MY PERSPECTIVES 2

Teacher's Book

Online edition

NATIONAL GEOGRAPHIC LEARNING

nowa era
Twoje mocne strony

Teacher's Book elements

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

Nagrania audio

Student's Book

Kod: P2AXAY

Workbook

Kod: P2SM3K

Filmy TED TALKS

TED TALK Unit 1

Kod: P23DVT

TED TALK Unit 2

Kod: P2GBHZ

TED TALK Unit 3

Kod: P2GWKU

TED TALK Unit 4

Kod: P26RC5

TED TALK Unit 5

Kod: P2F936

TED TALK Unit 6

Kod: P21K9F

TED TALK Unit 7

Kod: P2A2WC

TED TALK Unit 8

Kod: P2KL2P

Zasoby maturalne

Matura Bank

Kod: P2R1DK

CONTENTS

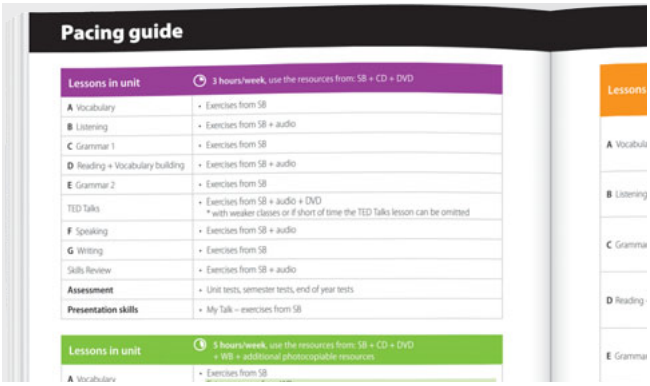
1	**Teacher's Book elements**	4
2	**Pacing guide**	6
3	**Hugh talks**	8
4	**Student's Book**	9
5	**Workbook**	167
6	**Extra photocopiables**	293
7	**Audioscripts: Student's Book**	382
8	**Audioscripts: Workbook**	391
9	**Videoscripts**	402
10	**Przewodnik po serii**	408
11	**Realizacja dwóch podstaw programowych**	409

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:

- Teaching Life Skills,
- Teaching Critical Thinking,
- Teaching Lexis – Hugh's Method,
- Teaching Grammar – Hugh's Method.

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

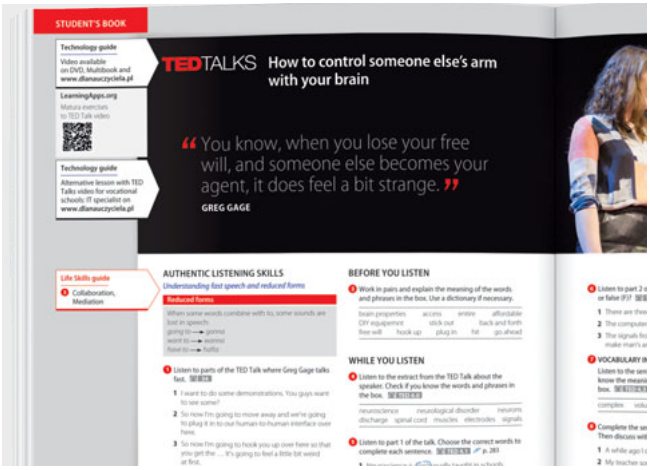
- presenting a problem,
- giving a solution,
- getting positive results / introducing changes in your life.



Technology guide

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

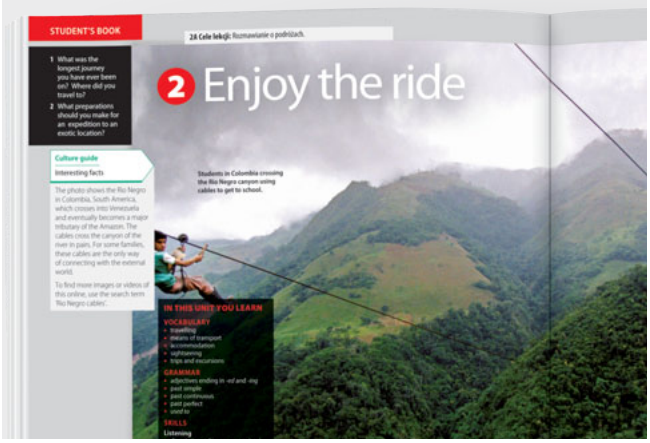
- extra online materials available on www.dlanauczyciela.pl,
- TED Talks videos on DVD and Multibook,
- Matura-type exercises to TED Talks video sections (LearningApps.org),
- alternative lessons for vocational schools, using vocabulary from selected TED Talks,
- grammar quizes (Quizizz.com),
- Matura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



Culture guide

Culture guide gives extra information related to the main content:

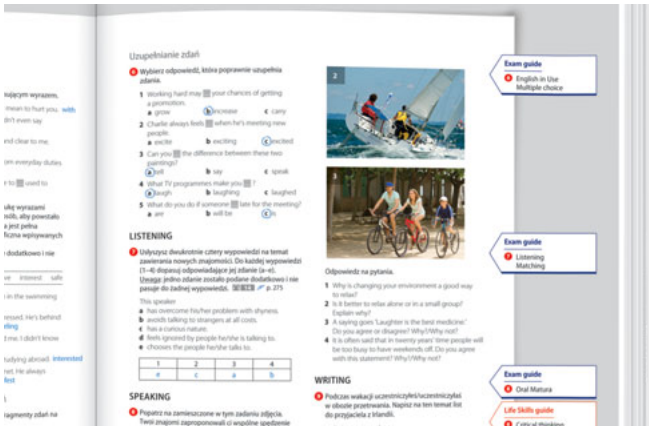
- Global context – shows the relationships between and interconnectedness of ideas and societies from local and global perspectives,
- Historical background – shows social and cultural factors, gives historical outline,
- Interesting facts – more data on the topic,
- Profile – a biographical sketch.



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

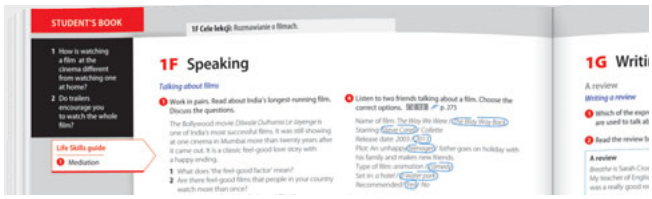
My Perspectives series teaches more than just the language. It provides students with useful and important skills. Life Skills guide shows the skills that can be taught to students. These include:

- 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.



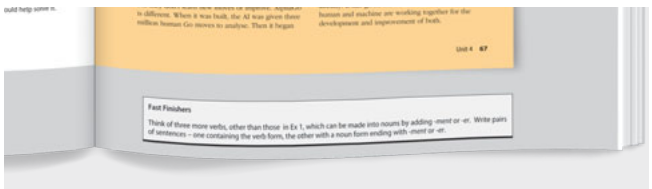
Warm-ups

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



Fast Finishers

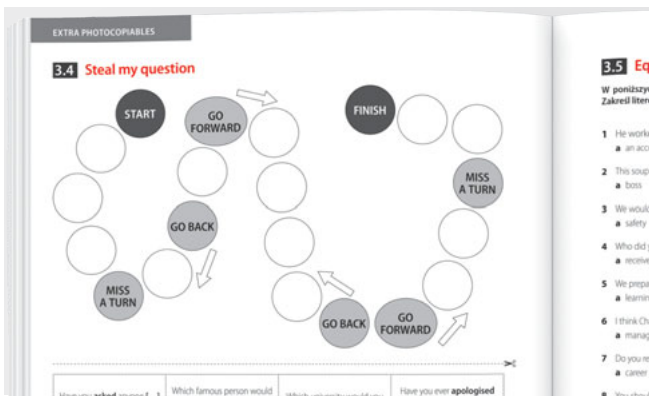
Extra activities for students who finish their work faster.



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:

- Teaching Life Skills,
- Teaching Critical Thinking,
- 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!



Teaching Life Skills

Being a teacher means not only passing on theoretical knowledge to our students, but also teaching them how to deal with the demands and challenges of life. This can be done by teaching important life skills. In this video you will find some practical tips on how to incorporate teaching 21st century skills in your lessons.

Watch on docwiczenia.pl
Code: P2PVE3

Teaching Critical Thinking

In today's world when we're often being flooded with fake news and unnecessary data, the ability to analyse information objectively and make reasoned judgments is crucial in almost all areas of life, including the English classroom.

Watch on docwiczenia.pl
Code: P23ADT

Teaching Lexis – Hugh's Method

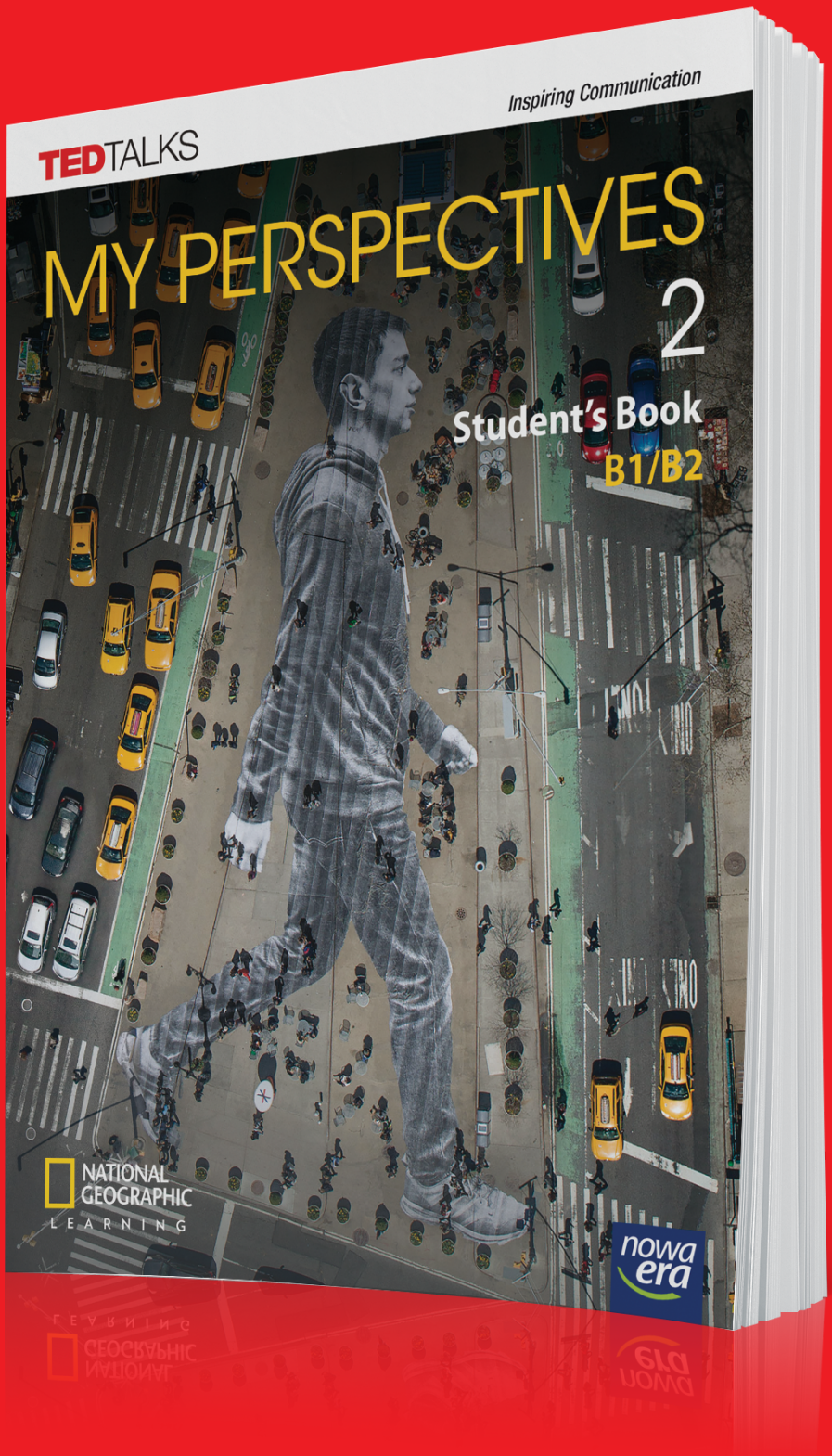
A huge part of mastering a foreign language involves learning and using vocabulary in a proper way. However, teaching vocabulary efficiently is not an easy job. With Hugh's method, it becomes very simple. In this video, we look at the triple XXX rule: explaining, exemplifying and then getting students 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, personality*
- *feelings and emotions*
- *hobbies and interests*
- *likes and dislikes*
- *free time activities*
- *present simple*
- *present continuous*
- *gerund and infinitive*

1 Complete each description of a person with the most appropriate adjective from the box. There are two adjectives that you do not need.

bored confident excited loud shy sociable talented

1 Jimmy always knows what to do and is sure of his opinions and actions. He's confident
2 Peter never stops talking, shouting and making a lot of noise. He's really loud
3 Layla doesn't feel like doing anything. She's not interested in anything that's going on around her. She's pretty bored
4 Maria sings beautifully. She can also dance very well. She's talented
5 Johnny could hardly sleep last night. He's going on a trip today and he knows he's going to love it. He's excited

Exam guide
6 English in Use Transformations

2 Complete the text with the correct form of the verbs in brackets.



Meet my friend Sarah. She's a relaxed, sociable person, so she often (1) ... (*meet*) her friends after school. She's quite smart, too – her marks at school (2) ... (*be*) really good. Right now, Sarah (3) ... (*talk*) to her friend Lisa on the phone. They're friends and they often (4) ... (*see*) each other because they (5) ... (*go*) to the same school. Most probably, the girls (6) ... (*talk*) about some school stuff.

2 1 meets 2 are 3 is talking 4 see 5 go 6 are talking

Exam guide
7 Listening Matching

3 Put the events in the order they usually happen in life.

be born	finish school
get a job	get married
graduate from university	have children
learn to speak	move house
retire	start school

Life Skills guide
8 Communication

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

Usually, I (1) ... (*not enjoy watch*) football matches, but today I (2) ... (*watch*) a very important match of the national team. They (3) ... (*lose*), although they usually (4) ... (*play*) really well. The goalkeeper (5) ... (*seem*) quite tired. Our players are hard-working and talented; I (6) ... (*think*) the main problem is that their rivals are in their best form ever.

5 Choose the correct option to complete each sentence.

1 I avoid *meeting* / *to meet* people who are not honest.
2 Don't be so reserved! You need *showing* / *to show* more emotion to people.
3 Sitting at home at the weekend is not for me! I prefer *hanging* / *to hang* out with friends.
4 We're having a party at the weekend. If you decide *joining* / *to join* us, call me.
5 Jake is really helpful. He always agrees *doing* / *to do* the shopping for his elderly neighbour.

6 Complete the second sentence so that it means the same as the first. Use the word in capitals. Do not change the form of this word. You may use between two and five words in each gap.

1 He doesn't like football.
INTO
He's ... .
2 It's not really nice for Jack to swim in the lake.
ENJOY
Jack ... in the lake.
3 It's not a problem for me if I have to get up early.
MIND
I ... up early.
4 Peter is in front of the TV and there's a comedy on.
WATCHING
Peter ... on TV.
5 I like rap music most.
FAVOURITE
Rap ... of music.

7 Listen to five short recordings. Match each speaker (1–5) with the correct sentence (a–e). 2 p. 382

1 Speaker 1 d
2 Speaker 2 b
3 Speaker 3 c
4 Speaker 4 e
5 Speaker 5 a

a is talking about their appearance.
b is angry.
c seems upset.
d is helpful.
e is giving their honest opinion.

8 Work in pairs. For each event in exercise 3, tell your partner when it happened to you or when you think it will happen.

I started school in 2005.

I think I will get married when I'm 25.

3 be born – learn to speak – start school – graduate from university – get a job – get married – move house – have children – retire

4 1 don't enjoy watching 2 am watching 3 are losing 4 play 5 seems 6 think

6 1 not into football 2 doesn't (really) enjoy swimming 3 don't mind getting 4 is watching a comedy 5 is my favourite kind

Starter 2

- *places to live*
- *rooms and furniture*
- *home equipment*
- *moving house*
- *past simple*
- *past continuous*
- *used to*

1 Choose the best definition for each word, then find the best word in the box for the other definition. There are some extra words in the box that you do not need.

armchair capital developer old town rural area sports centre suburban area vacuum cleaner

1 refrigerator
- **a** an electric device used for removing dust from floors and carpets (vacuum cleaner)
- **b** a device in the kitchen where food is kept at low temperatures

2 urban area
- **a** an area typical of cities
- **b** an area typical of the countryside (rural area)

3 district
- **a** a part of a city
- **b** the main city in a country (capital)

4 interior designer
- **a** a person who builds houses in the city for new residents (developer)
- **b** a person who decides what the rooms inside the house will look like

5 entertainment area
- **a** part of a city with the historical buildings, the town hall and main square (old town)
- **b** part of a city where you can find a cinema, a concert hall or an art gallery

2 Listen to Brenda answering questions about moving house. Then complete the text with one verb in each gap. 3 p. 382

Brenda moved to a new place last month. She (1) ... a flat in Wrocław. She (2) ... the offer on the internet. It (3) ... her over a month to move all her things there. She didn't (4) ... the colours of the walls there, so she (5) ... her bedroom blue.

3 Complete the text with the correct form of the words in the box. There are two words that you do not need.

accommodate combine direct educate explore locate transport

Remember that your (1) ... is not limited to just schools which are in your home town! If you live in a small town or a village, there may not be a lot of interesting high schools in the neighbourhood. In that situation, you may want to go to a school far from home. If you decide to do so, you can find (2) ... in places called dormitories. The (3) ... of a dormitory is usually quite convenient – it's close to the school or university, and even if it's not within walking distance, systems of (4) ... in most big cities are quite advanced, so there are always some buses or trams going in the (5) ... of your school.

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

1 Diana ... (*get*) a lot of inspiration from the internet when she ... (*decorate*) her new flat last year.
2 Jake and Lisa first ... (*meet*) at university. They ... (*both study*) interior design.
3 When I entered the room, Peter ... (*sit*) in front of the TV, but he ... (*not watch*) it.
4 Peter ... (*look*) for an unusual place to build a house when the developer ... (*suggest*) a place by the lake.
5 The children ... (*not play*) in the garden when I looked out of the window. They ... (*tidy*) their room.

5 Write sentences about people's past habits using *used to*.

1 Tom ... (*share*) a bedroom with his brother when he was younger.
2 Jack ... (*not live*) in a big city when he was at primary school.
3 ... (*Sheila / design*) the interior of houses when she worked in London?
4 Jason ... (*rent*) a flat when he was a student.
5 Samantha's parents ... (*not spend*) much on modern furniture.

6 Match the reasons (1–3) with the consequences (a–c). Then write sentences using linking words.

1 Ron's bathroom is too small for a washing machine.
2 Michael didn't have enough money to buy an apartment.
3 Tom's flat has a lot of hi-tech appliances.

a He rented a flat.
b The rent is quite high.
c He keeps it in the utility room.

1 As ... .
2 ..., so ... .
3 ... . That's why ... .

7 Work in pairs. Ask and answer questions about particular times of the day yesterday or at the weekend. Use the past continuous tense.

What were you doing on Sunday afternoon?

I was visiting a famous art gallery. And you?

I was hiking in the mountains with my friends.

Life Skills guide
7 Communication, Mediation

Exam guide
3 English in Use Word formation

4 1 got, was decorating
2 met, were both studying
3 was sitting, wasn't watching
4 was looking, suggested
5 weren't playing, were tidying

5 1 used to share
2 didn't use to live
3 Did Sheila use to design
4 used to rent
5 didn't use to spend

3 1 education
2 accommodation
3 location
4 transportation
5 direction

2 1 bought
2 found
3 took
4 like
5 painted

6 1c As Ron's bathroom is too small for a washing machine, he keeps it in the utility room.
2a Michael didn't have enough money to buy an apartment, so he rented a flat.
3b Tom's flat has a lot of hi-tech appliances. That's why the rent is quite high.

Starter 3

- *health*
- *illnesses*
- *common health problems*
- *parts of the body*
- *healthy lifestyle*
- *quantifiers: how much/many, some, any, a lot of, a little, a few*
- *phrasal verbs*

Exam guide

1 Listening
Matching

1 Listen to five pieces of advice from the doctor. Match each piece of advice (1–5) with the health problem (a–e). 4 p. 382

1	Advice 1 a	**a**	broken arm
2	Advice 2 e	**b**	headache
3	Advice 3 d	**c**	runny nose
4	Advice 4 b	**d**	cough
5	Advice 5 c	**e**	stomachache

2 Choose the best option for each definition.

1 You have five of them on each hand: *finger / toe / wrist*

2 The joint between your foot and the rest of your leg: *wrist / ankle / hip*

3 Part of a face where men grow their beards: *chin / mouth / forehead*

4 The organ which pumps blood around your body: *lung / throat / heart*

5 You can smell aromas with it: *tongue / nose / ear*

3 Choose the correct option to complete each sentence.

1 How *much / many / little* times in a year do you visit your doctor?

2 There were *a little / much / a lot of* patients at the doctor's, so I had to wait for over an hour.

3 You spend too *lot of / much / many* time on your laptop. It will damage your eyesight.

4 Are there *some / a little / any* symptoms of this illness?

5 *A little / Many / Any* sugar is OK in your diet, but too much is definitely unhealthy.

4 Match the words (1–5) with the synonyms (a–e).

1	understand c	**a**	quiet
2	ill d	**b**	thin
3	workout e	**c**	realise
4	calm a	**d**	unwell
5	slim b	**e**	exercise

5 Complete the text with the words in the box. There are two extra words that you do not need.

doctors exercise nervous quiet realise thin unwell

How much do you care about your physical and mental condition? Remember that regular (1) ... is very important. You don't have to go to the gym – just a few press-ups or squats at home will do. Also, a good diet will help you. Low-fat and low-sugar food will help you stay (2) ... . Stress can do a lot of harm to your organism, so try to live a (3) ... life, without worrying too much. It's important to (4) ... that sleep is an essential factor – people who sleep less than six hours a day often have problems with their health. And remember, if you feel (5) ... , don't hesitate to visit the doctor as soon as possible!

6 Match the parts of the sentences.

1	Many students from my school belong b	**a**	up smoking a few months ago.
2	There are a few nice places in town to hang d	**b**	to the local gym.
3	Summer is the best time to take c	**c**	up some water sports, like surfing or sailing.
4	My father gave a	**d**	out with friends after school.
5	He's got a hard job. He has to deal e	**e**	with a lot of stressful situations every day.

7 Find phrasal verbs in the sentences in exercise 6 which are synonyms for the phrases.

1 start doing an activity take up
2 stop doing something give up
3 take action to solve a problem deal with
4 spend time outside with friends hang out
5 be a member of a group belong to

Life Skills guide

8 Communication, Creativity

8 Work in pairs. Discuss a few ideas about how young people can take care of their health. Find two ideas you both agree on and one you disagree on with your partner.

