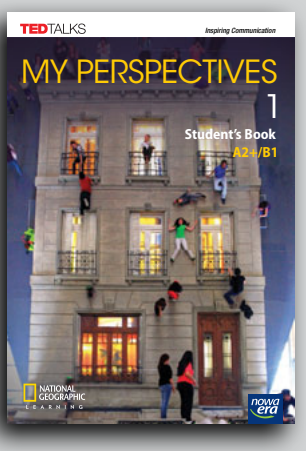
Both: 'Welcome to Bali, do you have any plastic bags to declare?'

Both: Om shanti shanti shanti om. Thank you.

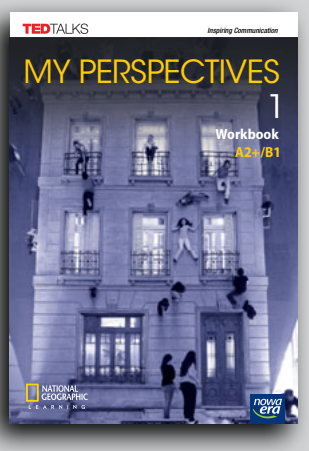
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