I think young people can walk or ride a bike to school instead of going by bus.

I don't agree. Some students live far away from school.

Well, that's true, but at least those who live close to school should try.

5 **1** exercise
2 thin
3 quiet
4 realise
5 unwell

Starter 4

- *types of school*
- *school subjects*
- *comparatives and superlatives: adjectives and adverbs*
- *comparative forms (as … as, too, enough, so, such)*

1 Correct the false information (in bold) in the definitions.

1 An entry exam is an exam you write **at the end** of your education.
2 **Grade 7** is the last grade of primary school in Poland.
3 Schools which charge fees are called **state schools**.
4 A canteen is the room where students can **leave their coats**.
5 The subject which teaches you about energy, electricity and the speed of light is **geography**.

2 Listen to five teachers saying something during their lessons. Match each teacher (1–5) with the correct subject (a–g). There are more subjects than you need. 5 p. 382

1 Teacher 1 e
2 Teacher 2 c
3 Teacher 3 f
4 Teacher 4 d
5 Teacher 5 a

a maths
b social studies
c IT
d history
e chemistry
f PE
g geography

3 Choose the correct option to complete each sentence.

1 *'bardzo dobry'* on your test paper is a ... .
(a) grade **b** register **c** notice

2 The first school in the system of education is called ... school.
(a) primary **b** secondary **c** state

3 If you make ... , your results at school are better and better.
a exchange **b** principle (c) progress

4 The report you get at the end of a school year is called a ... .
a short test (b) certificate **c** assignment

5 If you get better at a subject, you ... your skills.
a retake **b** attend (c) develop

4 Complete the text with the correct form of the adjectives and adverbs in brackets (comparatives or superlatives).

Changing school from my local high school to the High School of Technology was one of (1) ... (*good*) decisions in my life. Teachers here are (2) ... (*helpful*) than the previous ones and my form tutor is (3) ... (*kind*) woman I could ever imagine! I have to work (4) ... (*hard*), but with such fantastic teachers we all learn (5) ... (*easily*) than in our old school.

4 1 the best
2 more helpful
3 the kindest
4 harder
5 more easily

5 Complete the sentences with the correct form of the words in the box (use suffixes *-ful* or *-less*). There are more words in the box than you need.

care cloud help hope pain stress thank use

1 Look at this ... sky – it's going to be a beautiful day, so we can have our PE lesson outside.
2 My brother is sometimes really ... . He forgets to take notes during a lesson and then he has no idea what his homework is.
3 I'm so ... for all you did for me. You helped me a lot with my Biology project!
4 The most ... moment during an exam is when you realise how little time is left and how much you still have to write.
5 I'm totally ... at German. I keep forgetting even the easiest vocabulary.

5 1 cloudless
2 careless
3 thankful
4 stressful
5 hopeless/useless

Exam guide
2 Listening
Matching

6 Complete the second sentence so that it means the same as the first. Use the word in capitals. Do not change the form of this word. You may use between two and five words in each gap.

1 History is the easiest subject for me.
AS
No other subject is ... history for me.

2 This school is not close enough to my house.
TOO
This school ... my house.

3 The exam was really hard. That's why I failed it.
SUCH
It was ... that I failed it.

4 I've got too little talent to sign up for drama classes.
ENOUGH
I'm ... to sign up for drama classes.

5 Mr Santos is such a good teacher that all his students speak Spanish fluently.
SO
Mr Santos teaches ... that all his students speak Spanish fluently.

Exam guide
6 English in Use
Transformations

6 1 as easy as
2 is too far from
3 such a hard exam
4 not talented enough
5 so well

7 Work in pairs. Choose four subjects you learn at school and discuss them using comparatives, superlatives, *so*, *such*, *not as … as*, *too* and *enough*.

German isn't as easy as English.

That's right. And German grammar is so complicated for me!

Life Skills guide
7 Communication

Starter 5

Exam guide
5 Listening
Matching

- *family*
- *friends*
- *events and celebrations*
- *traditions*
- *everyday activities*
- *present perfect and past simple*
- *present perfect with for, since, already, just, yet*

1 Complete the text with the words in the box.

classmate	grandfather	hugged	male	shook

I went to see my (1) ... last weekend. He's my mother's father. I went with my (2) ... Jack. I like him very much – we sit at the same desk in most lessons. My grandad didn't know Jack, so I told him who he was. Grandad (3) ... hands with Jack and asked him a few questions about our school. We spent a nice time talking. After an hour, we had to go. Grandad (4) ... me as always, we said goodbye and went back home. By the way, do you know that I'm his only (5) ... grandchild? All his other grandchildren are girls, and there are four of them!

1 grandfather
2 classmate
3 shook
4 hugged
5 male

2 Complete the chart with the missing forms of the words.

noun	adjective
tradition	(1) traditional
(2) emotion	emotional
society	(3) social
(4) profession	professional
music	(5) musical

3 Complete the sentences with the adjectives from the box. There are two extra adjectives that you do not need.

central	cultural	financial	medical
personal	political		traditional

1 central
2 political
3 cultural
4 personal
5 traditional

Exam guide
7 English in Use
Translations

Life Skills guide
7 Mediation

1 They sat around a big table in the ... part of the room.
2 We never discuss ... issues during family meals – they are usually too controversial.
3 My cousins and I often go to ... events in my city like concerts or theatre plays.
4 I don't usually share my ... information with others. Only my closest friends know a lot about me.
5 We spend Christmas at my grandparents' house. It's also our ... place for Easter.

Life Skills guide
8 Communication, Mediation

4 Complete each sentence with the correct form of the verbs in brackets. Use the past simple or present perfect.

1 They ... (*organise*) six music festivals so far.
2 We ... (*go*) to see the Grunwald battlesite in 2018.
3 Jimmy ... (*never / take*) part in an open-air concert.
4 Which Polish cities ... (*you / visit*) this year?
5 Andrew ... (*join*) the history club last month.

4 1 have organised
2 went
3 has never taken
4 have you visited
5 joined

5 Listen to five people leaving messages on the phone. Match each speaker (1–5) with the correct sentence (a–g). There are two sentences that you do not need. 6 p. 382

1 Speaker 1 c
2 Speaker 2 a
3 Speaker 3 e
4 Speaker 4 f
5 Speaker 5 b

a has just accepted an invitation.
b has just asked for permission to organise a party.
c has just invited a friend to a party.
d has just come to a friend's party.
e has just rejected an invitation.
f has just returned from a party.
g has just changed their plans for a party.

6 Complete the sentences with the words in the box.

for	just	never	since	yet

1 I've ... quarrelled with my best friend. We always think the same way. never
2 I haven't had a good party ... months. It's time to organise something! for
3 This invitation has ... come by email. Are you going to accept it? just
4 Jake and Tina haven't talked to each other ... their last argument. since
5 Have you found a good place for you eighteenth birthday party ... ? yet

7 Translate the Polish fragments of the sentences into English.

1 Look! That little girl (*właśnie się ukłoniła*) ... to you. Do you know her?
2 (*Jak długo znasz*) ... your best friend?
3 Why do you think Jimmy (*odrzucił twoje zaproszenie*) ... ?
4 I want Jack to come to my party, but I (*jeszcze go nie zaprosiłem*) ... .
5 I (*nie widziałem wujka odkąd*) ... he moved to another city.

7 1 has just bowed
2 How long have you known
3 has rejected your invitation
4 haven't invited him yet
5 haven't seen my uncle since

8 Work in pairs. Tell your partner about the things you have already done and the things you haven't done this week.

I've already had a maths test this week.

I haven't visited my grandma yet.

Starter 6

- *success and failure*
- *education*
- *prefixes: -im, -dis, -un, -in*
- *modal verbs: must, have to, don't have to, can, can't, should, shouldn't, mustn't*
- *zero conditional*

1 Replace the words in bold with the synonyms in the box.

accept	fail	imperfect	perfection	successful

1 After a few hours of cleaning and tidying, the boys' bedroom reached **an ideal state**. perfection
2 It took me a long time to **feel OK about** the fact that I don't have to be the best at everything. accept
3 His career has been **full of positive effects** ever since he was transferred to London. successful
4 Even if you **don't achieve the desired result** at the first attempt, don't give up. Try harder until you succeed! fail
5 His design was **with some defects**, but the jury decided it was the best anyway. imperfect

2 Complete the sentences with the words in the box. Add the correct prefixes to change the meaning of the words.

agree	correct	formal	precise	usual

1 It was an ... meeting. We didn't inform our boss about it. informal
2 The instructions were ... . Some of them could be interpreted in two different ways. imprecise
3 This is a really ... show. I haven't seen anything like it before. unusual
4 Some of your answers in the test were ... . You should look at it and check your mistakes. incorrect
5 I'm sorry, but I have to ... . Your plan will take too much time and money. disagree

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

be	find	have	make	revise	work

Are you having a hard time at school? If you (1) ... for a test, you should (2) ... a quiet place to do it. Remember that your brain (3) ... better if it doesn't (4) ... too much noise from outside. If there (5) ... new words you have to learn by heart, you may try to (6) ... notes on them. Anyway, good luck with your test!

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

1 Maybe something went wrong during the installation. ... reinstalling it. (*try / to / want / may / you*)
2 ... your teacher to explain it to you again. (*ask / should / you*)
3 ... get a summer job to earn some money. (*need / you / to / may*)
4 I started taking an earlier bus to school and ... , too. (*may / you / work / it / for*)
5 I'm ... Chris could let you use his old mobile for some time. (*think / I / not / but / sure*)

5 Listen to five people talking about their problems. Then match each speaker (1–5) with a piece of advice (1–5) in exercise 4. 7 p. 382

Speaker 1 5
Speaker 2 4
Speaker 3 2
Speaker 4 3
Speaker 5 1

6 Choose the correct option to complete each sentence.

1 Everything is up to you. You ... take part in the tournament if you don't want to.
a can't
b mustn't
c don't have to

2 What you said to Rick was not very polite. You ... apologise to him.
a need
b should
c shouldn't

3 This is a pedestrian zone, sir. You ... enter here in your car.
a mustn't
b don't have to
c should

4 Yes, you can stay with us in the room, but you ... be very quiet. We're working on our school project.
a have to
b can
c don't need

5 Of course, there are enough sandwiches for everyone. You ... have as many as you wish.
a must
b should
c can

7 Work in pairs. Think about two things you were unsuccessful at. Your partner should give you some advice on how to succeed next time.

I was on a healthy diet some time ago, but I gave it up after a week.

You may want to try a diet which includes the food you like, with some nice vegetables or fruit, for example.

Exam guide
5 Listening Matching

Life Skills guide
7 Communication, Mediation

3
1 revise
2 find
3 works
4 have
5 are
6 make

4
1 You may want to try
2 You should ask
3 You may need to
4 it may work for you
5 not sure, but I think

Starter 7

- *food*
- *meals*
- *flavours*
- *predictions and future arrangements: will, might, going to, present continuous*
- *first conditional*

1 Match each description (1–5) with two words in the box.

beef	chilli	coffee	ice cream	milkshake
pasta	pepper	pizza	pork	tea

1 A very hot kind of spice.

2 A type of meat from a popular farm animal.

3 A popular cold dessert made from milk and fruit.

4 Very popular type of Italian food served with tomato sauce.

5 A hot drink, often served in a cup, which many people drink for breakfast.

Exam guide
2 Listening
Matching

2 Listen to five situations. Match each situation (1–5) with the place (a–e) where it takes place. 8 p. 382

1	Situation 1 c	**a**	in a kitchen
2	Situation 2 e	**b**	in a shop
3	Situation 3 a	**c**	in a restaurant
4	Situation 4 b	**d**	on a farm
5	Situation 5 d	**e**	at the cinema

Exam guide
6 English in Use
Translations

Life Skills guide
6 Mediation

3 Choose the correct option to complete the text.

Jane (1) *is giving* / *won't give* her presentation at school tomorrow. It's about food around the world. She (2) *might discuss* / *is going to discuss* how different regions depend on completely different types of basic food. She wants to check on the internet for some nice photos of food to include in her presentation. If her teacher likes it, Jane (3) *might get* / *is getting* a 'six' for it. She really hopes other students (4) *will also enjoy* / *are also enjoying* the presentation. And she's sure their presentations (5) *are going to be* / *will be* worth watching, too.

Life Skills guide
7 Communication

Exam guide
4 English in Use
Word formation

4 Complete the sentences with the correct form of the words in capitals.

1 The … are worried because the frequent storms are damaging the crops in their fields. farmers FARM

2 … of gluten-free and vegetarian food is growing. Is it just a fashion or is this kind of food really healthier? Production PRODUCE

3 Typically rural areas are disappearing because of the rapid … of urban regions. development DEVELOP

4 Scientists have confirmed the … of healthy diet on how long we live. importance IMPORTANT

5 The company's greatest … was a new system of collecting vegetables from the fields. ACHIEVE achievement

5 Complete the sentences with the correct form of the verbs in brackets. Use the first conditional.

1 When I … (*go*) to the countryside next month, I … (*try*) fresh milk from my uncle's farm.

2 I think I … (*join*) Greenpeace when I … (*finish*) school. I'd like to do something for the environment.

3 … the prices of basic food products … (*rise*) if this hot weather … (*continue*)?

4 If the shops … (*not pay*) the farmers more for their fruit, they … (*find*) other ways to sell their produce.

5 We … (*not increase*) our production if we … (*not introduce*) new harvesting methods.

6 Translate the Polish fragments of the sentences into English.

1 If we develop new methods of growing crops, (*możemy rozwiązać*) … many problems of countries where there is not enough food.

2 (*A może byśmy zaczęli*) … growing our own vegetables in the garden?

3 (*Wadą tej restauracji*) … is that there are too few waiters in peak hours.

4 (*Nie polecałbym*) … this shop, because the owner is quite rude to customers.

5 If the population of bees (*nie wzrośnie*), … honey will become a luxury and a very expensive product.

7 Work in pairs. Plan some activities you could do together at the weekend. Use polite phrases to suggest things.

How about going bowling this weekend?

Great! Maybe we should also take Marek and Tomek.

We could have a barbecue on Saturday.

Great idea! I'll invite some firends.

1 1 chilli, pepper
2 beef, pork
3 ice cream, milkshake
4 pasta, pizza
5 coffee, tea

5 1 go, will try
2 will join, finish
3 Will (...) rise, continues
4 don't pay, will find
5 won't increase, don't introduce

6 1 we may solve
2 Why don't we start / How about starting
3 One disadvantage of this restaurant
4 I wouldn't recommend
5 doesn't grow/rise/increase

Starter 8

- *shopping, types of shops*
- *buying and selling*
- *advertising*
- *defining relative clauses*
- *second conditional*

1 Match the words (1–5) with the definitions (a–e).

1 advertisement e
2 recycling b
3 complaint d
4 cotton a
5 designer c

a a popular material for T-shirts, socks or underwear
b the process of using the same product again
c a person who decides what a new product will look like
d when there is a problem with the quality of a product you bought and you want to return it
e information in a newspaper, on the internet, etc., which encourages the reader to buy a product

2 Choose the correct option to complete the text.



My sofa was so old that I decided to (1) *pick / sell / throw* it away and buy a new one. There was nothing interesting in the local (2) *grocery / furniture / stationery* shop, so I checked the offers (3) *to take away / online / on loan*. I found a website which offered designer sofas (4) *manufactured / packed / returned* from recycled industrial materials. What caught my eye immediately was a yellow sofa made from an oil tank. I picked it from dozens of other designs without thinking much. The (5) *receipt / billboard / delivery* took a few days, but the sofa is finally here and it's just awesome!

3 Complete the text with the missing fragments (a–e).

What do you do with the plastic bottles (1) d ? You can use them to make things (2) c or they can just be nice decoration. The easiest way is to cut the bottom part off and use it as a small pot (3) b . It may look interesting if you fill it with some decorative soil (remember that the plastic is transparent!). But there are people (4) e like piggy banks, chandeliers or decorative containers! There was also a man (5) a using bottles as bricks. Amazing, isn't it?

a who built his house
b which will easily hold a plant or two
c that will have new functions
d which are left after drinking your favourite fizzy drink
e who can change plastic bottles into really amazing objects

4 Complete the phrases with the words in the box to make compound nouns.

bin	board	boat	fisher	surfing

1 ... destination
2 rubbish ...
3 skate ...
4 ... man
5 fishing ...

5 Complete the sentences with compound nouns in exercise 4.

1 The ... spent the whole evening cleaning his nets.
2 We filled the whole ... with old clothes which were too worn to use any longer.
3 There was only one ... in the small bay near the coast and I could see one man in it.
4 The boy got a new ... and decided to try it out in the park at once.
5 The Portuguese coast is a popular ... for many fans of water sports.

6 Combine the sentences. Use the correct relative pronoun and make necessary changes.

1 This is a lamp. I made it from some old toys.
2 Laura is a designer. She specialises in reusing old furniture.
3 We didn't need the clothes. One of the charities took them.
4 Some people will never design beautiful things. They lack creativity.
5 Upcycling is a way of creating unusual things. It also helps reduce waste and pollution.

7 Complete each sentence with the correct form of the verbs in brackets. Use the second conditional.

1 If George had enough money, he ... (*buy*) a new sofa for the living room.
2 Students would be more ecologically-friendly if they ... (*learn*) more about the environment at school.
3 You could still use this old chair if you only ... (*repair*) the seat.
4 If our school started an upcycling course, I'm sure many students ... (*sign*) up.
5 We could change these old clothes into something useful again if we ... (*find*) some inspiration on internet fashion blogs.

8 Work in pairs. Discuss three products which you believe have too short a 'lifespan'. Is there any way to reuse them?

You can give old blankets to a pet shelter – they use them to keep the animals' boxes warm.

If you have a new smartphone, you can still use the old one as an alarm clock or a music player.

4 1 surfing destination
2 rubbish bin
3 skateboard
4 fisherman
5 fishing boat

5 1 fisherman
2 rubbish bin
3 fishing boat
4 skateboard
5 surfing destination

7 1 would buy
2 learnt
3 repaired
4 would sign
5 found

Life Skills guide
3 Creativity

Life Skills guide
8 Communication, Creativity

6 1 This is a lamp which/that I made from some old toys.
2 Laura is a designer who specialises in reusing old furniture.
3 One of the charities took the clothes which/that we didn't need.
4 People who/that lack creativity will never design beautiful things.
5 Upcycling is a way of creating unusual things which/that also helps reduce waste and pollution.

1 Which negative feelings (anger, embarrassment, jealousy, etc.) are the hardest to avoid? Why?

2 Can you recognise when others are, for example, sad, excited or upset? What are the non-verbal ways to communicate such emotions?

1 In touch with your feelings

Culture guide

Interesting facts

In March 2014, thousands of faces were collected from the website www.au-pantheon.fr, and at nine national monuments in France through a portable photo booth, to create a monumental installation that surrounded the drum of the Panthéon's dome in Paris, and covered the floor inside the monument. JR's installation Au Panthéon! was open to the public from June to October 2014. He wanted to make 'A global art project transforming messages of personal identity into works of art.' JR gave a TED Talk called 'My wish: Use art to turn the world inside out' in March 2011 (from JR's website).

Hundreds of anonymous black and white photos make up a giant collage on the floor of the Panthéon in Paris, created by the French artist, JR.

IN THIS UNIT YOU LEARN

VOCABULARY
- feelings and emotions
- personal values
- films, film reviews

GRAMMAR
- subject/object questions
- present simple
- present continuous
- present perfect

SKILLS

Listening
- descriptions of explorers' work
- body language and showing emotions
- matching

Reading
- smiling and showing emotions
- fake and genuine smile
- suffixes *-ment*, *-ness*, *-ion*, *-ed*, *-ous*, *-ly*
- true/false

Speaking
- talking about films
- asking follow-up questions

Writing
- review

CRITICAL THINKING
- rhetorical questions

3h/week • Student's Book ex. 1–5 p. 13 • If short of time, skip ex. 5.

5h/week • Workbook ex. 1–12 pp. 8–9 • If short of time, skip ex. 10–12.

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



1A Vocabulary

Describing emotions

Talking about feelings and emotions

Exam guide
1 Oral Matura

Life Skills guide
1 Communication, Critical thinking, Mediation

1 Work in pairs. Describe the photo on pages 12–13. Then answer the questions.

1 What message do you think the artist is trying to communicate in this project?
2 What kind of art appeals to you most? Why?
3 Tell your partner about a situation when something went wrong during a cultural event you took part in.

2 Match the sentences (1–9) with the follow-up comments (a–i).

1 I sometimes get **scared** when I'm on my own. e
2 You must be **delighted** – that's great news! i
3 I'm feeling more **relaxed** now it's Saturday. b
4 I got a bit **confused** at the start of the film. g
5 My brother isn't normally this **nervous**. f
6 Travelling to school on your own can be quite **lonely**. h
7 My parents started to dance. I was so **embarrassed**! a
8 At the moment I'm feeling quite **stressed**. c
9 Please don't be **angry** with me. d

a But it was great to see them having fun.
b It's been a very busy week, so it's nice to have some time off.
c I've got so much work to do.
d I was only trying to help.
e I don't even like being at home without anyone else, really.
f He's doing a presentation in class this afternoon.
g I understood most of it, though.
h Sometimes I like having time to think quietly before a busy day, though.
i When did they tell you you're in the team?

3 Complete the questions with the adjective in bold in exercise 2.

1 Are you ... of anything, like spiders, for example? scared
2 Have you ever been really ... with your exam results? delighted
3 Do you get ... if you cry in public? embarrassed
4 Is it possible to feel ... when you are with lots of people? lonely
5 Do you get ... before going to the dentist or speaking in class? nervous/stressed
6 When you're feeling ..., what do you do to relax? stressed/nervous
7 Are you ... about the meaning of any new words today? confused
8 If someone is late, do you feel ...? angry
9 Does reading make you feel ...? relaxed

4 Use the adjectives in the box to describe how people may feel in the situations. You can use more than one adjective in each sentence.

annoyed bored confused delighted disappointed embarrassed excited interested relaxed scared shocked stressed surprised worried

1 Mike is just starting his Matura exam in English. stressed
2 The satnav tells Andrew to turn left, but... there's no left turn there. confused
3 Jimmy's mum tells his girlfriend stories from his earliest childhood. embarrassed
4 Patricia is going on a three-day school trip tomorrow. She can't wait to go. excited

5 Work in pairs. Choose some other adjectives in the box in exercise 4 and tell your partner about the last time you felt like that.

Life Skills guide
5 Communication, Mediation

1B Cele lekcji: Rozumienie wypowiedzi o pracy odkrywców oraz o wyrażaniu emocji.

1 When was the last time you talked to someone about your emotions?
2 How attractive is the job of a wildlife photographer for you?

1B Listening

Listening to descriptions of explorers' work and people talking about showing emotions

Life Skills guide
1 Communication, Mediation, Self-development

Exam guide
4 Listening Matching

1 Work in pairs. Look at the photo and answer the questions.

1 What do you know about tigers?
2 Can photographers take photos like this safely? How?
3 How would you feel if you came face to face with a tiger in the wild?

2 Listen to descriptions of three National Geographic explorers' work. Complete the chart. 9 p. 383

	Where does the story take place?	What animal(s) does he mention?	What feeling(s) is he describing?
Matthew Luskin	Indonesia	tigers	scared
William Allard	Peru	sheep	unhappy, angry, worried
Chris Bashinelli	Mongolia	horses	excited

3 Listen again. Which explorer (Matthew, William or Chris): 9 p. 383

1 described an event with a happy ending for someone who wasn't the speaker?
2 did something he had never done before?
3 wasn't talking about his emotions?
4 was trying to solve a problem in his work?
5 was probably very tired?
6 was surprised at how he felt?

4 Listen to four people talking about how our bodies show our emotions. Match each speaker (1–4) with the correct sentence (a–e). There is one extra sentence that you do not need. 10 p. 383

This speaker:
a managed to hide their real feelings.
b interprets another person's behaviour for a friend.
c misinterpreted someone's behaviour.
d is talking to a large group of people.
e got in trouble for showing their emotions.

1	2	3	4
d	b	a	c

Tigers live in Bangladesh, Bhutan, India, Indonesia, Malaysia, Nepal, Russia and Thailand.



2
1 William (readers raised money to buy sheep for the person in the photo)
2 Chris (he had never been on a horse before)
3 William (he's talking about the boy's emotions)
4 Matthew (trying to stop tiger numbers falling)
5 Matthew (couldn't sleep because he was so nervous)
6 Chris (*I thought I would be scared but …*)

3h/week • Student's Book ex. 1–4 p. 14
5h/week • Workbook ex. 1–6 p. 10
7h/week • Extra online resources

Fast Finishers

Think of situations which may cause people to react differently (depending e.g. on their personality, skills or interests). Note down the situation and the possible feelings or emotions it may result in.

1C Grammar 1

Subject/object questions

Asking questions about feelings and emotions

1 Work in pairs. Can you remember the answers to the questions? Listen to William's story again and check your answers. 11 p. 383

1 What does William Allard do?
2 Who killed Eduardo's sheep?
3 Who collected money for Eduardo's family?
4 How much did they collect?

Subject/object questions

a *Who collected money for Eduardo's family?* National Geographic *readers collected money for him.*

b *How much did they collect? They collected* over $7,000.

More explanation in Grammar reference on p. 24.

2 Read the questions in the Grammar box. Then choose the correct option to complete each sentence.

1 The question word in question *a* / *b* asks about the subject of the answer (subject question).
2 The question word in question *a* / *b* asks about the object of the answer (object question).
3 To make *a subject* / *an object* question in the present simple and past simple we need an auxiliary verb, e.g. *do, does, did.*
4 *Subject* / *Object* questions in the present simple and past simple do not need the auxiliary verb *do* or *did.*

More exercises in Grammar practice on p. 25.
Do exercises 1–2.

3 Use the prompts to write questions about Chris Bashinelli's and Matthew Luskin's stories.

1 whose story / happen / in Mongolia?
2 what / the men / invite / Chris / to do?
3 what / Chris / say / about the experience?
4 what / Matthew / studying?
5 how many people / tigers / kill / before the expedition?
6 how many people / hide / in the tree?

4 Complete the questions about emotions.

1 How often ... ?
I laugh every time I'm with my friends.
2 What TV programmes ... ?
Singing competitions on TV make me angry.
3 Who ... ?
My little sister cries the most in my family, definitely!
4 Which horror films you've seen ... ?
Don't Breathe and *Krampus* were both scary, but *Don't Breathe* scared me the most!
5 When you feel confused about homework, what ... ?
I call a friend!
6 Who ... you recently?
My mum embarrassed me an hour ago!

5 Work in pairs. Ask and answer the questions in exercise 4.

6 Translate the Polish fragments of the sentences into English.

1 (*Ilu ludzi powiedziało*) ... that they were interested in the show?
2 (*Ilu ludziom powiedziałeś*) ... that you were scared of this man?
3 (*Kto czuł się*) ... surprised by the way the movie ended?
4 (*Która piosenka sprawiła*) ... you feel relaxed?
5 (*Której piosenki słuchasz*) ... when you feel stressed?

7 Work in pairs. For each sentence 1–5, Student A asks a question about the underlined words, Student B asks about the words in bold.

1 Jamie's brother bought a new **bike** yesterday.
2 **Five thousand** people came to see the match of the local team.
3 **Classical** music makes plants grow better.
4 The students were irritated by the **unexpected test**.
5 **Many teenagers** would be excited to work as police officers.

---

1 Which pieces of news are the first ones you share with your parents: annoying, surprising or exciting ones?
2 What kind of people make you:
(a) bored
(b) irritated
(c) relaxed?

1
1 He's a photographer.
2 a driver
3 National Geographic readers
4 over $7,000

3
1 Whose story happened in Mongolia?
2 What did the men invite Chris to do?
3 What did Chris say about the experience?
4 What was Matthew studying?
5 How many people did the tigers kill / had the tigers killed before the expedition?
6 How many people hid / were hiding in the tree?

4
1 How often do you laugh?
2 What TV programmes make you angry?
3 Who cries the most in your family?
4 Which horror films you've seen have scared you the most?
5 When you feel confused about homework, what do you do?
6 Who embarrassed you recently?

6
1 How many people said
2 How many people did you tell
3 Who felt
4 Which song made
5 Which song do you listen to

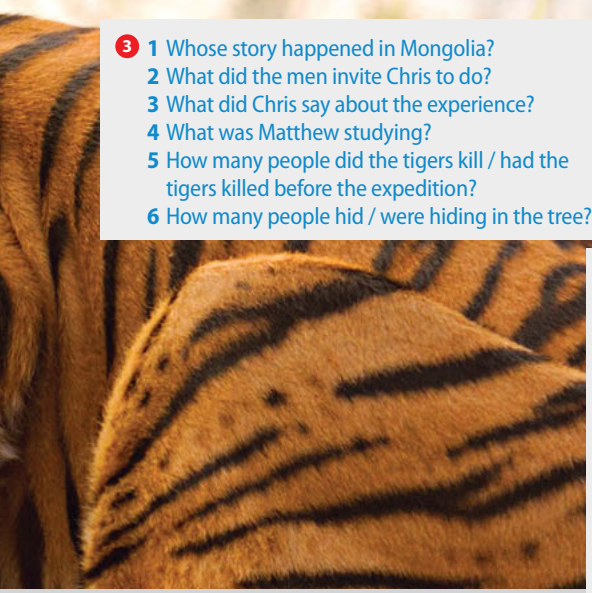
7
Student A:
1 Whose brother bought a new bike yesterday?
2 What did five thousand people come to see?
3 What does classical music make grow better?
4 Who was irritated by the unexpected test?
5 Who would many teenagers be excited to work as?

Student B:
1 What did Jamie's brother buy yesterday?
2 How many people came to see the match?
3 What kind of music makes plants grow better?
4 What were the students irritated by?
5 Who would be excited to work as a police officer?

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**



t 1 15

3h/week • Student's Book ex. 1–7 p. 15, ex. 1–2 p. 25

5h/week • Workbook ex. 1–6 p. 11

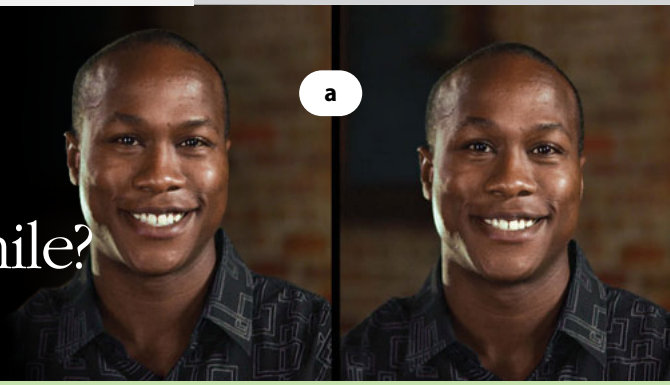
7h/week • Photocopiable grammar activities, TB pp. 294, 297 (1.1) • Extra online resources (see Technology guide)

1D Cele lekcji: Czytanie tekstu na temat uśmiechu.

1 Are young Poles generally cheerful? Do we often smile?
2 How often do you pretend to be happy in order to hide your real emotions?

1D Reading

Why do people smile?



12 'Say cheese!' In English-speaking countries, this is what you say to people to make them smile before you take their photo. 'Service with a smile' is a common message for shop assistants and receptionists. Workers in call centres are even told to smile so they sound friendly when they speak to customers on the phone! The idea is that callers will notice if the phone operators aren't smiling. But why should we want people to smile?

We've always known that smiling can express enjoyment, affection or friendliness, but we're learning more and more about facial expressions, and realising that their effect on our relationships is more powerful than that. We know that smiling helps us connect with other people in social situations and get out of arguments and embarrassing situations. We know from studies that smiling regularly may even increase the chances of living longer. In fact, it's such an important part of being human that we start it very young. You probably started smiling to show your happiness when you were just a few weeks old, but you've known how to smile for even longer. Unborn babies get used to moving their facial muscles by smiling, in the same way they practise kicking using their leg muscles. And we aren't the only animals that

VOCABULARY BUILDING *Suffixes*

We can make nouns and adjectives from other words by adding suffixes.

base word	suffix	noun
embarrass	*-ment*	embarrassment
nervous	*-ness*	nervousness
depress	*-ion*	depression

base word	suffix	adjective
confuse	*-ed*	confused
nerve	*-ous*	nervous
friend	*-ly*	friendly

Life Skills guide
3 Critical thinking

1 Make nouns using *-ment*, *-ness* or *-ion*. Use a dictionary if necessary.

1 nervous
2 sad
3 excited
4 disappointed
5 happy
6 exhausted
7 confused
8 lonely

Life Skills guide
4 Collaboration

Life Skills guide
5 Critical thinking

2 Complete the sentences with a noun or an adjective from exercise 1.

1 Many people say that money can't buy … , but I think it helps. happiness
2 I felt quite … at summer camp. It was my first time away from home and I didn't know anyone. lonely
3 I had to sing on my own in the show. I felt so … that I couldn't sleep. nervous
4 Jake worked hard at his exams. He didn't want to be a … to his parents. disappointment
5 There was a lot of … in the class. The teacher said the school trip was on Wednesday but the email said Thursday. confusion

Exam guide
6 Reading
True/false

READING

Understanding a text about the importance of smiling

3 Work in pairs. Try to make your partner smile. How easy is it? Then discuss the questions.

1 Look at the pairs of photos (a–c). Which smiles do you think are genuine (real)? Which smiles do you think are fake (not real)?
2 Why would you pretend to smile?
3 Are you good at recognising genuine and fake smiles?

4 Make a list of things that make you smile. Compare your list with a partner.

when my team wins a match, chocolate, …

5 Read the article quickly. Choose the best subtitle.

1 How our bodies affect our emotions
2 The secret power of smiling
3 Smiling expresses many emotions

6 Read the article again. Are the sentences true (T) or false (F)?

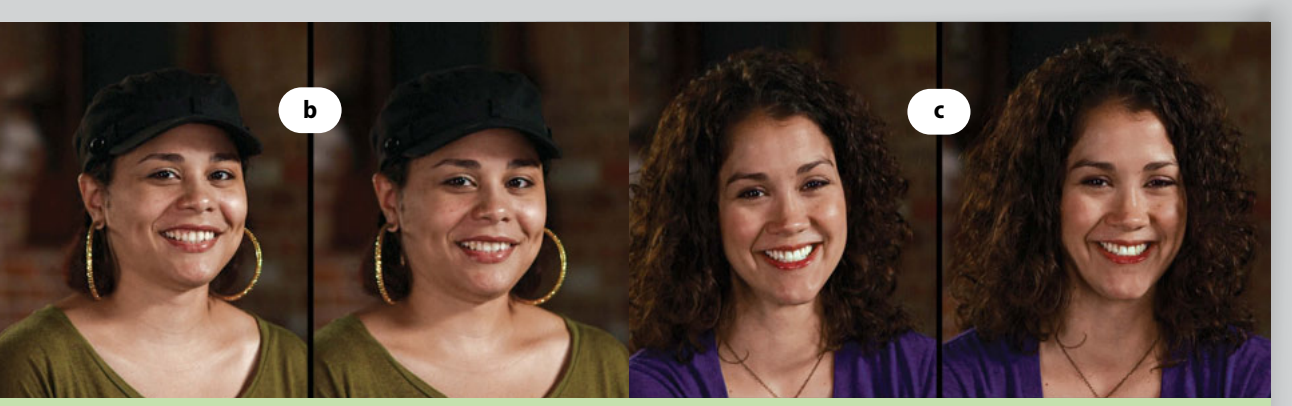
1 Some workers are taught to smile when they speak to people who can't see them. T
2 Smiling will make you even more embarrassed. F
3 You learn to smile before you are born. T

1 1 nervousness
2 sadness
3 excitement
4 disappointment
5 happiness
6 exhaustion
7 confusion
8 loneliness

3h/week • Student's Book ex. 1–11 pp. 16–17 • If short of time, skip ex. 3, 4 and 11.

5h/week • Workbook ex. 1–6 p. 12

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



smile to communicate happiness – chimpanzees do it, too, suggesting that smiling existed before we did!

Have you ever been in this situation: you are angry with a friend but you can't stay angry because they're smiling at you? This is because smiles pass from person to person, and it's hard not to smile back. We actually lose some control of our own facial muscles when we look at someone smiling at us. When this happens, we automatically copy their expression, and smiling like them may actually help us understand their emotions better.

Being happy makes us smile, of course. But smiling also makes us happy. Scientists can take pictures of the brain to see what happens when a person is happy. They see the same effect when the person smiles, whether they're really happy or not. So a smile isn't just a sign to others; it is also a message to our brain telling it to feel happy. One study showed that a smile can have the same positive effect on the brain as eating 2,000 bars of chocolate! So, even if you're feeling depressed, a fake smile can make all the difference. If you know someone who's always smiling, perhaps they're using it to control their emotions. Why not control your emotions the same way? If you sometimes feel sad, worried or angry, try smiling. You might feel better.

4 No other animal smiles for the same reasons as humans. F
5 Eating chocolate has a more powerful effect on our emotions than smiling. F
6 The writer of the article thinks that it's wrong to smile if we do not feel happy. F

7 Summarise the article in no more than twenty words.

Smiling …

8 MY PERSPECTIVE – SPEAKING

Work in groups. Discuss the questions.

1 Do you think smiling really is a good way to feel better?
2 What do you do if you aren't feeling very happy?
3 Who do you think smiles more, younger or older people, women or men? Why?
4 Do you know anyone who smiles too much/doesn't smile enough?

CRITICAL THINKING Rhetorical questions

9 Work in pairs. Read the Critical thinking box and discuss the questions (1–4).

Rhetorical questions are used to make a point, but a reply is not expected. They are often used to:
- tell readers what information they can expect to read,
- emphasise a point,
- make a suggestion,
- persuade,
- help readers relate the text to their own experience.

1 Look at the title of the article and list all the reasons the writer gives for why people smile.
2 Why is it a good idea to have a question as a title?
3 There are three more questions in the article. Find them. Match the questions with three of the functions in the Critical thinking box.
4 Write a question to include in the article for one of the other two functions.

10 Read about the 'Pan Am smile'. Complete the text with the correct form of the words in brackets.

The 'Pan Am smile' is named after the flight attendants with this old American airline. They were famous for their (1) … (*friend*) customer service and for always smiling at the passengers. Everyone knew that these smiles weren't genuine but they were an (2) … (*express*) of friendliness and had a positive effect on the passengers.

We all use Pan Am smiles because there are many situations where showing (3) … (*unhappy*) would be rude. Smiling has the important social function of keeping people happy.

But how can you tell the difference between a genuine smile and a fake smile? In the nineteenth century, (4) … (*fame*) French scientist Guillaume Duchenne noticed that we use two sets of facial muscles to smile: around the mouth and eyes. Pan Am smiles only use the mouth, so the secret is to look at the eyes.

11 Look at the photos. Can you find the fake smile more easily?

Life Skills guide
7 Creativity, Practical skills

Life Skills guide
8 Mediation

10 1 friendly
2 expression
3 unhappiness
4 famous

Life Skills guide
9 Collaboration, Critical thinking

Fast Finishers

Make a list of four situations when you think you would use a fake smile. Why would you react in such a way?

1E Cele lekcji: Rozmawianie o czynnościach wykonywanych na dworze, stosowanie czasów teraźniejszych.

1 What are the most exciting activities that you're doing at school this term?
2 What are the activities that you have enjoyed doing for a really long time?



1E Grammar 2

Present simple, present continuous, present perfect

Talking about outdoor activities using present tenses

1 Read the sentences in the Grammar box. Find examples of the present simple, present continuous and present perfect.

Talking about the present

a *We've always known that smiling can express enjoyment, affection or friendliness.*
b *We're learning more and more about facial expressions.*
c *We know from studies that smiling may even increase the chances of living longer.*
d *We aren't the only animals that smile to communicate happiness – chimpanzees do it, too.*
e *You are angry with a friend but you can't stay angry because they're smiling at you.*
f *If you know someone who's always smiling, …*
g *If you sometimes feel sad, worried or angry, try smiling.*

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

2 Complete the rules by choosing *present simple*, *present perfect* or *present continuous*.

1 We use the present simple
- to talk about things that are always or generally true, e.g. scientific facts.
- to describe habits and routines (often with words like *sometimes* and *never*).
- with state verbs, e.g. *enjoy*, *agree*, *think*.

2 We use the present continuous
- to talk about actions happening at or around the present time, or at the time of speaking/writing.
- to talk about changing situations.
- with *always* to describe actions that happen often. They may cause an emotional response in the speaker.

3 We use the present perfect
- to describe actions that started in the past and continue to the present.

More exercises in Grammar practice on p. 25. Do exercises 3–7.

3 Choose the correct option to complete the text.

(1) *Are you feeling* / *Have you felt* stressed at the moment? Perhaps it's because you (2) *are always sitting* / *have always sat* in front of a computer screen these days. So what should you do? You could be the sort of person who (3) *is usually reading* / *usually reads* a book, for instance, or (4) *plays* / *has played* video games for relaxation. Or perhaps you (5) *are believing* / *believe* that the answer to everyday stress is more time outside, surrounded by nature. (6) *Are you enjoying* / *Do you enjoy* getting away from cities, cars and computers and heading into the mountains? It's true that we (7) *need* / *are needing* time off work to relax, though it (8) *becomes* / *is becoming* more and more difficult to get away. But people (9) *enjoy* / *have enjoyed* forests, parks, lakes and rivers for thousands of years, so if life (10) *gets* / *has got* too much to cope with recently, think about taking a break in the countryside or a walk in the park, even if it's just for an hour or two.

4 Work in pairs. Describe the photo on the left. Then discuss the questions.

1 Has the man just started his trek or is he finishing his trip? Why do you think so?
2 Do you like trekking as a way of travelling? Why?/Why not?
3 Tell your partner about a school trip you really enjoyed.

Exam guide
4 Oral Matura

Life Skills guide
4 Communication, Critical thinking, Mediation

3h/week • Student's Book ex. 1–11 pp. 18–19, ex. 3–7 p. 25 • If short of time, skip ex. 10–11 p. 19.

5h/week • Workbook ex. 1–7 pp. 14–15

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

5
1 are taking
2 sit
3 are camping
4 has spent
5 have known
6 does
7 drop
8 think
9 is destroying
10 believes

5 Read about the effect nature can have on our brains. Complete the text with the correct form of the verbs: present simple, present continuous or present perfect.

A group of 22 students (1) ... (*take*) a break from their everyday lives at the University of Utah. Normally, they (2) ... (*sit*) in front of their computer screens studying psychology, but this week they (3) ... (*camp*) with Professor David Streyer in the mountains of Utah. Streyer (4) ... (*spend*) many years studying the effect of nature on our brains.

We (5) ... (*know*) about the benefits of nature on the body for many years, but now we can see what nature (6) ... (*do*) to the brain. Our stress levels (7) ... (*drop*) just by looking at photos of scenes from nature. Many people (8) ... (*think*) that little by little, technology (9) ... (*destroy*) our lives, but Streyer (10) ... (*believe*) that after just two or three days away from modern life, we can start to think differently and more healthily.

6 Read about healing forests in South Korea. Choose the correct option to complete each sentence.

1 Nature *is being* / *has been* very important in Korean culture for hundreds of years.
2 But most South Koreans *have lived* / *live* 'digital lives' in large cities nowadays.
3 Their lives *become* / *are becoming* more digital and more stressful every year.
4 Koreans work very long hours, and stress levels among workers and students *have gone* / *go* up in recent years.
5 The government *has believed* / *believes* that the answer can be found in 'healing forests'.
6 These are places of natural beauty where people *have gone* / *go* to relax, to reconnect with nature and to rest.
7 We now *know* / *have known* that spending time outside reduces stress chemicals in the body and helps it to fight disease.
8 Currently there *have been* / *are* 37 healing forests in Korea, and they are becoming very popular.
9 Many of them *have been* / *are* close to big cities like Seoul, where people can get to them easily.
10 People *are often going* / *often go* there to walk, learn about plants, do yoga or just relax under the trees.

7 Use the prompts to write questions using the best tense: present simple, continuous or perfect.

1 you / go / to the countryside much recently?
2 where / you / usually / go / to spend time outdoors?
3 what / you / like / doing in the countryside?
4 your parents / always / make / you do activities that you don't enjoy? What?
5 you / normally / feel / relaxed when you get home?
6 you / always / check / your mobile phone, or can you leave it at home?
7 if / you / live / in a town or city, / you / be / happy?
8 you / plan / to go to the countryside any time soon?

8 Work in pairs. Ask and answer the questions you wrote in exercise 7.

Life Skills guide
8 Communication

9 Work in groups. Discuss the questions.

1 Are young people spending as much time in the countryside now as in the past? Why?/Why not?
2 What are the advantages of doing outdoor activities?
3 What kinds of activities do you and your friends like doing outdoors?
4 What outdoor activities are popular with young people at the moment?

Life Skills guide
9 Communication, Critical thinking, Mediation

10 Work in pairs. You are going to design a leaflet for an outdoor activity centre in your country. Discuss the following aspects of the leaflet:

- type of activity centre
- effect on young people's health and happiness
- ways to attract people to come
- photos and images to include in the leaflet

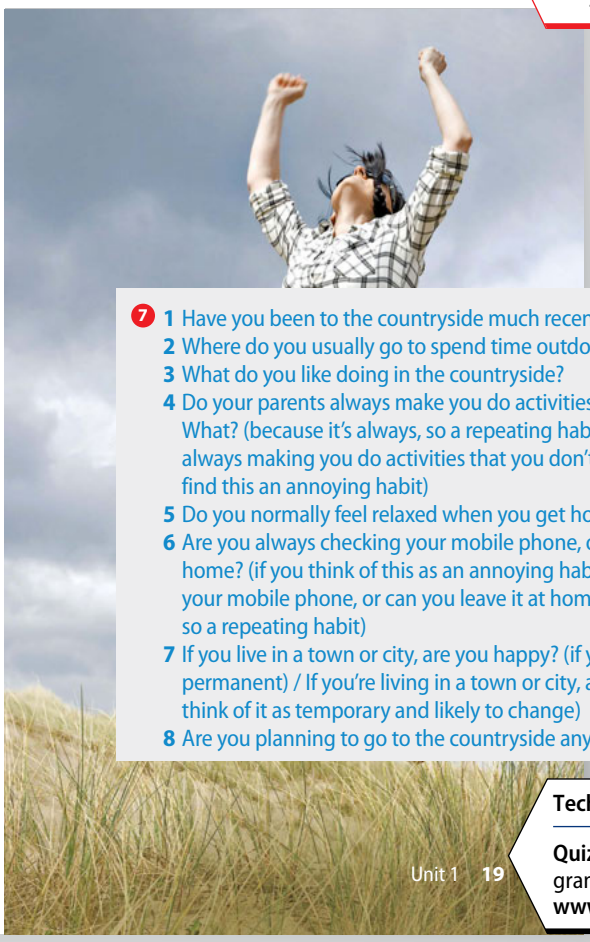
Exam guide
10 Oral Matura

Life Skills guide
10 Communication, Critical thinking, Self-development

11 CHOOSE

1 Design your leaflet and present it to other groups.
2 Make a video to go with the leaflet.
3 Write the text for your leaflet.

Life Skills guide
11 Collaboration, Practical Skills, Self-development



7
1 Have you been to the countryside much recently?
2 Where do you usually go to spend time outdoors?
3 What do you like doing in the countryside?
4 Do your parents always make you do activities that you don't enjoy? What? (because it's always, so a repeating habit) / Are your parents always making you do activities that you don't enjoy? What? (if you find this an annoying habit)
5 Do you normally feel relaxed when you get home?
6 Are you always checking your mobile phone, or can you leave it at home? (if you think of this as an annoying habit) / Do you always check your mobile phone, or can you leave it at home? (because it's always, so a repeating habit)
7 If you live in a town or city, are you happy? (if you see the action as permanent) / If you're living in a town or city, are you happy? (if you think of it as temporary and likely to change)
8 Are you planning to go to the countryside any time soon?

Technology guide

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

Fast Finishers

Write three sentences about the following points: something you don't often do but which you've been doing often recently, something you haven't done before but you're planning to do soon, an activity you have done this year which you don't often do.

1 How is watching a film at the cinema different from watching one at home?
2 Do trailers encourage you to watch the whole film?

1F Speaking

Talking about films

1 Work in pairs. Read about India's longest-running film. Discuss the questions.

The Bollywood movie *Dilwale Dulhania Le Jayenge* is one of India's most successful films. It was still showing at one cinema in Mumbai more than twenty years after it came out. It is a classic feel-good love story with a happy ending.

1 What does 'the feel-good factor' mean?
2 Are there feel-good films that people in your country watch more than once?
3 What are your favourite feel-good films?

Life Skills guide
1 Mediation

2 Read the sentences. Check if you know the meaning of the words in bold.

1 I don't think anyone could survive in space for that long, but the **special effects** were amazing!
2 The first film was so frightening, there's no way I'm going to watch the **sequel**.
3 It has a great **soundtrack** but some of the actors can't sing very well.
4 It's an emotional story about a group of soldiers during the Second World War. The **cast** is amazing – Tom Hanks and Matt Damon are in it.
5 It's got a really exciting **plot**. The **ending** was a complete surprise!
6 There were one or two **scenes** that were so funny that I cried with laughter.

3 Match the types of film (a–f) with the sentences (1–6) in exercise 2.

a a comedy 6
b a drama 4
c a horror film 2
d a musical 3
e a sci-fi film 1
f a thriller 5

Life Skills guide
7 Communication

Exam guide
8 Oral Matura

Life Skills guide
8 Critical thinking

Useful language

Asking follow-up questions

Who's in it? ✓
What else has he/she been in? ✓
What's the acting like?
When did it come out? ✓
So what's it about? ✓
What sort of film is it? ✓
Who directed it?
Where is it set? ✓
Would you recommend it?

4 Listen to two friends talking about a film. Choose the correct options. 13 p. 383

Name of film: *The Way We Were* / *The Way Way Back*
Starring: *Steve Carell* / *Collette*
Release date: *2003* / *2013*
Plot: An unhappy *teenager* / *father* goes on holiday with his family and makes new friends.
Type of film: *animation* / *comedy*
Set in: *a hotel* / *a water park*
Recommended? *Yes* / *No*

5 Listen again. Which follow-up questions in the Useful language box do you hear? 13 p. 383

6 Match the questions you heard in exercise 5 with the answers about a different film. Do you know the film?

1 It's a sci-fi film. It's the first in a series of four.
2 It was released in 2012.
3 She played one of the main characters in *X-Men: Apocalypse*.
4 It tells the story of a young woman who fights for her life in a competition.
5 In a country of the future called Panem.
6 It stars Jennifer Lawrence.

7 Work in pairs.

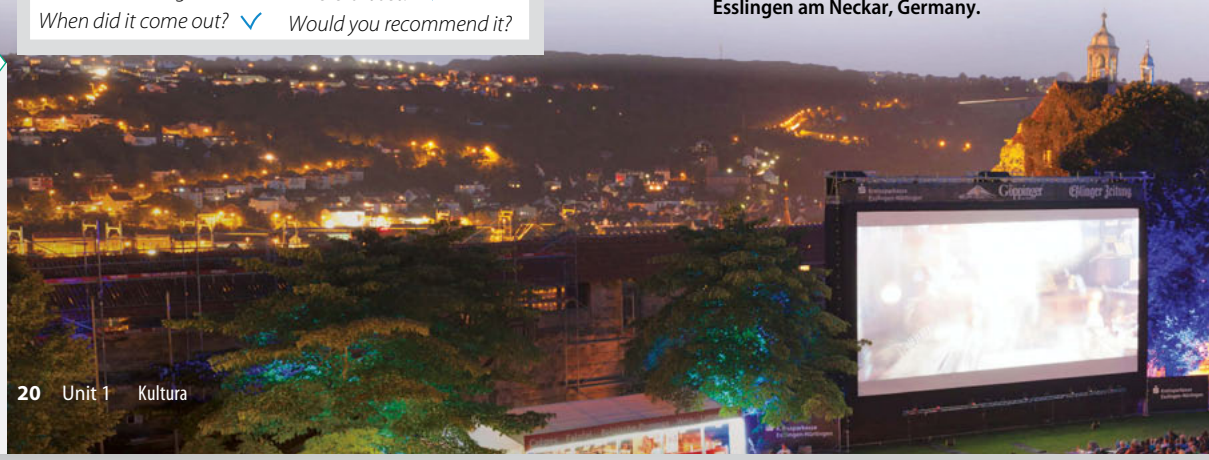
Student A: Tell Student B about a film you've seen.
Student B: Ask follow-up questions to find out more.

A: I watched a great film last night … Have you seen it?

8 You and a group of your friends are going to spend Saturday evening at the cinema. There are three films on. Choose the best option and give reasons for your choice. Then, tell your partner why you reject the other two options.

- horror
- sci-fi
- comedy

Open-air cinema in the castle courtyard, Esslingen am Neckar, Germany.



Culture guide
Global context

The open-air cinema in the castle courtyard, Esslingen am Neckar, Germany is open for about ten days around July and August. It shows a mixture of specially selected films from Hollywood and Europe, blockbusters and art house.

You might ask students if they know anywhere similar and whether they would like to go.

3h/week • Student's Book ex. 1–8 p. 20 • If short of time, skip ex. 1.

5h/week • Workbook ex. 1–6 p. 19

7h/week • Extra online resources

1G Cele lekcji: Tworzenie wypowiedzi pisemnej: recenzja.

1G Writing

A review

Writing a review

1 What is more important in a film: the cast, the plot or the special effects?

2 Who are some of the most popular current Polish actors and actresses?

1 The answers are marked in the Useful language box:
B = books
F = films
B & F = both

1 Which of the expressions in the Useful language box are used to talk about books, films or both?

2 Read the review below.

A review

Breathe is Sarah Crossan's second novel, written in 2012. My teacher of English encouraged me to read it and it was a really good recommendation!

The story is set in a terrible future, a world with very little oxygen where most animals and humans have died. The survivors live in cities protected by roofs. Three friends with different abilities – Alina, Bea and Quinn – have to leave the safety of their city to find a mysterious place called The Grove.

What I really loved was the plot, which is full of action and mystery. It is an exciting book, and I could not put it down. Another thing that I really liked was the way the story is told by the three main characters. This means you get to see the same events in different ways. Also, the personal qualities of each of the main characters are presented so realistically that you can easily understand each of them. The whole story has a logical flow, although one thing makes the story confusing at one moment: a sudden change in Alina's personality. Half way through the novel, she becomes kinder and more loving, and there is no way to understand why.

I would strongly recommend *Breathe*. It reminds us that a lot of the things that we need – trees, water, air – may not be here forever. We need to protect our planet. But what makes it really worth reading is its vision of the future.

3 Read the review again. List the book's good points and the reviewer's criticisms.

4 WRITING TIPS Emphasis

a Read the sentences. Which sentence emphasises the way the person feels about the plot more?

1 I really loved the plot.
2 What I really loved was the plot.

b Find two more sentences in the review that add emphasis.

c Complete the sentences so that they are true for the film you talked about in exercise 7 on page 20.

1 One thing that I loved about the film was ...
2 What I found disappointing was ...
3 What made me really think was ...

5 Choose a film or a book you know and write a review.

Include the following elements:
- introductory sentences that give basic information about the film or book,
- a short description of the plot,
- the good and bad things about it,
- your opinion and emotional response to it,
- a sentence that tells the reader to watch or read it (or not).

Write between 200 and 250 words.

More about a review in Writing guide on p. 150.

6 Read other students' reviews. Which books or films would you like to read/see?

Useful language

Talking about films and books

It stars ... F
It's set in ... B & F
It tells the story of ... / It's about ... B & F
It was directed by ... F
It was released in ... F
It came out in ... B & F
It was published in ... B
The main character is ... B & F
The soundtrack was amazing. F
The special effects were a bit disappointing. F
The sequel is even better / not as good. B & F
It's a moving / inspiring / great / exciting / funny story. B & F
I'd definitely recommend it. B & F
I couldn't put it down. B
It made me feel ... B & F
Unfortunately, I thought it was ... B & F

Life Skills guide
1 Critical thinking

Life Skills guide
4 Critical thinking

Life Skills guide
5 Creativity, Critical thinking, Mediation, Practical Skills

Life Skills guide
6 Critical thinking, Self-development

Life Skills guide
3 Critical thinking



3 **Good points:**
– the plot – full of action and mystery
– it is an exciting book – the reviewer could not put it down
– the way the story is told by the three main characters – you get to see the same events in different ways
– the personal qualities of each of the main characters are presented realistically
– the vision of the future

Criticisms
sudden change in Alina's personality – the reviewer didn't understand the change

3h/week • Student's Book ex. 1–6 p. 21

5h/week • Workbook ex. 1–6 p. 20

7h/week • Extra online resources

Skills Review 1

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 Too many failures lead to ... .
HAPPY unhappiness
2 Can you imagine your ... when you learn you've failed the exam?
DISAPPOINT disappointment
3 The teacher explained the rules clearly to avoid ... during the trip.
CONFUSE confusion
4 My little brother can be really ... when he shouts out loud.
ANNOY annoying
5 I'm not that ... in what other people think of me.
INTEREST interested
6 We can say a lot about people looking at their ... expressions.
FACE facial

Parafrazy zdań

Exam guide
2 English in Use
Transformations

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 I can't meet you on Saturday evening because there's a match on TV.
WATCHING
I can't meet you on Saturday evening because ... a match on TV then.
2 My grandma finds science fiction films boring.
GETS
My grandma ... by science-fiction films.
3 Jack is very hungry. He's eating his sixth sandwich.
FIVE
Jack is very hungry. He ... so far.
4 I have an appointment with my dentist on Thursday.
SEEING
I ... my dentist on Thursday.
5 The last time I took a break in the countryside was two years ago.
NOT
I ... a break in the countryside for two years.

Exam guide
5 English in Use
Translations

Life Skills guide
5 Mediation

Uzupełnianie luk

Exam guide
3 English in Use
Gap-filling

3 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 Don't be angry ... Sam. He didn't mean to hurt you. with
2 Lucy was ... scared that she couldn't even say a single word. so
3 The lecture was very interesting and clear to me. I understood ... of it. most/all
4 When you feel tired, ... a break from everyday duties and go somewhere. take/have
5 When you go to Malta, you'll have to ... used to driving on the left. get

Exam guide
4 English in Use
Word formation

4 Przeczytaj zdania. Uzupełnij każdą lukę wyrazami z ramki przekształconymi w taki sposób, aby powstało spójne i logiczne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.
Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

confuse enjoy fast feel have interest safe

1 It was great to see the kids ... fun in the swimming pool. having
2 At the moment David ... quite stressed. He's behind with the work he has to do. is feeling
3 I was ... by the question he asked me. I didn't know what to say. confused
4 I don't think I will ever get ... in studying abroad. interested
5 My dad is the ... driver I've ever met. He always respects the rules of the road. safest

Tłumaczenie fragmentów zdań

5 Przetłumacz podane w nawiasach fragmenty zdań na język angielski.

1 Nowadays, more and more people (*spędza*) ... their free time close to nature.
2 (*Co zwykle robisz*) ... when you are angry?
3 (*Zawsze wiedziałem*) ... that happy people smile a lot.
4 Try to talk to someone (*jeśli poczujesz się*) ... sad.
5 (*Kto lubi*) ... sentimental films?

2 1 I'm watching
2 gets bored
3 has eaten five sandwiches
4 am seeing
5 have not taken

5 1 are spending
2 What do you usually do
3 I have always known
4 if you feel
5 Who likes / enjoys / is fond of

3h/week
• Student's Book ex. 1–9 pp. 22–23 • If short of time, assign ex. 9 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)

Uzupełnianie zdań

6 **Wybierz odpowiedź, która poprawnie uzupełnia zdania.**

1 Working hard may … your chances of getting a promotion.
a grow **b** increase **c** carry

2 Charlie always feels … when he's meeting new people.
a excite **b** exciting **c** excited

3 Can you … the difference between these two paintings?
a tell **b** say **c** speak

4 What TV programmes make you … ?
a laugh **b** laughing **c** laughed

5 What do you do if someone … late for the meeting?
a are **b** will be **c** is

LISTENING

7 **Usłyszysz dwukrotnie cztery wypowiedzi na temat zawierania nowych znajomości. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (a–e). Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.** 14 p. 383

This speaker
a has overcome his/her problem with shyness.
b avoids talking to strangers at all costs.
c has a curious nature.
d feels ignored by people he/she is talking to.
e chooses the people he/she talks to.

1	2	3	4
e	c	a	b

SPEAKING

8 **Popatrz na zamieszczone w tym zadaniu zdjęcia. Twoi znajomi zaproponowali ci wspólne spędzenie weekendu za miastem. Masz do wyboru trzy możliwości.**

- Wybierz propozycję, która twoim zdaniem będzie najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.







Odpowiedz na pytania.

1 Why is changing your environment a good way to relax?
2 Is it better to relax alone or in a small group? Explain why?
3 A saying goes 'Laughter is the best medicine.' Do you agree or disagree? Why?/Why not?
4 It is often said that in twenty years' time people will be too busy to have weekends off. Do you agree with this statement? Why?/Why not?

WRITING

9 **Podczas wakacji uczestniczyłeś/uczestniczyłaś w obozie przetrwania. Napisz na ten temat list do przyjaciela z Irlandii.**

- Opisz miejsce obozu.
- Poinformuj o przebiegu obozu.
- Napisz o zawartych nowych przyjaźniach.
- Zachęć przyjaciela do uczestnictwa w podobnym obozie i obiecaj pomoc w przygotowaniu do wyjazdu.

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

Hi Tom,
I've just returned from a survival camp.
…
Take care,
XYZ

Exam guide
6 English in Use
Multiple choice

Exam guide
7 Listening
Matching

Exam guide
8 Oral Matura

Life Skills guide
8 Critical thinking, Mediation

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 1

GRAMMAR 1 *Subject/object questions*

Pytania szczegółowe (*Wh- questions*) rozpoczynają się od zaimków pytających, np.: (*What*) co, (*Where*) gdzie, (*Who*) kto, (*When*) kiedy, (*How*) jak. Zaimek pytający może się odnosić do podmiotu lub dopełnienia.

W przypadku pytań o podmiot zaimek pytający odnosi się do podmiotu. Nie używamy wtedy czasowników posiłkowych (*do/does*) w czasie *present simple* i (*did*) w czasie *past simple*.

*'**Who** likes this game?' 'I like it.' (Who* odnosi się do podmiotu).

*'**Which video** made you laugh the most?' '**The one with the cats** made me laugh the most.'*
(Which video odnosi się do podmiotu).

Nie używamy takiej formy:
~~*Who does like the game? Which video did make…?*~~

W przypadku pytań o podmiot w innych czasach stosujemy czasowniki posiłkowe, np.: *has, will, am*.

*Who **is** making all that noise?*

*Which films **have** made the most money?*

Pytania o podmiot mają po zaimku pytającym szyk zdań twierdzących w danym czasie.

W przypadku pytań o dopełnienie po zaimku pytającym (*What, Who, Where, When, How*) używamy czasowników posiłkowych (*do/does*) w czasie *present simple*, (*did*) w czasie *past simple*, (*am/are/is/was/were*) w czasach *continuous* oraz (*have/has/had*) w czasach *perfect*.

*'**What** do you want to buy?' 'I want to buy **a CD**.'*
(What odnosi się do dopełnienia).

*'**Who** have you spoken to?' 'I've spoken to **Diane**.'*
(Who odnosi się do dopełnienia).

Nie stosujemy zaimka pytającego w pytaniach ogólnych (*yes/no* questions).

'Did you call Diane?' 'Yes, I did.'

Niektóre czasowniki mają dwa dopełnienia, np.: *tell, give, invite*. Możemy zadać pytanie o obydwa z nich.

Tim gave Anita a present.

Who did Tim give a present to? (Anita)

What did Tim give Anita? (a present)

Ćwiczenia 1–2

GRAMMAR 2 Present tenses

Present simple (czas teraźniejszy prosty)

Czasu *present simple* używamy, gdy opisujemy:

- fakty, zjawiska oraz prawdy oczywiste:

  *Some planets **have** many moons. Jupiter **has** at least 67!*

- czynności powtarzające się i codzienne nawyki (często z przysłówkami częstotliwości: *always, often, sometimes, rarely, never*):

  *I **don't** normally **go** out during the week, but sometimes I **go** to the cinema on Saturdays.*

  *They always **go** to school by bus. They never **walk**.*

- czynności o charakterze stałym:

  *He **lives** in London.*

- czynności, wydarzenia wynikające z planów (lekcji), rozkładów jazdy itp.:

  *We **start** English lesson at 2 pm.*

  *Her plane **takes off** at 10 am tomorrow.*

- stany uczuć, umysłu, zmysłów i posiadania z czasownikami statycznymi (*think, believe, belong, seem*).

  *I **don't believe** that you stayed at home all weekend.*

Present continuous (czas teraźniejszy ciągły)

Czasu *present continuous* używamy, gdy opisujemy:

- czynności, które odbywają się w momencie mówienia lub w szerzej rozumianej teraźniejszości (dzisiaj, w tym tygodniu):

  *What**'s** that man **doing**? He**'s looking** for something.*

  *We**'re staying** in a hotel this week.*

- sytuacje lub stany, które ulegają zmianom:

  *The world **is getting** warmer at a very fast rate.*

- powtarzające się sytuacje powodujące irytację mówiącego (często z przysłówkiem *always*):

  *He**'s always telling** lies about me. Don't listen to him!*

- wydarzenia, które zostały zaplanowane i na pewno nastąpią w niedalekiej przyszłości:

  *We **are flying** to New York next Monday.*

Present perfect

Czasu *present perfect* używamy, gdy opisujemy:

- sytuacje i czynności, które rozpoczęły się w przeszłości i trwają do chwili obecnej:

  *Natalie and I **have been** friends since we were young.*

Więcej informacji na temat czasu *present perfect* znajdziesz w rozdziale 5.

Zdania twierdzące, przeczące, pytania

Present simple

*I/You/We/They **walk/don't walk** every day.*

*He/She/It **smiles/doesn't smile** a lot.*

***Do** I/you/we/they **walk** every day?*

***Does** he/she/it **smile** a lot?*

Present continuous

*I**'m/m not riding** a bike now.*

*We/You/They **are/aren't playing** tennis.*

He/She/It ***is/isn't watching*** *a film.*

Are *you/we/they* ***riding*** *a bike?*

Is *he/she/it* ***watching*** *a film?*

Present perfect

I/You/We/They ***have/haven't won*** *the match.*

He/She ***has run*** *a marathon.*

Have *I/you/we/they* ***won*** *a match?*

Has *he/she* ***run*** *a marathon?*

Ćwiczenia 3–7

Grammar practice

1 Complete each question with a question word referring to the underlined word in the answer.

Where **1** ... does Henri work? (He works in Paris.)
What **2** ... does Ingrid do? (She's a pilot.)
Which **3** ... bus goes to the city centre? (The number 12.)
Who **4** ... saw the show yesterday? (We all saw it.)
What **5** ... were you doing when the concert started? (We were waiting for Susan.)
Who **6** ... did Lina love in the story? (She loved Antonio.)

2 Write subject and object questions about the sentences.

1 Tom dropped his phone.
a What ...? **b** Who ...?
2 The children enjoy their math classes.
a Who ...? **b** Which classes ...?
3 Chris watched three films yesterday.
a What ... do yesterday? **b** How many ...?
4 Most of the class like the new teacher.
a Who ...? (subject) **b** Who ...? (object)
5 Karina has lost her bag.
a What ...? **b** Who ...?
6 Lisa told Naomi the secret.
a What ... Naomi? **b** Who ... the secret to?

3 Choose the best option to complete the dialogues.

1 A: How often *do you go* / *are you going* camping?
B: Not that often, but my family *plans* / *is planning* a trip soon.
2 A: *Do you come?* / *Are you coming?* Hurry up!
B: Wait a minute! *I need* / *I'm needing* to send my brother a text.
3 A: I *normally take* / *have normally taken* the bus to school, but this week the bus drivers *don't work* / *aren't working*, so *I cycle* / *I'm cycling* instead.
B: My mum *always takes* / *is always taking* me in the car.
4 A: *You always play* / *You're always playing* computer games. You should go outside more!
B: *I'm finishing* / *I finish* my game now and then I'll go and meet my friends.
5 A: Can you help me? *I'm looking* / *I've looked* for my hat. I *don't see* / *haven't seen* it since Saturday.
B: Sorry, *I don't know* / *I'm not knowing* where it is and *I'm doing* / *I've done* my homework right now. Can I help you look later?

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

become eat get go up use

1 Teenagers in many parts of the world ... fatter because they ... too much. are getting / are eating / eat
2 The temperature of the planet ... year by year. is going up
3 More and more people ... text messaging as a way to communicate. are using / use
4 Cycling ... popular in cities again because driving is slow and expensive. is becoming

5 Write questions with *How long*. Use the present simple or present perfect. Ask the questions to a classmate.

1 you know your best friend?
2 be your journey to school?
3 be at this school?
4 this lesson last?
5 be able to swim?
6 live in your house?

6 Match the two parts of the sentences.

1 I've enjoyed drawing and painting b
2 I do some drawing or painting c
3 I go to art class g
4 I've been in the class a
5 I'm painting a picture of a forest f
6 In fact, I'm doing a lot of painting e
7 But of course I'm not drawing anything d

a for about two years. I've learnt a lot since I started going.
b my whole life.
c nearly every day, even if it's only a quick drawing.
d right now; I'm studying English!
e these days. More than ever!
f this week.
g twice a week.

7 Use the prompts to make sentences. Use the present simple, present continuous and present perfect.

A: What jobs / your parents / do?
B: Well, my mum is a doctor but my dad / not / work / at the moment. He / study / to be a computer programmer.
A: Oh, really? Why's that?
B: He / be / a restaurant manager for most of his life, but he wants to do something different.
A: And / he / like / computers?
B: Oh, yes, he / always / play / with computers at home. My computer / never / work / because my dad / think / he can 'improve' it!
A: Oh, no! Well, I / hope / he learns how to fix your computer on this course!

2 **1 a** What did Tom drop?
b Who dropped his phone?
2 a Who enjoys their math classes?
b Which classes do the children enjoy?
3 a What did Chris do yesterday?
b How many films did Chris watch yesterday?
4 a Who likes the new teacher?
b Who do most of the class like?
5 a What has Karina lost?
b Who has lost her bag?
6 a What did Lisa tell Naomi?
b Who did Lisa tell the secret to?

5 **1** How long have you known your best friend?
2 How long is your journey to school?
3 How long have you been at this school?
4 How long does this lesson last?
5 How long have you been able to swim?
6 How long have you lived in your house?

7 **A:** What jobs do your parents do?
B: Well, my mum is a doctor but my dad isn't working / doesn't work at the moment. He is studying to be a computer programmer.
A: Oh really? Why's that?
B: He has been a restaurant manager for most of his life, but he wants to do something different.
A: And he likes / does he like computers?
B: Oh, yes, he is always playing / always plays with computers at home. My computer is never working / never works because my dad thinks he can 'improve' it!
A: Oh no! Well, I hope he learns how to fix your computer on this course!

Wordlist Unit 1 15

VOCABULARY p. 13

angry with (phr) /ˈæŋgri wɪð/ zły na
annoyed (adj) /əˈnɔɪd/ zły; rozdrażniony
appeal to (phr) /əˈpiːl tʊ/ podobać się komuś
bored (adj) /bɔːd/ znudzony
childhood (n) /ˈtʃaɪldhʊd/ dzieciństwo
confused (adj) /kənˈfjuːzd/ zdezorientowany, zagubiony
delighted (adj) /dɪˈlaɪtɪd/ zachwycony
disappointed (adj) /ˌdɪsəˈpɔɪntɪd/ rozczarowany
embarrassed (adj) /ɪmˈbærəst/ zażenowany, zakłopotany
excited (adj) /ɪkˈsaɪtɪd/ podekscytowany
get in touch with your feelings (phr) /ˌget ɪn ˈtʌtʃ wɪð jə ˈfiːlɪŋz/ radzić sobie z uczuciami; rozumieć swoje uczucia
interested (adj) /ˈɪntrɪstɪd/ zainteresowany
lonely (adj) /ˈləʊnli/ samotny
make up (phr v) /ˌmeɪk ˈʌp/ stanowić
nervous (adj) /ˈnɜːvəs/ zdenerwowany
on my own (phr) /ˌɒn maɪ ˈəʊn/ samemu, bez niczyjej pomocy; samodzielnie
quietly (adv) /ˈkwaɪətli/ cicho, spokojnie
relaxed (adj) /rɪˈlækst/ zrelaksowany
satnav (n) /ˈsætnæv/ nawigacja satelitarna
scared (adj) /skeəd/ przestraszony, wystraszony
shocked (adj) /ʃɒkt/ zszokowany
stressed (adj) /strest/ zestresowany
surprised (adj) /səˈpraɪzd/ zdziwiony, zaskoczony
take part in (phr v) /ˌteɪk ˈpɑːt ɪn/ brać udział w
though (conj) /ðəʊ/ chociaż
time off (n) /ˌtaɪm ˈɒf/ czas wolny
worried (adj) /ˈwʌrɪd/ zmartwiony

LISTENING p. 14

at full speed (adv) /ət ˌfʊl ˈspiːd/ na pełnej prędkości
behaviour (n) /bɪˈheɪvjə/ zachowanie
collect (v) /kəˈlekt/ zbierać, odbierać
come face to face with (phr) /kʌm ˌfeɪs tə ˈfeɪs wɪð/ stawać twarzą w twarz z
conservation (n) /ˌkɒnsəˈveɪʃn/ ochrona środowiska
estimate (v) /ˈestɪmeɪt/ oceniać, szacować
event (n) /ɪˈvent/ wydarzenie
extinct (adj) /ɪkˈstɪŋkt/ wymarły
furious (adj) /ˈfjʊəriəs/ wściekły
get in trouble (phr) /ˌget ɪn ˈtrʌbl/ wpaść w kłopoty, tarapaty
gorgeous (adj) /ˈgɔːdʒəs/ zachwycający
guide (n) /gaɪd/ przewodnik/przewodniczka
hunter (n) /ˈhʌntə/ myśliwy
manage (v) /ˈmænɪdʒ/ zdołać
mention (v) /ˈmenʃn/ wspominać
misinterpret (v) /ˌmɪsɪnˈtɜːprɪt/ błędnie zinterpretować
nearby (adv) /ˌnɪəˈbaɪ/ w pobliżu
rain forest (n) /ˈreɪn ˌfɒrɪst/ las deszczowy
ranger (n) /ˈreɪndʒə/ leśniczy; strażnik leśny/strażniczka leśna
research (n) /rɪˈsɜːtʃ/ badanie, badania (naukowe)
safely (adv) /ˈseɪfli/ bezpiecznie
set off (phr v) /ˌset ˈɒf/ wyruszać
solve (v) /sɒlv/ rozwiązywać

GRAMMAR 1 p. 15

auxiliary verb (n) /ɔːgˌzɪliəri ˈvɜːb/ czasownik posiłkowy (gram.)
competition (n) /ˌkɒmpəˈtɪʃn/ konkurs, zawody
irritated (adj) /ˈɪrɪteɪtɪd/ rozdrażniony
object (n) /ˈɒbdʒekt/ dopełnienie (gram.)
prompt (n) /prɒmpt/ podpowiedź
recently (adv) /ˈriːsntli/ ostatnio
scare (v) /skeə/ przestraszyć
subject (n) /ˈsʌbdʒekt/ podmiot (gram.)
unexpected (adj) /ˌʌnɪkˈspektɪd/ niespodziewany

READING pp. 16–17

actually (adv) /ˈæktʃuəli/ właściwie, faktycznie
affect (v) /əˈfekt/ wpływać na
affection (n) /əˈfekʃn/ uczucie, przywiązanie, wzruszenie
argument (n) /ˈɑːgjəmənt/ kłótnia
bar (n) /bɑː/ tabliczka
brain (n) /breɪn/ mózg
call centre (n) /ˈkɔːl ˌsentə/ centrum obsługi telefonicznej
caller (n) /ˈkɔːlə/ osoba dzwoniąca
common (adj) /ˈkɒmən/ powszechny
compare (v) /kəmˈpeə/ porównywać
confusion (n) /kənˈfjuːʒn/ zamieszanie, dezorientacja
control (v) /kənˈtrəʊl/ kontrolować
copy (v) /ˈkɒpi/ naśladować, kopiować
customer (n) /ˈkʌstəmə/ klient/klientka
depression (n) /dɪˈpreʃn/ przygnębienie, depresja
effect on (n) /ɪˈfekt ɒn/ wpływ na
embarrassing (adj) /ɪmˈbærəsɪŋ/ żenujący, wprawiający w zakłopotanie
embarrassment (n) /ɪmˈbærəsmənt/ zażenowanie, zakłopotanie
emphasise (v) /ˈemfəsaɪz/ podkreślać
enjoyment (n) /ɪnˈdʒɔɪmənt/ radość, przyjemność
exhausted (adj) /ɪgˈzɔːstɪd/ wyczerpany
expect (v) /ɪkˈspekt/ oczekiwać
express (v) /ɪkˈspres/ wyrażać
expression (n) /ɪkˈspreʃn/ wyraz (np. twarzy)
facial (adj) /ˈfeɪʃl/ twarzowy
fake (adj) /feɪk/ sztuczny, fałszywy
flight attendant (n) /ˈflaɪt əˌtendənt/ steward/stewardessa
friendliness (n) /ˈfrendlinəs/ życzliwość
genuine (adj) /ˈdʒenjuɪn/ prawdziwy, szczery
get used to (phr) /ˌget ˈjuːst tʊ/ przyzwyczaić się do czegoś
increase (v) /ɪnˈkriːs/ zwiększać (się), wzrastać
list (v) /lɪst/ wypisać, zrobić listę
make the difference (phr) /ˌmeɪk ðə ˈdɪfərəns/ stanowić różnicę
muscle (n) /ˈmʌsl/ mięsień
nervousness (n) /ˈnɜːvəsnəs/ nerwowość
pass (v) /pɑːs/ przechodzić (na kogoś)
perspective (n) /pəˈspektɪv/ punkt widzenia
persuade (v) /pəˈsweɪd/ przekonywać
phone operator (n) / ˈfəʊn ˌɒpəreɪtə/ telefonista/telefonistka
pretend (v) /prɪˈtend/ udawać
relate to (v) /rɪˈleɪt tʊ/ odnieść się do
relationship (n) /rɪˈleɪʃnʃɪp/ relacja, związek
set (n) /set/ zestaw
social (adj) /ˈsəʊʃəl/ społeczny
study (n) /ˈstʌdi/ badanie, analiza
unborn (adj) /ʌnˈbɔːn/ nienarodzony

GRAMMAR 2 pp. 18–19

attract (v) /əˈtrækt/ przyciągać
benefit (n) /ˈbenəfɪt/ korzyść
camp (v) /kæmp/ biwakować, spać pod namiotem
chemical (n) /ˈkemɪkl/ substancja chemiczna
cope with (phr v) /ˌkəʊp ˈwɪð/ radzić sobie z
currently (adv) /ˈkʌrəntli/ obecnie
drop (v) /drɒp/ spadać
everyday (adj) /ˈevrideɪ/ codzienny
for instance (phr) /fərˈɪnstəns/ na przykład
get away (phr v) /ˌget əˈweɪ/ wyrwać się, wyjechać
government (n) /ˈgʌvnmənt/ rząd
head (v) /hed/ kierować się, zmierzać
healing (adj) /ˈhiːlɪŋ/ leczniczy
include (v) /ɪnˈkluːd/ zawierać
leaflet (n) /ˈliːflət/ ulotka
nowadays (adv) /ˈnaʊədeɪz/ obecnie
recent (adj) /ˈriːsnt/ ostatni, niedawny
reconnect (v) /ˌriːkəˈnekt/ połączyć ponownie
response (n) /rɪˈspɒns/ reakcja, odpowiedź
rest (v) /rest/ odpoczywać
stressful (adj) /ˈstresfl/ stresujący
surrounded (adj) /səˈraʊndɪd/ otoczony
trek (n) /trek/ wyprawa, wędrówka

SPEAKING p. 20

cast (n) /kɑːst/ obsada
character (n) /ˈkærəktə/ bohater/bohaterka
come out (phr v) /ˌkʌm ˈaʊt/ ukazać się
cry with laughter (phr) /ˌkraɪ wɪð ˈlɑːftə/ płakać ze śmiechu
direct (v) /dɪˈrekt/daɪˈrekt/ reżyserować
feel-good (adj) /ˈfiːlgʊd/ wywołujący dobre samopoczucie
plot (n) /plɒt/ fabuła
reject (v) /rɪˈdʒekt/ odrzucać
release (v) /rɪˈliːs/ wydawać, publikować
sequel (n) /ˈsiːkwəl/ kontynuacja, dalszy ciąg (np. filmu)
set (v) /set/ umieścić (np. akcję filmu)
soldier (n) /ˈsəʊldʒə/ żołnierz
soundtrack (n) /ˈsaʊndtræk/ ścieżka dźwiękowa
star (v) /stɑː/ grać główną rolę, występować w

WRITING p. 21

confusing (adj) /kənˈfjuːzɪŋ/ mylący, niejasny
disappointing (adj) /ˌdɪsəˈpɔɪntɪŋ/ rozczarowujący

encourage (v) /ɪn'kʌrɪdʒ/ zachęcać
flow (n) /fləʊ/ płynność / przepływ
introductory (adj) /ˌɪntrə'dʌktəri/ wstępny, wprowadzający
moving (adj) /'muːvɪŋ/ poruszający
mysterious (adj) /mɪ'stɪəriəs/ tajemniczy, zagadkowy
mystery (n) /'mɪstəri/ tajemnica, zagadka
novel (n) /'nɒvl/ powieść
publish (v) /'pʌblɪʃ/ wydawać, publikować
put sth down (phr v) /'pʊt ˌsʌmθɪŋ 'daʊn/ odłożyć
review (n) /rɪ'vjuː/ recenzja
reviewer (n) /rɪ'vjuːə/ recenzent/ recenzentka
sudden (adj) /'sʌdn/ nagły
survivor (n) /sə'vaɪvə/ ocalały; rozbitek
tip (n) /tɪp/ wskazówka, rada

SKILLS REVIEW pp. 22–23

appointment (n) /ə'pɔɪntmənt/ umówione spotkanie, wizyta
avoid (v) /ə'vɔɪd/ unikać
come off as (phr v) /ˌkʌm 'ɒf əz/ sprawiać wrażenie, być odbieranym jako
curious (adj) /'kjʊəriəs/ ciekawski
duty (n) /'djuːti/ obowiązek
failure (n) /'feɪljə/ niepowodzenie
find out (phr v) /ˌfaɪnd 'aʊt/ dowiedzieć się
identify (v) /aɪ'dentɪfaɪ/ utożsamiać, rozpoznawać
ignore (v) /ɪg'nɔː/ ignorować, lekceważyć
lecture (n) /'lektʃə/ wykład
nosy (adj) /'nəʊzi/ wścibski
overcome (v) /ˌəʊvə'kʌm/ pokonywać, przezwyciężać
promotion (n) /prə'məʊʃn/ awans
shyness (n) /'ʃaɪnəs/ nieśmiałość

(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 Their latest … shows the effects of climate change.
If you want to … in London, you should speak English very well.
a study **b** research **c** call

2 Let's meet outside the … !
Could you pass me that … of chocolate, please?
a sort **b** bar **c** hall

3 They may need some time … after finishing this project.
We should set … as early as possible.
a back **b** up **c** off

4 Can I have a … of this form?
We must … everything the instructor does.
a mark **b** copy **c** pass

5 Does she … in this movie?
Look for the brightest … in the sky.
a star **b** play **c** spot

2 Translate the Polish fragments of the sentences into English.

1 This writer's new book always (*ukazuje się*) … just before Christmas.

2 She is presenting (*fabułę tej powieści*) … .

3 Reviewers (*muszą sobie radzić*) … with unfriendly comments.

4 You can seldom see (*codzienne życie*) … of ordinary people in action films.

5 This actress's (*wyraz twarzy*) … often makes me confused.

3 Choose the correct option to complete each sentence.

1 It was such an … situation that I felt terrible.
a embarrassing
b embarrassed
c embarrassment

2 Their public argument caused general … .
a confuse
b confused
c confusion

3 Have you noticed that Sonia hasn't been … recently?
a depressed
b depressing
c depression

4 My … is greater when we meet more often.
a enjoy
b enjoyment
c enjoyed

5 I think that … responsibilities can cause trouble.
a expect
b expected
c unexpected

4 Use the word in capitals to form a word that fits in the gap.

1 Sam has had a lot of duties … . recently RECENT

2 This project may end in … because they are not cooperating. failure FAIL

3 She was depressed after hearing those … words. disappointing DISAPPOINT

4 His loud … always amazes me. laughter LAUGH

5 This customer could … your reaction and feel embarrassed. misinterpret INTERPRET

Exam guide
1 English in Use
Lexical pairs

Exam guide
2 English in Use
Translations

Life Skills guide
2 Mediation

Exam guide
4 English in Use
Word formation

2 1 comes out
2 the plot of this novel
3 have to cope/deal
4 (the) everyday lives/life
5 facial expression

1 What was the longest journey you have ever been on? Where did you travel to?

2 What preparations should you make for an expedition to an exotic location?

2 Enjoy the ride



Students in Colombia crossing the Rio Negro canyon using cables to get to school.

Culture guide

Interesting facts

The photo shows the Rio Negro in Colombia, South America, which crosses into Venezuela and eventually becomes a major tributary of the Amazon. The cables cross the canyon of the river in pairs. For some families, these cables are the only way of connecting with the external world.

To find more images or videos of this online, use the search term 'Rio Negro cables'.

IN THIS UNIT YOU LEARN

VOCABULARY
- travelling
- means of transport
- accommodation
- sightseeing
- trips and excursions

GRAMMAR
- adjectives ending in *-ed* and *-ing*
- past simple
- past continuous
- past perfect
- *used to*

SKILLS
Listening
- descriptions of journeys to school
- different ways of travelling
- matching/multiple choice

Reading
- urban explorers – exploring cities
- compound nouns
- multiple choice

Speaking
- asking for and giving directions
- talking about landmarks and destinations
- talking about time and distance

Writing
- story

CRITICAL THINKING
- selecting information

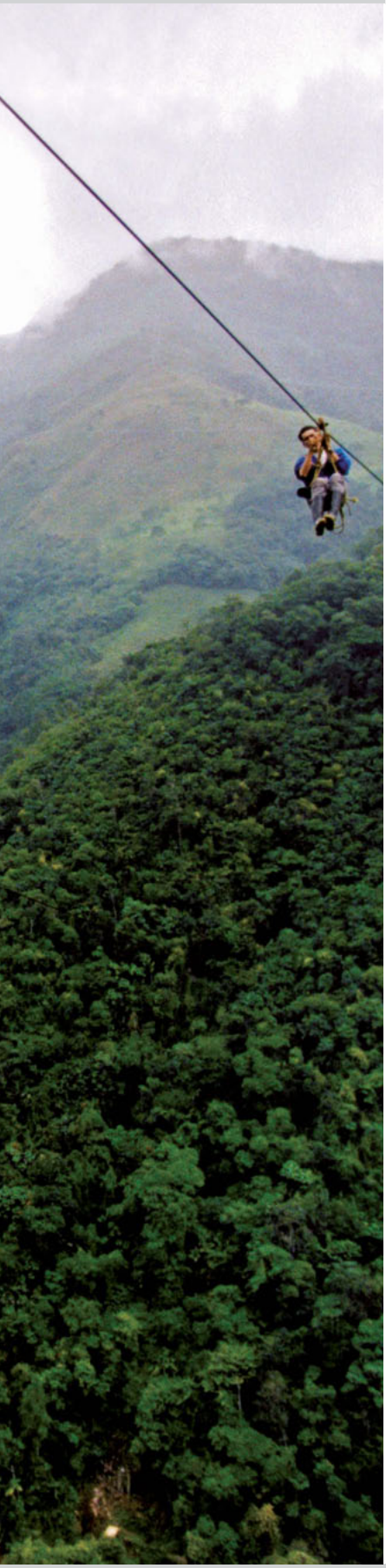
TED TALK
- choosing alternative routes

28 Unit 2

3h/week • Student's Book ex. 1–6 p. 29 • If short of time, skip ex. 6.

5h/week • Workbook ex. 1–10 pp. 24–25 • If short of time, skip ex. 9–10.

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



2A Vocabulary

Travel

Talking about travelling

Life Skills guide
1 Critical thinking, Mediation

1 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

1 'Travel is the only thing you buy that makes you richer.' What does this quote mean to you?
2 Do you want to be a traveller? Why?/Why not?
3 Which places in the world are a 'must-see' for a traveller?

Exam guide
2 Oral Matura

2 Work in pairs. Describe the photo. Then answer the questions.

1 Why do you think the children go to school like this? Is it safe?
2 How do you get to school?
3 Tell your partner about a situation when you or someone you know travelled in an unusual way.

Life Skills guide
2 Communication, Critical thinking, Mediation

3 Work in pairs. Discuss the questions.

1 How many ways of getting around can you think of? Make a list.
2 Look at your list. Which form of transport:

- is the cheapest?
- is the fastest?
- is the most relaxing?
- is the most stressful?
- lets you see the most?
- is the most excting?

Life Skills guide
3 Collaboration, Critical thinking, Creativity

4 Complete the sentences with the pairs of words.

cruise + excursion	commute + lift	expedition + voyage
flight + destination	ride + route	trip + backpacking

1 My mum and dad … by car, so they normally give me a … to school.
2 RY5608 – that isn't our … . It's flying to the same … but it's a different airline.
3 Some passengers on the … stayed on the ship, but we went on the … that they organised around the old port.
4 We had an amazing … ! I'm glad we were … and didn't stay in a hotel. We saw more of the country that way.
5 When I went for a bike … yesterday, I took a different … – I get bored going the same way all the time.
6 The … to the Antarctic lasted a year. After a difficult month-long sea … , the scientists started their research.

5 Choose the item in each list that does not collocate with the verb(s).

1 **catch/miss** my bus, my train, my car
2 **get** home, lost, school
3 **get on/off** the bus, the car, the train, the plane
4 **get to know** the city, your way around, a trip
5 **get to** work, home, school
6 **go for** a trip, a bike ride, a drive
7 **go on** a flight, a journey, a travel, a trip, an expedition, a cruise
8 **take** a taxi, an hour, two kilometres, public transport

6 Complete the sentences with the words in exercise 4 or 5. Then finish them so they are true for you.

1 My … to school takes …
2 The best way for visitors to … to know my city is by …
3 If I … public transport, I prefer to travel by … because …
4 The last long journey I … on was to …
5 If I could take a … anywhere, I'd choose … as my destination.

4
1 commute + lift
2 flight + destination
3 cruise + excursion
4 trip + backpacking
5 ride + route
6 expedition + voyage

6 Suggested answers:
1 journey / commute (also a noun) / ride (if given a lift) … (students supply time it takes)
2 get … (students supply their best way to get to know the city)
3 take / go on … (students supply preferred means of public transport and reason)
4 went … (students supply last destination of a long journey they went on)
5 flight / cruise (taxi possible but unlikely … (students supply ideal destination, e.g. *I'd choose Sri Lanka as my destination*)

2B Cele lekcji: Rozumienie nagrania o niezwykłych podróżach do szkoły oraz o różnych sposobach podróżowania.

1 How can you make a long journey less boring?
2 Which means of transport do you usually use to travel in the area where you live?

2B Listening

Listening to people talking about their unusual journeys to school and different ways of travelling

Exam guide
3 Listening
Multiple choice

1 Listen to descriptions of three journeys to school. Complete the table. 16 p. 384

	Where they live	How they travel	Time/ distance they travel	What they do on the way
1 Santiago Muñoz	New York	bus (x2), subway train (x2)	five hours	does his homework
2 Chosing	*The Himalayas*	walk along a frozen river	a hundred kilometres, six days	don't speak much,think carefully
3 Daisy Mora	Colombia (near Rio Negro)	on a cable slide	sixty seconds / hundreds of metres below them	

2 Listen again. Who (Santiago, Chosing or Daisy): 16 p. 384

1 travels the furthest? Chosing
2 doesn't take long to get to school? Daisy
3 stays at school for a long time? Chosing
4 gets up early to get to school on time? Santiago
5 takes public transport to get to school? Santiago
6 travels with a parent? Chosing
7 has a dangerous journey to school? (2 people) Chosing and Daisy
8 is going to have an easier journey to school soon? Santiago

3 Listen to three recordings about different ways of travelling. For each recording, choose the correct answer. 17 p. 384

1 Which information is true for passengers travelling to Dashton?
a Their train leaves from Terminal 5 today.
b It takes longer to travel to Dashton by replacement bus than by train.
c The next bus to Dashton is at half past eleven.

2 How did the girl travel to school today?
a By bus and taxi.
b By taxi and motorbike.
c By bus and motorbike.

3 Where is HyperLoop available for passengers already?
a It's not available yet.
b Between Kraków and Gdańsk.
c In Nevada.

Students on the train in Kyoto, Japan.



3h/week • Student's Book ex. 1–3 p. 30
5h/week • Workbook ex. 1–4 p. 26
7h/week • Extra online resources

Fast Finishers

Plan a more unusual way to get to school. Think of the different means of transport and routes you could use.

2C Grammar 1

Adjectives ending in *-ed* and *-ing*

Using adjectives to describe feelings and emotions

1 Read the sentences in the Grammar box. Find the adjectives. Which adjectives describe the journeys? Which adjectives describe how the people feel?

Adjectives ending in *-ed* and *-ing*

a *You might think your journey to school takes ages, but Santiago Muñoz has one of the most tiring school commutes in the world … He's excited about having more time to spend with friends and getting more sleep!*

b *They don't talk much, but it is never boring. It takes them six days and at the end they are exhausted.*

c *For some students living along the Rio Negro, their journey to school is absolutely terrifying … If Daisy is frightened, she doesn't show it!*

More explanation in Grammar reference on p. 42.

2 Choose the correct option to complete each sentence.

Participle adjectives are adjectives that are made from verbs. They usually end in *-ing* or *-ed*.

1 Adjectives that describe how a person feels end in *-ing* / (*-ed*).
2 Adjectives that describe the thing that makes you feel an emotion end in (*-ing*) / *-ed*.

More exercises in Grammar practice on p. 43.
Do exercises 1–2.

1 Adjectives that describe journeys: tiring, boring, terrifying
Adjectives that describe how people feel: excited, exhausted, frightened



3 Complete the second sentence with an adjective in the box, so it has the same meaning as the first sentence.

annoying confused depressing disappointed
exhausting shocked terrifying worried

1 The accident was a terrible and sad experience for all of us.
We were all … by the accident. shocked
2 Could you turn down that music? It is making me angry.
Could you turn down that … music? annoying
3 The children were unhappy because they expected to see a real pirate and the man only had a pirate's flag and hat.
The children were … to see a man with a pirate's flag and hat instead of a real pirate. disappointed
4 Most of us were really tired after the 10-kilometre trek in the mountains.
The 10-kilometre trek in the mountains was … for most of us. exhausting
5 For many people, autumn is a time when they feel sad and have no energy to deal with everyday activities.
Autumn is a … time for many people. depressing
6 There were so many road signs that we didn't know where to go.
We were … by so many different road signs. confused
7 I was woken up by a scream from the garden, which made me very scared.
I was woken up by a … scream from the garden. terrifying
8 The flight during a thunderstorm was horrible.
We were … that we wouldn't land safely. worried

4 Choose the correct option. Then work in pairs and tell your partner about one or two experiences you have had.

1 a destination you were looking forward to seeing but you found a bit *disappointed* / (*disappointing*) when you got there
I was excited about a school excursion to the History Museum, but it was really boring. Everyone was really disappointed.
2 a *terrified* / (*terrifying*) moment you've had on a car journey
3 a day when you did so much walking that you were absolutely (*exhausted*) / *exhausting* at the end
4 the longest and most *bored* / (*boring*) journey you've ever been on
5 a journey when you were very (*worried*) / *worrying* that you wouldn't get to the destination on time
6 an *annoyed* / (*annoying*) delay on public transport that you *really* didn't need
7 a *depressed* / (*depressing*) trip somewhere when you had a terrible time
8 an expedition that you'd be very (*excited*) / *exciting* to go on

5 Work in groups. Share your stories from exercise 4. Whose experiences have been the most exciting/ boring/tiring/frightening/disappointing?

1 What kind of activities make you feel relaxed? What kind of activities do you find annoying?
2 How easy or how difficult is it for you to guess what other people are feeling?

Life Skills guide
4 Communication, Mediation

Life Skills guide
5 Communication, Mediation

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

3h/week
- Student's Book ex. 1–5 p. 31, ex. 1–2 p. 43

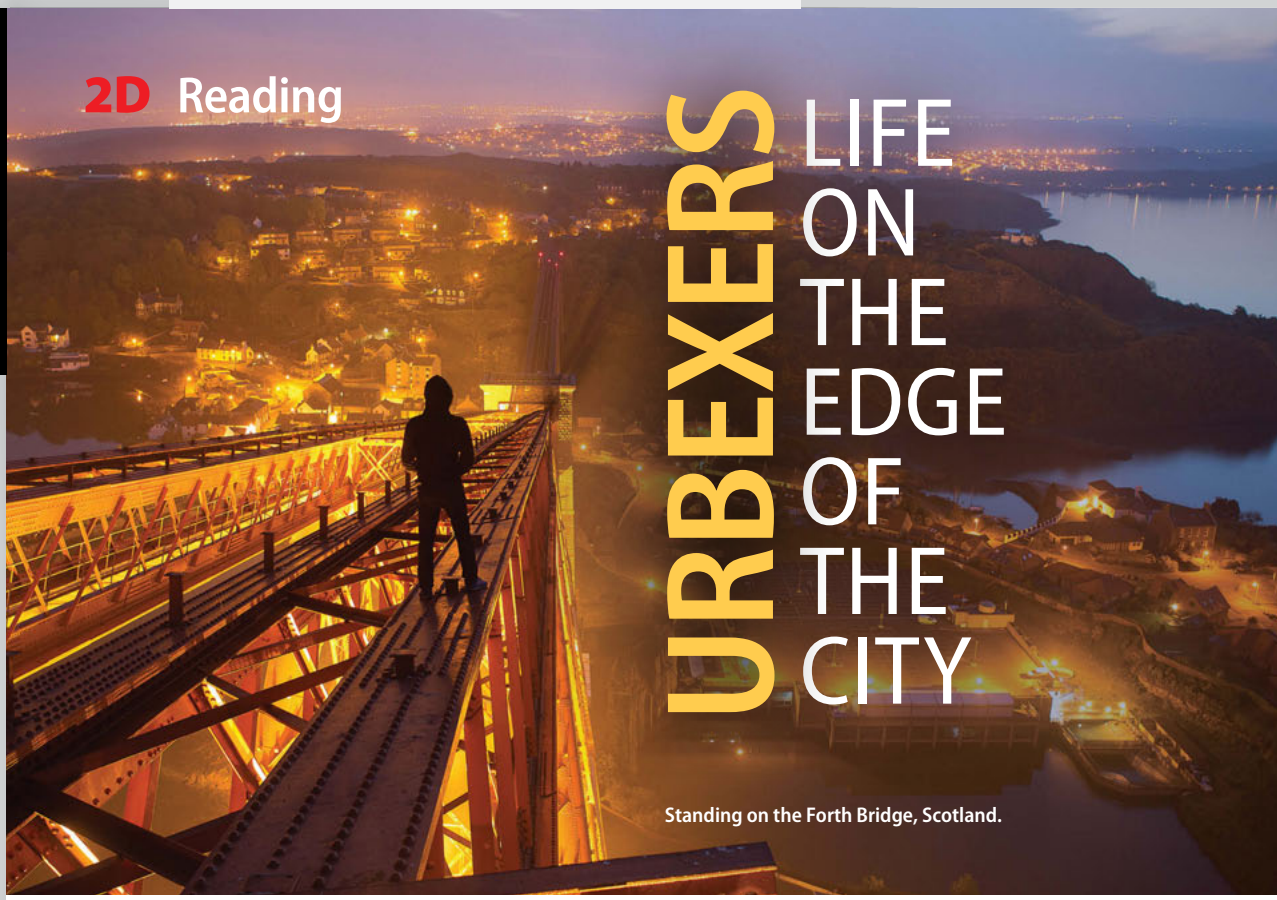
5h/week
- Workbook ex. 1–5 p. 27

7h/week
- Photocopiable grammar games and activities, TB pp. 305, 308 (2.1)
- Extra online resources (see Technology guide)

2D Cele lekcji: Rozumienie tekstu pisanego o miejskich odkrywcach.

1 Are urban areas in Poland attractive for tourists? Why? / Why not?
2 Are there any places in Poland which have few visitors but which you would like more people to know about?

2D Reading



URBEXERS LIFE ON THE EDGE OF THE CITY

Standing on the Forth Bridge, Scotland.

Life Skills guide
1 Mediation

Life Skills guide
4 Mediation

Exam guide
5 Oral Matura

Life Skills guide
5 Communication, Mediation

Exam guide
7 Reading Multiple choice

VOCABULARY BUILDING Compound nouns

1 What places do visitors to your city or a city near you usually visit?

2 Match words in column A with words in column B to make compound nouns. Check in a dictionary to find out if the compound nouns are one or two words. Then listen and check your answers. 18

A	B
1 sight d	a site
2 a walking f	b station
3 an underground b	c transport
4 a shopping e	d seeing
5 a building a	e centre
6 public c	f tour
7 urban j	g tracks
8 railway g / b	h top
9 a sky k	i park
10 a roof h	j exploration
11 an amusement i	k scraper
12 a view l	l point

3 Which of the compound nouns in exercise 2 are:

1 things visitors might do, use or visit?
2 buildings?
3 places the public don't normally go?

4 Use the compound nouns in exercise 2 to make eight sentences about your town or city.

5 A friend from Ireland is coming to stay in your town/city for a few weeks. It's his/her first visit to Poland. Give him/her some advice regarding his/her stay. Discuss the following issues:

- means of transport
- entertainment
- shopping
- costs of living

READING

Understanding a text about urban explorers

6 You are going to read an article about urban explorers (urbexers). What would you like to find out from this article? Write three questions about urbexers you would like to know the answers to. Then read the article to check if your questions are answered.

7 Read the article again. Choose the correct ending to complete each sentence.

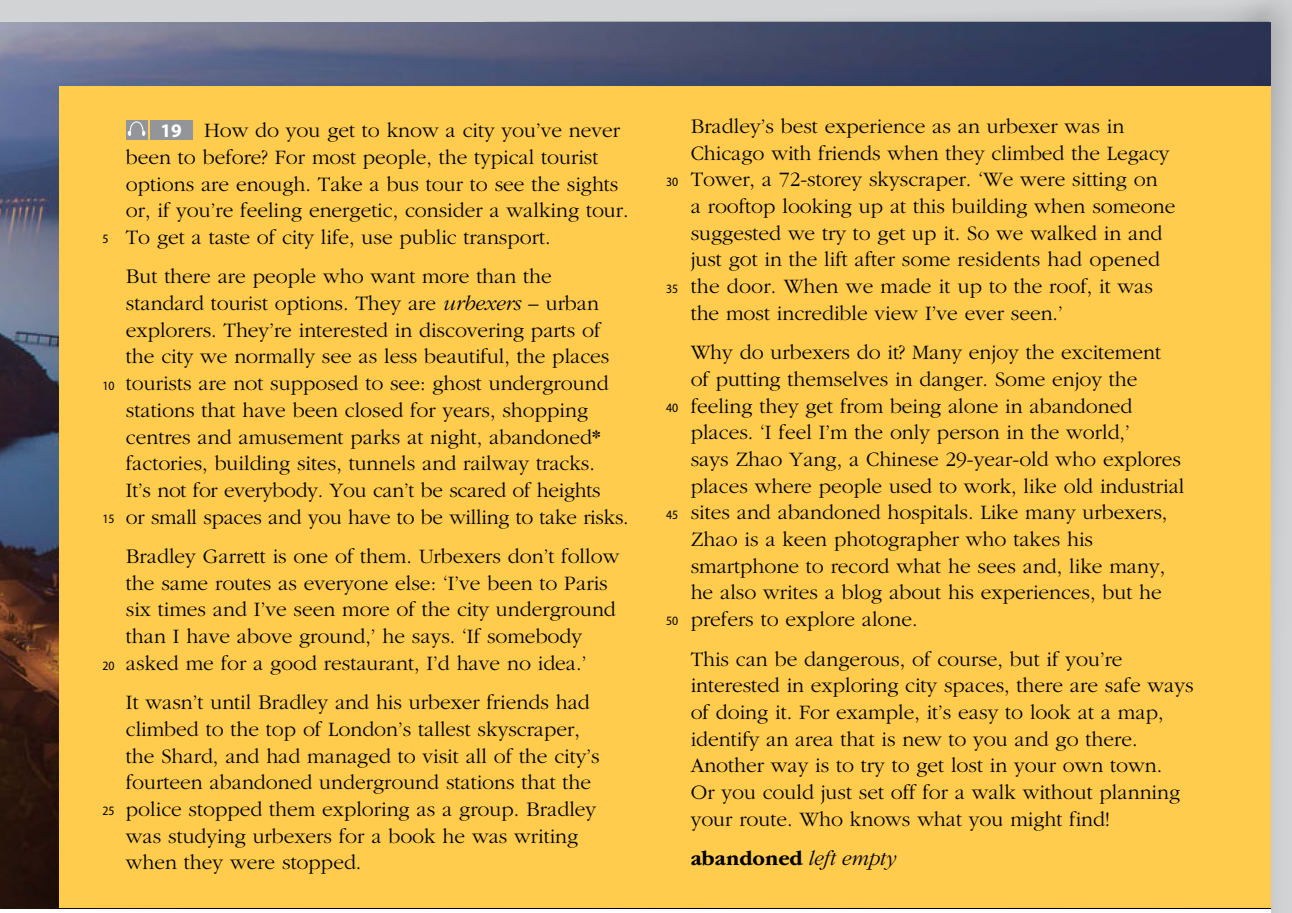
1 The article begins by talking about options for tourists because
a they are good examples of urban exploration.
b they are very different from the activities that urban explorers do.
c the writer wants to recommend some ways of exploring cities.

3 1 sightseeing, a walking tour, an underground station, a shopping centre, public transport, urban exploration, a skyscraper, an amusement park, a viewpoint
2 a shopping centre, a skyscraper
3 a building site, railway tracks, a rooftop

3h/week • Student's Book ex. 1–9 pp. 32–33 • If short of time, skip ex. 4 and 5.

5h/week • Workbook ex. 1–5 p. 28

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



19 How do you get to know a city you've never been to before? For most people, the typical tourist options are enough. Take a bus tour to see the sights or, if you're feeling energetic, consider a walking tour. To get a taste of city life, use public transport.

But there are people who want more than the standard tourist options. They are *urbexers* – urban explorers. They're interested in discovering parts of the city we normally see as less beautiful, the places tourists are not supposed to see: ghost underground stations that have been closed for years, shopping centres and amusement parks at night, abandoned* factories, building sites, tunnels and railway tracks. It's not for everybody. You can't be scared of heights or small spaces and you have to be willing to take risks.

Bradley Garrett is one of them. Urbexers don't follow the same routes as everyone else: 'I've been to Paris six times and I've seen more of the city underground than I have above ground,' he says. 'If somebody asked me for a good restaurant, I'd have no idea.'

It wasn't until Bradley and his urbexer friends had climbed to the top of London's tallest skyscraper, the Shard, and had managed to visit all of the city's fourteen abandoned underground stations that the police stopped them exploring as a group. Bradley was studying urbexers for a book he was writing when they were stopped.

Bradley's best experience as an urbexer was in Chicago with friends when they climbed the Legacy Tower, a 72-storey skyscraper. 'We were sitting on a rooftop looking up at this building when someone suggested we try to get up it. So we walked in and just got in the lift after some residents had opened the door. When we made it up to the roof, it was the most incredible view I've ever seen.'

Why do urbexers do it? Many enjoy the excitement of putting themselves in danger. Some enjoy the feeling they get from being alone in abandoned places. 'I feel I'm the only person in the world,' says Zhao Yang, a Chinese 29-year-old who explores places where people used to work, like old industrial sites and abandoned hospitals. Like many urbexers, Zhao is a keen photographer who takes his smartphone to record what he sees and, like many, he also writes a blog about his experiences, but he prefers to explore alone.

This can be dangerous, of course, but if you're interested in exploring city spaces, there are safe ways of doing it. For example, it's easy to look at a map, identify an area that is new to you and go there. Another way is to try to get lost in your own town. Or you could just set off for a walk without planning your route. Who knows what you might find!

abandoned *left empty*

2 The places that urban explorers visit are
a always underground.
b not used any more.
c not usually attractive to many people.

3 Bradley Garrett
a knows Paris very well.
b doesn't like high places.
c wouldn't be a very good guide for traditional tourists.

4 Garrett's trip to the top of the Legacy Tower was
a easy.
b lonely.
c well planned.

5 Zhao Yang
a investigates abandoned factories.
b explores with friends.
c doesn't want to tell anyone about his experiences.

6 The article ends by
a describing more activities that urban explorers do.
b recommending other ways of exploring cities.
c explaining the health benefits of urban exploration.

CRITICAL THINKING Selecting information

If writers are writing about something that is unfamiliar to a lot of people, they have to think about the kind of information that will interest their readers.

8 Read the Critical thinking box. Which questions does the article answer about urbexers and urban exploration?

✓**1** Does urban exploration happen all over the world?
2 How long have people been exploring in this way?
3 How many people do it?
✓**4** If I want to explore my local urban area, what can I do?
5 Is the word 'urbexer' in the dictionary?
✓**6** Why is urban exploration attractive to some people?
✓**7** What kind of places do urbexers visit?
✓**8** What personal qualities do urbexers need?

Life Skills guide
8 Critical thinking

9 Work in groups. Discuss the questions.

1 Did the article answer all your questions from exercise 6?
2 What other information would you like to see in the article?
3 How could you find out the answers to the questions that weren't answered?

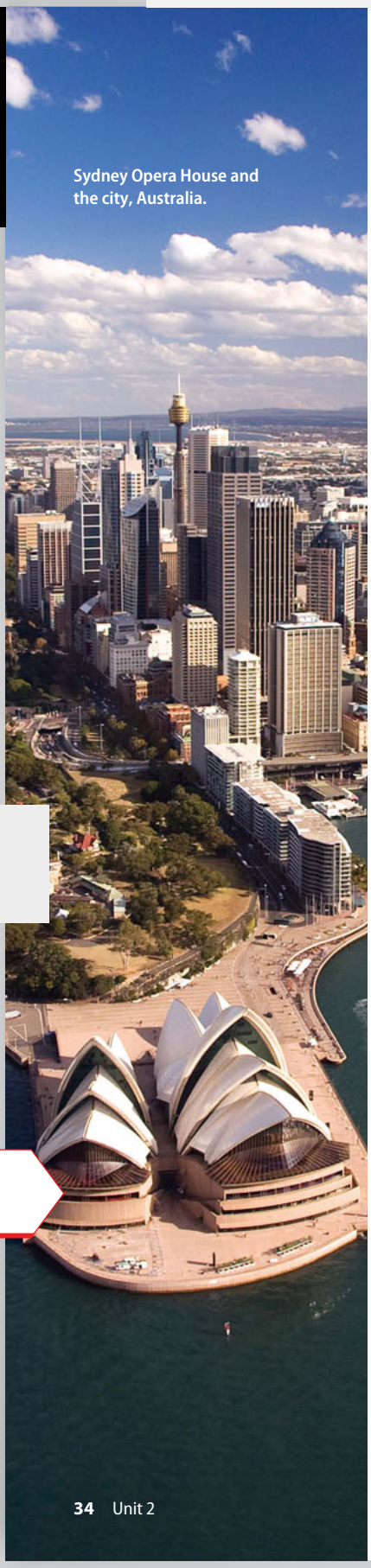
Life Skills guide
9 Critical thinking

Fast Finishers

Make a list of the five tallest buildings in your area. Write down what they are used for and how often you have been inside them (if at all).

2E Cele lekcji: Stosowanie różnorodnych czasów w rozmowie na temat sposobów podróżowania.

1 What exams did you take before starting your current school?
2 What were the members of your family doing when you last saw them?



Sydney Opera House and the city, Australia.

2E Grammar 2

Narrative forms: past simple, past continuous, *used to*, past perfect

Talking about alternative ways of travelling using narrative forms

1 Work in pairs. Can you remember Bradley Garrett's adventure at the Legacy Tower? Retell the story using the words.

rooftop | the lift | view

2 Check your ideas in exercise 1 with the article on page 33.

3 Choose the correct option to complete each sentence in the Grammar box.

Narrative forms

a *It wasn't until Bradley and his friends* ***had climbed*** */* ***were climbing*** *to the top of the Shard and* ***used to manage*** */* ***had managed*** *to visit all of the city's abandoned underground stations that the police* ***stopped*** */* ***were stopping*** *them exploring as a group.*

b *Bradley* ***studied*** */* ***was studying*** *urbexers for a book he* ***wrote*** */* ***was writing*** *when they had to stop.*

c *'We* ***had sat*** */* ***were sitting*** *on a rooftop when someone* ***suggested*** */* ***used to suggest*** *we try to get up the Legacy Tower. So we* ***walked*** */* ***were walking*** *in and just* ***had got*** */* ***got*** *in the lift after some residents* ***had opened*** */* ***were opening*** *the door.*

d *Zhao Yang explores places where people* ***were working*** */* ***used to work*** *like old industrial sites and abandoned hospitals.*

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

4 Read the sentences in the Grammar box and complete the rules with the *past simple*, *past continuous*, *past perfect* or *used to*.

When we tell stories or talk about actions or events in the past:

1 we use the … to describe an incomplete action or event when another action happened. The actions are often connected with *when*, *while* or *as*. We also use it to give background information. It is not used with state verbs (*know*, *love*, etc.).
2 we usually use the … to describe completed actions in the past. If actions happen one after another, we use this tense.
3 we use the … to emphasise that one past action finished before another past action. The actions are often connected with *after*, *before* and *already*.
4 we usually use … to talk about situations, habits and routines that were true in the past but are not true any more.

More exercises in Grammar practice on p. 43. Do exercises 3–6.

5 Read about freeganism. Complete the text with the missing linking words in the box. What are the advantages and disadvantages of living like this? Would you like to live like this?

and | because | but | so

Freeganism is a way of living and travelling that costs almost nothing. It's simply using your skills (**1**) … you don't have to pay for things. People who practise freeganism are called 'freegans', and they try to buy as little as possible (**2**) … they want to save money (**3**) … reduce their impact on the environment. They choose to eat food that has been thrown away (**4**) … its quality is still good enough for consumption and find alternatives to sleeping in hotels and paying for transport when they travel.

Life Skills guide

5 Critical thinking

4 **1** past continuous
2 past simple
3 past perfect
4 used to

5 **1** so
2 because
3 and
4 but

3h/week • Student's Book ex. 1–11 pp. 34–35, ex. 3–6 p. 43 • If short of time, skip ex. 1 and 2 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)

6 **Becky Khalil was a freegan in Australia for some time. Choose the correct option to complete what she says about travelling as a freegan in Sydney.**

I (1) *used to think* / *was thinking* that Australia was a really expensive place, and the first time I (2) *went* / *had gone* there, I worked to pay for my living expenses. But while I (3) *had stayed* / *was staying* in Australia last time, I (4) *found* / *used to find* another way to live. I (5) *used to use* / *had already used* my working visa on my first trip, so I couldn't get a job this time. To make things worse, someone (6) *was stealing* / *had stolen* all my money during a train journey. So I (7) *became* / *had become* a freegan. Before, I (8) *used to buy* / *was buying* too much food and threw a lot of it away, but this time I (9) *had eaten* / *ate* leftover food from friends and shops, like day-old bread. I (10) *didn't spend* / *hadn't spent* anything on accommodation, less than $100 on travel and less than $20 on food for six weeks!

7 **Complete the rest of Becky's story with the correct form of the verbs in brackets.**

Most of the time, friends of mine (1) … (*let*) me sleep on their sofas, but before my trip I (2) … (*contact*) a company that organises 'house-sitting' jobs, so I sometimes looked after houses when the owners were on holiday. To save money on bus fares, I (3) … (*get*) lifts with people I knew, and while I (4) … (*travel*) around the country, I usually decided to camp. Once I went to sleep under the stars because I (5) … (*be*) too tired to put my tent up. Finding cheap or free food was much easier than I (6) … (*expect*) it to be. Even in winter, I enjoyed it because I (7) … (*live*) with other freegans and we (8) … (*become*) friends and helped each other. At the end of each day, shops gave us anything they (9) … (*not sell*). Believe it or not, we (10) … (*eat*) extremely well!

8 **Complete the second sentence so that it means the same as the first. Use the word in capitals. Do not change the form of this word. You may use between two and five words in each gap.**

1 The coach broke down during my journey to Croatia.
WHILE
The coach broke down … to Croatia.

2 We bought the tickets for the river cruise. It was cancelled two weeks later.
HAD
The river cruise was cancelled two weeks … the tickets.

3 Our typical way of commuting was by train, until we bought a car in 2017.
USED
Before we bought a car in 2017, we … train.

4 I called the travel agent to confirm the departure time before leaving the hotel.
LEFT
Before …, I called the travel agent to confirm the departure time.

5 During my studies in the Netherlands, I mostly used city bikes to travel round Amsterdam.
STUDYING
While … in the Netherlands, I mostly used city bikes to travel round Amsterdam.

9 **Complete the sentences in your own words. Then work in pairs and compare your sentences.**

1 Before this lesson I didn't know …
2 When I was younger, I used to …
3 I didn't use to … (but I do now).
4 Before I went on holiday last summer, …
5 I didn't spend any money when …
6 I bought … while I was …

10 **Prepare notes about a trip or journey you have taken that was memorable in some way. Use the questions to help you plan what you are going to say.**

- Where did you go? Did you use to go to the same destination regularly, or was this the first time?
- How did you travel?
- When did you make the trip?
- Who did you go with?
- What memorable things happened? What were you doing when they happened?
- How did you feel about the journey in general?

11 **CHOOSE**

1 Work in pairs. Tell your stories to each other. Ask each other questions to find out more.
2 Present your story to the class.



Life Skills guide
9 Collaboration, Self-development

Life Skills guide
10 Mediation

7
1 let / used to let
2 had contacted / contacted
3 used to get / got
4 was travelling
5 was
6 expected / had expected
7 was living
8 became
9 hadn't sold
10 ate / used to eat

Life Skills guide
11 Communication

Exam guide
8 English in Use Transformations

8
1 while I was travelling
2 after we had bought
3 used to commute by
4 I left the hotel
5 I was studying

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

Fast Finishers

Make a list of six excuses for why you were unable to do your last piece of homework. Use the past continuous in three of the sentences and the past perfect in the other three.

Technology guide

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

LearningApps.org

Matura exercises to TED Talks video

TEDTALKS Happy maps

> "If you think that adventure is dangerous, try routine. It's deadly."
>
> **DANIELE QUERCIA**

Life Skills guide

4 Collaboration, Mediation

AUTHENTIC LISTENING SKILLS

Understading foreign and regional accents

Understatnding accents

When you travel abroad or listen to people on TV and the internet, you will hear foreign and regional accents in English. It's helpful to practise listening to different accents so you can enjoy listening to people from all over the world.

1 Listen to the beginning of the TED Talk, first said by a native English speaker and then by Daniele Quercia, a native Italian speaker. Compare the pronunciation of the underlined sounds. 20

I have a confession to make. As a scientist and engineer, I've focused on efficiency for many years.

Exam guide

6 Listening Multiple choice

2 How do you say the sentences? Listen to Daniele and a native speaker to compare. 21

1 I lived in Boston and worked in Cambridge.
2 I teamed up with Luca and Rossano.
3 They also recalled how some paths smelled and sounded.

Life Skills guide

3 Critical thinking, Self-development

3 **MY PERSPECTIVE – SPEAKING**

Work in pairs. Discuss the statements below. Which of them do you agree with? Why?

1 Learners should try to sound like native speakers of English.
2 Sometimes it's easier to understand other non-native speakers of English than native speakers.
3 Your foreign accent in English is an important part of your identity, so be proud of it.

BEFORE YOU LISTEN

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

confession route detour trapped blind commute assume destination logic imagination consensus attach memories recall avoid routine deadly

WHILE YOU LISTEN

5 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

efficiency crowdsource urban mapping app path

6 Listen to part 1 of the talk. Choose the correct option to answer each question. TED 2.1 p. 402

1 What journey helped Daniele see that travel isn't just about efficiency?
a moving from Boston to Barcelona
b a bicycle race he took part in
c his commute to work

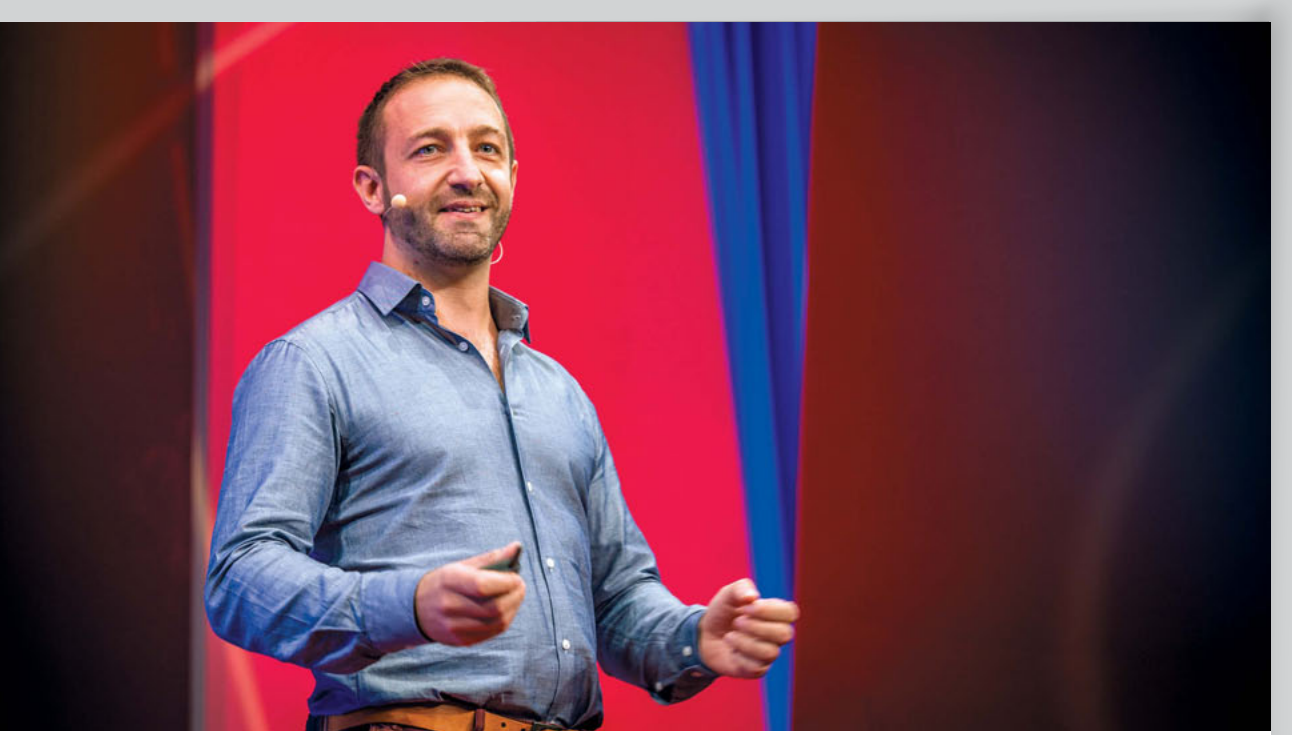
2 How was the new route different from the old one?
a It went along Massachusetts Avenue.
b It had less traffic.
c It was shorter and quicker.

3 What does Daniele say about mapping apps?
a They encourage people to explore more.
b They give you too many choices about which way to travel.
c They are very similar to computer games.

3h/week • Student's Book ex. 1–11 pp. 36–37 + DVD • If short of time, skip ex. 11.

5h/week • Workbook ex. 1–4 p. 32

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



7 Listen to part 2 of the talk. Choose the correct option to complete each sentence. TED 2.2 p. 403

1 Daniele changed his research to look more at how people *experience* / *get around* the city.
2 They collected data by asking people to *play a game* / *take a test*.
3 The first map that they designed was of *Boston* / *London*.
4 Their research now is in developing maps based on smell, sound and *memories* / *sights*.
5 Their goal is to encourage people to take *the best path* / *many paths* through the city.

8 **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 2.3

surrounded by trees	shame	don't get me wrong
a handful of	shy	teamed up with

9 Think of examples of the following things. Then work in pairs and compare your examples.

1 a place that's *surrounded* by countryside
2 a time when you felt *shame*
3 somewhere that only has a *handful of* shops
4 a situation that makes you feel *shy*
5 a time you *teamed up with* someone

AFTER YOU LISTEN

10 Work in pairs. Look at a map of your town or a city that you know well. Plan two one-hour walking routes for the city.

- Route 1. This must include as many beautiful sights and interesting places as possible.
- Route 2. This must include the places most likely to interest teenagers who are visiting the city.

11 **MY PERSPECTIVE – SPEAKING**

Work in groups. Compare your routes and discuss the questions.

1 Which of the tours would you enjoy most if you were a tourist? Why?
2 What other types of (guided) tours could you offer in the town or city?

Life Skills guide

10 Collaboration, Creativity, Mediation

Life Skills guide

11 Collaboration, Creativity, Critical thinking, Mediation

Life Skills guide

9 Collaboration, Mediation

1 What's the easiest way to get from your school to the nearest railway station?
2 When was the last time you got lost

2F Speaking

Exam guide
1 Oral Matura

Life Skills guide
1 Critical thinking

Useful language

A Asking for directions
Excuse me. Do you know the way to …?

B Giving directions
Go all the way up there until you get to …
At the traffic lights, go straight on / turn right.
After 200 metres, take the first turning on the left.

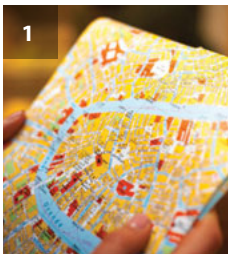
C Talking about landmarks and destinations
Go past a … on your left/right.
The train station is on your left.

D Talking about time and distance
It's not very far from here.
It's no more than a kilometre from there.

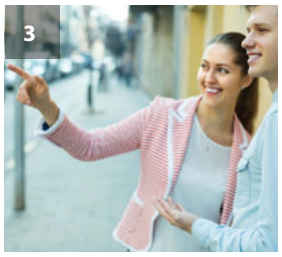
Asking for and giving directions

1 Work in pairs. Do the task.

You're visiting a big city and you are lost. Look at the three photos suggesting how to deal with the problem. Which way would you choose? Justify your opinion. Give your reasons for rejecting the other options.







2 Listen to two conversations. Complete the table. 22 p. 384

	1	2
1 Do the speakers know each other?	…	…
2 Where do they want to get to?	…	…
3 How are they travelling?	…	…
4 How far is it?	…	…
5 What will they do if they get lost?	…	…

3 Look at the map and listen again. Match the letters (A–E) from the map with the places (1–4). There is one extra letter. 22 p. 384

1 where the first conversation takes place E
2 the science museum A
3 the cinema B
4 Melanie's house D



Exam guide
4 English in Use Gap-filling

4 Use one word to complete the expressions. Listen again to check. 22 p. 384

1 Can you … me? I'm trying to … to the museum. A
2 It's quite a long … from here. About fifteen minutes' … . D
3 Go up Northway Street for about five minutes … you get to the supermarket on your left. Then take the second … on the right. B/C
4 You can't … it. C
5 Can you give me … to your house? A
6 So if the station's … you, you'll need to turn right. B/C
7 At the … of the street you'll see a cinema in front of you. C
8 … on up Northway Street until you get to a supermarket on your right. Just after … , there's a street on the left. B/C

4 1 help, get
2 way (journey), walk
3 until (till), turning (road, street)
4 miss
5 directions
6 behind
7 end
8 Carry (Go), that

5 Label the sentences in exercise 4 with the correct category (A–D) from the Useful language box.

Life Skills guide
6 Communication

6 Work in pairs. Ask for and give directions between places on the map.

Life Skills guide
7 Communication

7 Work in groups. Give directions to each other from school to destinations around town. Listen and say what you think the destinations are.

2

	1	2
1	no	yes
2	(science) museum	their friend's house
3	on foot	by bike
4	15 minutes	1 km from the station
5	ask someone	phone their friend

3h/week • Student's Book ex. 1–7 p. 38 • If short of time, skip ex. 7.
5h/week • Workbook ex. 1–4 p. 33
7h/week • Extra online resources

2G Writing

A story

Writing a story

1 Work in pairs. Read the writing task below. Then tell your partner about a time when you got lost.

Write a story that ends with the sentence: *I had been feeling completely lost for so many hours, but I finally ended up just where I needed to be!*

2 Read the story below. At which of the moments did the writer feel uncertain?

A story

Three years ago, I went to Thailand. I wanted to visit a beautiful island. My cousin had just returned from an island called Koh Tao and told me I could catch a bus and then a boat there. I had no idea then how difficult my journey would be!

Unfortunately, no one spoke English at the bus station and the destinations were written in Thai, so I didn't understand anything. Eventually, an old man pointed to a bus that was just about to leave. I had no chance to check if it was the right route. I simply got on the bus.

During the long journey, I looked out of the window. I was just falling asleep when the driver shouted 'Koh Tao!' I got out and looked around. I couldn't see the sea, just a quiet road. A man on a motorbike came over. 'Koh Tao?' I asked. He just pointed to his bike. I didn't have any choice. I got on the bike.

He drove slowly. I was just starting to believe that I would never reach my destination, when he finally stopped. I saw a boat and a sign which said 'Koh Tao ferry'. After so many hours feeling completely lost, I ended up just where I needed to be!

1 talking to his cousin
✓ **2** at the bus station
✓ **3** on the bus
✓ **4** when he got off the bus
✓ **5** on the motorbike
6 at the boat



Koh Tao is a beautiful island in Thailand. Its name means 'Turtle Island.'

3 WRITING TIPS *just*

Match the sentences (1–5) with the meaning of *just* (a–e).

1 My cousin had just returned from an island called Koh Tao. b
2 An old man pointed to a bus that was just about to leave. e
3 I was just falling asleep when the driver shouted, 'Koh Tao!' d
4 I couldn't see the sea, just a quiet road. a
5 I finally ended up just where I needed to be! c

a only
b recently
c exactly
d almost
e very soon (with *be about to*)

4 Write a story about a journey or trip that ends with one of the three sentences. Choose your ending.

1 That was one of the worst trips of my life.
2 I hadn't expected to have such an exciting journey.
3 Getting to school had never been so complicated.

- Use the questions in the Writing strategies box to help you make notes about the details of your story.
- Think about the verb forms you will need to tell the story.

More about writing a story in Writing guide on p. 151.

5 When you have finished, share your story with other people in the class. Whose stories sound like the best/worst experiences?

Writing strategies

Writing a story

Use a paragraph plan like this when you write a story:

Paragraph 1: Set the scene
Where does the story start?
Who is the story about?
When does the story take place?

Paragraphs 2 and 3: Main events
What happened? How did you feel?
What happened next?

Paragraph 4: The end
What happened in the end?
How did you or other people feel?
What do you remember most about the events?

1 Which of your friends can tell the most exciting stories? Why?
2 What is the first thing that you tell your friends about when you come back from holiday?

Life Skills guide
1 Communication

Life Skills guide
2 Critical thinking

Life Skills guide
4 Creativity

3h/week • Student's Book ex. 1–5 p. 39

5h/week • Workbook ex. 1–5 p. 34

7h/week • Extra online resources

Skills Review 2

ENGLISH IN USE

Exam guide
1 English in Use
Word formation

Słowotwórstwo

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

1 Robert is ... at the prospect of seeing Stonehenge.
EXCITE excited

2 The kids asked their parents to take them to the ... park.
AMUSE amusement

3 Jane was absolutely ... at the thought of travelling by plane.
TERRIFY terrified

4 I have a ... that I have already been to this place before.
FEEL feeling

5 This area is known for its fast ... development.
INDUSTRY industrial

Exam guide
2 English in Use
Transformations

2
1 was exhausted
2 was depressing / depressed her
3 is/was the longest
4 had booked
5 did you feel

Parafrazy zdań

2 Uzupełnij drugie zdanie tak, żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów.

1 The trip to the mountains was exhausting.
I ... by the trip to the mountains.

2 My sister was depressed by the film she watched yesterday.
The film my sister watched yesterday ... .

3 We have never been on a longer journey than the one to Australia.
The journey to Australia ... one we have ever been on.

4 First, David booked the trip to Norway as a present for his wife. Then he told her about it.
David told his wife about a trip to Norway after he ... it.

5 What was your feeling about the Mediterranean cruise you took last summer?
How ... about the Mediterranean cruise you took last summer?

Exam guide
4 English in Use
Sentence formation

4
1 was driving a/the/his car
2 had arrived at the airport
3 place were you visiting
4 didn't use to be
5 stopped their/the car

Uzupełnianie zdań

3 Wybierz odpowiedź, która poprawnie uzupełnia zdania.

1 Mike's father commutes to work every day and gives him a ... to school.
a drive
b lift
c trip

2 How can you ... to know a place you have never been to?
a find
b learn
c get

3 Whenever I visit another city, I always go for long walks without planning my ... .
a route
b road
c way

4 Although it was dark, we managed to ... the tent without any problems.
a get up
b put up
c move up

5 If you want to catch the train, you must get ... the bus at the next stop.
a from
b out
c off

Exam guide
3 English in Use
Multiple choice

Exam guide
5 English in Use
Translations

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

1 When ... (*Jim / drive / car*) along an empty country road, he saw a large animal standing in the middle of it.

2 It wasn't until we ... (*arrive / airport*) that our friends called us to learn where we were going.

3 What ... (*place / you / visit*) this time last year?

4 There ... (*use / not / be*) so many bike paths in our city several years ago.

5 The journey was very tiring for John and Maggie, so they ... (*stop / car*) a few times to have a rest.

Tłumaczenie fragmentów zdań

5 Przetłumacz podane w nawiasach fragmenty zdań na język angielski.

1 My (*koszty utrzymania*) ... in London are higher than I expected.

2 How much time would it take you to get to the top of a (*pięćdziesięciopiętrowego wieżowca*) ... ?

3 Which is the safest (*sposób podróżowania*) ... ?

4 (*Podróżowanie z plecakiem*) ... is popular among young people.

5 The (*opustoszała fabryka*) ... will soon be transformed into a shopping centre.

5
1 living expenses
2 fifty-storey skyscraper
3 way of travelling
4 Backpacking
5 abandoned factory

Life Skills guide
5 Mediation

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 **Wybierz odpowiedź, która jest poprawnym tłumaczeniem fragmentu zdania podanego w nawiasie.**

1 We (*nie spędzaliśmy*) ... summer holidays in the country when we were kids.
a haven't spent
b hadn't spent
c didn't use to spend

2 The last time I (*jadłem*) ... seafood was two months ago.
a had eaten
b ate
c have eaten

3 Ann got to school late. (*Na domiar złego*) ... , she forgot to bring her homework.
a To make things worse
b This is the worst thing
c What is the worst thing

4 We were (*zbyt zmęczeni*) ... to walk up the hill.
a so tired
b tired enough
c too tired

5 People who practise veganism (*zwani są*) ... vegans.
a are calling
b are called
c be called

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.**

The journey I will never forget

It was a sunny afternoon. I was on my way back home after a short visit to Rochester. The train arrived at the Central Station on time. I sat down comfortably with a bunch of magazines in a compartment. (**1**) d They tried to make small talk with me but I was busy reading the magazines.

Some time after the train left the station, I decided to open the window in the compartment. I did it while holding my wallet in my hand. That was a mistake. To my horror, while opening the window, I accidentally dropped the wallet outside. In a panic, I pulled the emergency chain. Unfortunately, it came off in my hand. (**2**) e This time the train stopped, but only after about 500 metres. I jumped out of the train to look for my wallet. Of course, there was no chance of getting it back because the train had travelled at least two kilometers from where I dropped it.

Feeling very unhappy, I got back on the train and the journey continued. My co-passengers tried to cheer me up. When the inspector came to check the tickets, I informed him that mine was lost. He told me to buy a new ticket because I couldn't travel without a valid one. (**3**) b He answered that I would have to get off at the next station. I felt desperate. To my surprise, the couple who were travelling with me, offered to lend me some money, saying I could return it somehow after getting home.

a At that moment I didn't realise it would be such a big problem for me.
b I explained that I didn't have any money or documents, either.
c When the train stopped, a few passengers jumped out to help me find the wallet.
d I shared it with a couple and their three children who were very friendly.
e Within seconds, I was in the corridor to pull any other one that I could find.

SPEAKING

8 **Rozmawiasz z kolegą/koleżanką z Anglii na temat kierowania pojazdami przez nastolatków. Poniżej podane są cztery kwestie, które musisz omówić w rozmowie.**

- wiek uprawniający do kierowania pojazdem
- prowadzenie pojazdu w obecności osoby dorosłej
- zachowanie nastoletnich kierowców na drogach
- kary za nieprzestrzeganie przepisów

WRITING

9 **Podczas wakacji wybrałeś/wybrałaś się w samotną podróż do egzotycznego kraju. Napisz o tym na blogu.**

- uzasadnij wybór kraju
- opisz swoje przygotowania do podróży
- przedstaw dobre strony samotnego podróżowania
- zachęć czytelników do tego typu podróżowania i doradź, jak uniknąć ewentualnych trudności podczas podróży

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

Hi there,
...
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
7 Reading
Missing sentences

Exam guide
9 Writing
A blog entry

Life Skills guide
9 Critical thinking,
Mediation,
Practical skills
Self-development

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

Grammar reference 2

GRAMMAR 1 Adjectives ending in *-ed* and *-ing*

Imiesłowy przymiotnikowe (czynne i bierne), które kończą się na *-ing* i *-ed* są tworzone od czasowników. Wiele z nich opisuje uczucia.

The Aztec culture ***excites*** *a lot of visitors.* (czasownik)

We went on ***exciting*** *excursions from Mexico City.* (imiesłów przymiotnikowy czynny)

I was ***excited*** *about visiting the Aztec pyramids.* (imiesłów przymiotnikowy bierny)

Imiesłowów przymiotnikowych czynnych, które kończą się na *-ing*, używamy do opisywania rzeczy, które powodują w nas emocje, np. ***exciting*** *excursions*.

Imiesłowów przymiotnikowych biernych, które kończą się na *-ed*, używamy do opisania tego, jak się czujemy, np. *we were* ***excited***.

Ćwiczenia 1–2

GRAMMAR 2 Narrative forms – past tenses

Gdy opowiadamy historie z przeszłości, możemy używać m.in. następujących czasów: *past simple, past continuous* oraz *past perfect*.

Past simple (Czas przeszły prosty)

Czasu *past simple* używamy, gdy opisujemy:

- czynności, sytuacje i wydarzenia, które się rozpoczęły i zakończyły w przeszłości:

  I ***bought*** *a ticket to Athens last week.*

  When ***did*** *you* ***meet*** *him?*

- sekwencje wydarzeń, np. w opowiadaniu, lub serię czynności następujących jedna po drugiej:

  When the food ***arrived*** *they* ***sat down*** *and* ***started*** *to eat.*

- wydarzenia i czynności, które powtarzały się w przeszłości:

  When I was younger, I ***walked*** *to school every day.*

Zasady pisowni:

- do większości czasowników regularnych dodajemy końcówkę *-ed*: *pack – packed*
- do czasowników zakończonych na *-e*, dodajemy końcówkę *-d*: *hope – hoped*
- gdy czasownik zakończony jest na *-y*, zmieniamy *-y* na *-i* i dodajemy *-ed*: *study – studied*; nie zmieniamy *-y* na *-i* gdy czasownik kończy się na *-y* po samogłosce: *play – played*.
- W większości czasowników kończących się pojedynczą spółgłoską po pojedynczej samogłosce podwajamy ostatnią spółgłoskę przed dodaniem końcówki *-ed*: *stop – stopped*; nie podwajamy spółgłoski, jeśli jest to *w, x* lub *y*: *fix – fixed*.
- Czasowniki nieregularne mają inną formę niż czasowniki regularne np. *go – **went**, get – **got**, catch – **caught***. Lista czasowników nieregularnych znajduje się na str. 158–159.

Aby utworzyć zdania przeczące i pytania w czasie *past simple*, używamy *did/didn't* i bezokolicznika:

It's strange that we ***didn't meet*** *when we lived in Tokyo.*

Did *you* ***visit*** *the Guggenheim Museum when you were in New York?*

Past continuous (czas przeszły ciągły)

Czasu *past continuous* używamy, gdy opisujemy:

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

  Some people ***were*** *already* ***dancing*** *when we arrived at the party.*

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

  While they ***were buying*** *tickets, we* ***were checking*** *the timetable.*

W zdaniach w czasie *past continuous* często używa się: *when, while* lub *as*.

She was checking her bag ***when*** *she realised that her passport was missing.*

Czas *past continuous* tworzymy za pomocą czasowników posiłkowych: *was/were* i czasownika z końcówką *-ing*.

While I ***was unpacking****, Joanna went to reception to ask for a map.*

Past perfect (czas przeszły dokonany/zaprzeszły)

Czasu *past perfect* używamy, aby podkreślić, że jedna przeszła czynność zakończyła się przed inną przeszłą czynnością. W zdaniach często pojawiają się następujące określenia: *after* (po), *before* (zanim/przed) i *already* (już).

She ***had*** *already* ***been*** *to Peru and didn't want to go back.*

After I ***had written*** *an essay I checked it and sent it to my teacher.*

Czas *past perfect* tworzymy za pomocą czasownika posiłkowego *had* oraz imiesłowu biernego.
Had jest często zapisywane jako forma ściągnięta ***'d***.

*I didn't get to the concert on time because I'****d missed*** *my train.*

W pytaniach *had* pojawia się przed podmiotem, a w przeczeniach do *had* dodajemy *not (hadn't)*.

Had *he* ***spoken*** *French before he went to France?*

We went to the cinema as we ***hadn't seen*** *this film yet.*

used to

Konstrukcji „*used to* + bezokolicznik" używamy, gdy opisujemy sytuacje, przyzwyczajenia i codzienne czynności, które regularnie miały miejsce w przeszłości, a obecnie nie mają już miejsca.
Nie używamy *used to* do opisywania pojedynczych wydarzeń.

They ***used to*** *have a house in Berlin.* (sytuacja)

She ***used to*** *eat meat.* (przyzwyczajenie)

*We **used to** see them every Sunday.* (codzienna czynność)

~~*He used to buy this car in 1999.*~~ (pojedyncze wydarzenie)

Przeczenia i pytania tworzymy za pomocą czasowników posiłkowych *did/didn't, use to* oraz bezokolicznika.

*The voyage to America **didn't use to be** as safe as it is today.*

***Did** you **use to live** in an apartment?*

Ćwiczenia 3–6

Grammar practice

1 Choose the correct option to complete each sentence.

1 If you get *bored* / *boring* reading on the train, try listening to audiobooks instead.
2 A *surprised* / *surprising* number of students spend more than two hours a day getting to and from school.
3 Were you *worried* / *worrying* about travelling alone on the train late at night?
4 Bolivia's cable cars look *frightened* / *frightening*, but many commuters say they feel more *relaxed* / *relaxing* after their journey.
5 The trip to the museum was *interested* / *interesting*, but I was very *tired* / *tiring* by the end of the day.
6 I understand when I'm in class, but when I'm doing my homework I get *confused* / *confusing*.
7 I didn't enjoy that at all! The taxi driver was driving much too fast. It was *terrified* / *terrifying*!
8 Phew! Those stairs are *exhausted* / *exhausting*. They should put a lift in this building.

2 Change the verbs in brackets into adjectives with *-ed* or *-ing* ending.

1 Don't be *worried* (*worry*). It's not an *embarrassing* (*embarrass*) photo of you at all. You look great!
2 Simon enjoyed watching horror films, but he didn't like feeling … (*frighten*).
3 The exercise is … (*complicate*) and I'm not … (*surprise*) that you feel … (*confuse*).
4 Everyone told her the film was great, but she was … (*bore*) after the first ten minutes.
5 If you want to feel … (*relax*) while you explore Canada's west coast, consider a cruise.
6 The news is … (*shock*), isn't it?
7 Our holiday was good fun, even though the weather was quite … (*depress*).
8 You must be feeling … (*disappoint*) with that result. What went wrong?

2 2 frightened
3 complicated, surprised, confused
4 bored
5 relaxed
6 shocking
7 depressing
8 disappointed

3 Match sentences 1–2 with a–b and sentences 3–4 with c–d.

1 When the police **searched** the train, the man **was getting off**. b
2 When the police **searched** the train, the man **had got off**. a

a The man got off before the police started searching the train.
b The man got off at the same time as the police started searching the train.

3 Everyone **had left** when she got home. d
4 Everyone **left** when she got home. c

c Everyone left after she got home.
d Everyone left before she got home.

4 Choose the correct option to complete each sentence. Sometimes both options are possible.

1 Where did you *go* / *use to go* last weekend?
2 When you were a child, *did you have* / *did you use to have* a bicycle?
3 I *talked* / *used to talk* to him after school every day.
4 We didn't *move* / *use to move* from Toronto to Vancouver until 2015.
5 As a family, we *didn't go* / *didn't use to go* to the cinema unless it was somebody's birthday.
6 My father *smoked* / *used to smoke*.

5 Put the verbs in brackets in the correct past tense forms.

1 Who *taught* (*teach*) you to ride a bike when you were a child?
2 He ran out of money while he … (*travel*) in Germany.
3 We … (*not see*) Gareth yesterday.
4 When I arrived in class, the exam … (*already start*).
5 First I missed the bus, then I … (*lose*) my train ticket!

5 2 was travelling
3 didn't see
4 had already started
5 lost

6 Complete the second sentence so that it means the same as the first. Use the word in capitals. Do not change the form of this word. You may use between two and five words in each gap.

1 John checked that no one was in the house, then he slowly opened the door.
UNTIL
John didn't open the door … that no one was in the house.
2 We spent every holiday with my grandparents when we were little, but we don't these days.
TO
We … every holiday with my grandparents when we were little.
3 Everyone started to eat dinner before I got home. They still hadn't finished when I arrived.
EATING
When I got home, everyone … dinner.
4 Marcos met a friend in Budapest before he went to Japan.
ALREADY
When Marcos went to Japan he … a friend in Budapest.
5 She didn't bring her passport so she couldn't get on the flight.
BROUGHT
She couldn't get on the flight because she … her passport.

Exam guide
6 English in Use Transformations

6 1 until he had checked
2 used to spend
3 was (still) eating
4 had already met
5 hadn't brought

Wordlist Unit 2 23

VOCABULARY p. 29

backpack (v) /'bækpæk/ podróżować z plecakiem
cable car (n) /'keɪbl kɑː/ kolejka linowa
catch (v) /kætʃ/ zdążyć na, złapać (autobus)
commute (v) /kə'mjuːt/ dojeżdżać (do pracy/szkoły)
cross (v) /krɒs/ przecinać
cruise (n) /kruːz/ rejs
destination (n) /ˌdestɪ'neɪʃn/ cel podróży
drive (n) /draɪv/ przejażdżka (samochodem)
excursion (n) /ɪk'skɜːʃn/ wycieczka
expedition (n) /ˌekspə'dɪʃn/ wyprawa
flight (n) /flaɪt/ lot
get around (phr v) /ˌget ə'raʊnd/ przemieszczać się
get lost (phr) /ˌget 'lɒst/ zgubić się
get off (phr v) /ˌget 'ɒf/ wysiadać
get on (phr v) /ˌget 'ɒn/ wsiadać
get to know (phr) /ˌget tə 'nəʊ/ poznawać
journey (n) /'dʒɜːni/ podróż
lift (n) /lɪft/ podwiezienie, podwózka samochodem
mean (v) /miːn/ znaczyć
miss (v) /mɪs/ spóźnić się na (autobus)
must-see (n) /ˌmʌst'siː/ coś, co należy koniecznie zobaczyć
public transport (n) /ˌpʌblɪk 'trænspɔːt/ komunikacja publiczna
quote (n) /kwəʊt/ cytat
ride (n) /raɪd/ przejażdżka (np. rowerem)
route (n) /ruːt/ trasa
trip (n) /trɪp/ wycieczka
voyage (n) /'vɔɪɪdʒ/ podróż, rejs

LISTENING p. 30

along (prep) /ə'lɒŋ/ wzdłuż
attention (n) /ə'tenʃn/ uwaga
available (adj) /ə'veɪləbl/ dostępny
capsule (n) /'kæpsjuːl/ kapsuła
carry out (phr v) /ˌkæri 'aʊt/ przeprowadzać
cause (v) /kɔːz/ powodować
comparable (adj) /'kɒmpərəbl/ porównywalny
concept (n) /'kɒnsept/ pojęcie, koncepcja
damaged (adj) /'dæmɪdʒd/ zniszczony
far (adj) /fɑː/ daleki (nieregularny: further, the furthest)
get stuck (phr) /ˌget 'stʌk/ utknąć
hyperloop (n) /'haɪpəluːp/ superszybka kolej
icy (adj) /'aɪsi/ oblodzony
inconvenience (n) /ˌɪnkən'viːniəns/ niedogodność, niewygoda
main entrance (n) /ˌmeɪn 'entrəns/ główne wejście
proceed (v) /prə'siːd/ postępować, przechodzić
railway track (n) /'reɪlweɪ ˌtræk/ tor kolejowy
reach (v) /riːtʃ/ osiągać
replacement bus (n) /rɪ'pleɪsmənt ˌbʌs/ autobus zastępczy
seat (n) /siːt/ miejsce (w pociągu)
slide (n) /slaɪd/ zjeżdżalnia
subway (n) /'sʌbweɪ/ metro (AmE)
traffic jam (n) /'træfɪk ˌdʒæm/ korek uliczny
underground (adj, n) /'ʌndəgraʊnd/ podziemny, metro (BrE)
warn (v) /wɔːn/ ostrzegać
wave (v) /weɪv/ machać (ręką)

GRAMMAR 1 p. 31

disappointed (adj) /ˌdɪsə'pɔɪntɪd/ rozczarowany
exhausting (adj) /ɪg'zɔːstɪŋ/ wyczerpujący
issue (n) /'ɪʃuː/ zagadnienie
road sign (n) /'rəʊd saɪn/ znak drogowy
terrifying (adj) /'terəfaɪɪŋ/ przerażający
thunderstorm (n) /'θʌndəstɔːm/ burza z piorunami
tiring (adj) /'taɪərɪŋ/ męczący
turn down (phr v) /ˌtɜːn 'daʊn/ przyciszyć

READING pp. 32–33

abandon (v) /ə'bændən/ porzucać, opuszczać
above ground (adv) /ə'bʌv graʊnd/ nad powierzchnią ziemi
amusement park (n) /ə'mjuːzmənt ˌpɑːk/ park rozrywki
building site (n) /'bɪldɪŋ saɪt/ plac budowy
edge (n) /edʒ/ krawędź
factory (n) /'fæktri/ fabryka
incredible (adj) /ɪn'kredəbl/ niewiarygodny
industrial (adj) /ɪn'dʌstriəl/ przemysłowy
investigate (v) /ɪn'vestɪgeɪt/ badać, prowadzić dochodzenie
lift (n) /lɪft/ winda
means of transport (n) /ˌmiːnz əv 'trænspɔːt/ środki transportu
quality (n) /'kwɒləti/ cecha
record (v) /rɪ'kɔːd/ nagrywać
resident (n) /'rezɪdənt/ mieszkaniec
rooftop (n) /'ruːftɒp/ dach
shopping centre (n) /'ʃɒpɪŋ ˌsentə/ centrum handlowe
sightseeing (n) /'saɪtˌsiːɪŋ/ zwiedzanie
site (n) /saɪt/ miejsce
skyscraper (n) /'skaɪˌskreɪpə/ drapacz chmur
storey (n) /'stɔːri/ piętro
underground station (n) /'ʌndəgraʊnd ˌsteɪʃən/ stacja metra
unfamiliar (adj) /ˌʌnfə'mɪliə/ nieznany
urban (adj) /'ɜːbən/ miejski
urbexer (n) /'ɜːbeksə/ ekstremalny odkrywca miasta
viewpoint (n) /'vjuːpɔɪnt/ punkt obserwacyjny
walking tour (n) /'wɔːkɪŋ tʊə/ piesza wycieczka
willing (adj) /'wɪlɪŋ/ chętny

GRAMMAR 2 pp. 34–35

accommodation (n) /əˌkɒmə'deɪʃn/ zakwaterowanie
break down (phr v) /ˌbreɪk 'daʊn/ zepsuć się
cancel (v) /'kænsl/ odwołać
departure (n) /dɪ'pɑːtʃə/ odjazd, wylot
expense (n) /ɪk'spens/ koszt
fare (n) /feə/ opłata
freegan (n) /'friːgən/ osoba postępująca zgodnie z antykonsumpcyjnym stylem życia
freeganism (n) /'friːgənɪzəm/ antykonsumpcyjny styl życia
habit (n) /'hæbɪt/ zwyczaj
impact on (n) /'ɪmpækt ɒn/ oddziaływanie, wpływ na
incomplete (adj) /ˌɪnkəm'pliːt/ niepełny, niezakończony
leftover (adj) /'leftˌəʊvə/ pozostały
memorable (adj) /'memərəbl/ niezapomniany
put sth up (phr v) /'pʊt ˌsʌmθɪŋ 'ʌp/ rozstawić, rozłożyć
quality (n) /'kwɒləti/ jakość
throw away (phr v) /ˌθrəʊ ə'weɪ/ wyrzucać

TED TALK pp. 36–37

aesthetics (n) /iːs'θetɪks/ estetyka
aggregate (v) /'ægrɪgeɪt/ zbierać, gromadzić
assume (v) /ə'sjuːm/ zakładać, przypuszczać
attach (v) /ə'tætʃ/ przyłączać
avenue (n) /'ævənjuː/ aleja
be based on (phr) / biː 'beɪst ɒn/ być opartym na czymś
cartography (n) /kɑː'tɒgrəfi/ kartografia
confession (n) /kən'feʃn/ wyznanie, spowiedź
consensus (n) /kən'sensəs/ porozumienie
crowdsource (v) /'kraʊdˌsɔːs/ pozyskiwać informacje społecznościowo
data-mine (v) /'deɪtəˌmaɪn/ wyszukiwać dane
deadly (adj) /'dedli/ śmiertelny
detour (n) /'diːtʊə/ objazd, zmiana kierunku
drape (v) /dreɪp/ pokryć
efficiency (n) /ɪ'fɪʃnsi/ wydajność
emerge (v) /ɪ'mɜːdʒ/ wyłaniać się
entirely (adv) /ɪn'taɪəli/ całkowicie
foreign (adj) /'fɒrɪn/ zagraniczny
handful of (n) /'hændfʊl ɒv/ garść czegoś
improve (v) /ɪm'pruːv/ poprawiać, polepszać
mapping app (n) /'mæpɪŋ ˌæp/ aplikacja z mapami
native (adj) /'neɪtɪv/ rdzenny
participant (n) /pɑː'tɪsɪpənt/ uczestnik/ uczestniczka
path (n) /pɑːθ/ ścieżka
race (n) /reɪs/ wyścig
recall (v) /rɪ'kɔːl/ przypominać sobie (coś)
shame (n) /ʃeɪm/ wstyd
spread (v) /spred/ rozpowszechniać
team up (phr v) /ˌtiːm 'ʌp/ połączyć siły, stać się zespołem
trapped (adj) /træpt/ w pułapce

SPEAKING p. 38

carry on (phr v) /ˌkæri 'ɒn/ kontynuować
justify (v) /'dʒʌstɪfaɪ/ uzasadniać
landmark (n) /'lændmɑːk/ charakterystyczny punkt orientacyjny
lost (adj) /lɒst/ zagubiony
past (prep) /pɑːst/ obok
traffic lights (n) /'træfɪk ˌlaɪts/ sygnalizacja świetlna
turn (v) /tɜːn/ skręcać

WRITING p. 39

complicated (adj) /'kɒmplɪkeɪtɪd/ skomplikowany
eventually (adv) /ɪ'ventʃuəli/ wreszcie, w końcu
fall asleep (v) /ˌfɔːl ə'sliːp/ zasypiać
ferry (n) /'feri/ prom
point (v) /pɔɪnt/ wskazać
return (v) /rɪ'tɜːn/ wracać

SKILLS REVIEW pp. 40–41

book (v) /bʊk/ zarezerwować
bunch (n) /bʌntʃ/ pęk; stos
chance (n) /tʃɑːns/ szansa
cheer up (v) /ˌtʃɪər 'ʌp/ pocieszać
compartment (n) /kəm'pɑːtmənt/ przedział
co-passenger (n) /ˌkəu'pæsɪndʒə/ współpasażer/współpasażerka
corridor (n) /'kɒrɪdɔː/ korytarz
desperate (adj) /'despərət/ zdesperowany
emergency chain (n) /ɪ'mɜːdʒənsi ˌtʃeɪn/ hamulec bezpieczeństwa
industry (n) /'ɪndəstri/ przemysł
inspector (n) /ɪn'spektə/ konduktor/ konduktorka
prospect (n) /'prɒspekt/ możliwość; perspektywa
realise (v) /'rɪəlaɪz/ zdawać sobie sprawę
several (pron) /'sevrəl/ kilka, parę
valid (adj) /'vælɪd/ ważny, aktualny
within (prep) /wɪð'ɪn/ w ciągu

(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 that best reflects the meaning of the phrases in italics.

1 The tourists *eventually reached* the hotel.
a did not find
b in the end got to
c probably arrived at

2 She took a photo of *an abandoned station*.
a a ruined factory
b a renovated place
c a deserted building

3 That old cottage was *memorable accommodation* for us.
a an unpleasant stay
b an excellent shelter
c typical housing

4 Many tourists are *unfamiliar with* mapping apps.
a don't know
b dislike
c are into

5 It's so noisy because *there is a building site* nearby.
a there are a lot of people in the building
b this building doesn't have modern systems
c they are constructing a building

2 Translate the Polish fragments of the sentences into English.

1 He wasn't on time because he (*utknął w windzie*) ... .
2 Why (*nie zdążyłeś na pociąg*) ... yesterday?
3 While riding a bike she loves (*podziwiać miejskie widoki*) ... .
4 They (*musieli dojeżdżać do szkoły*) ... for about an hour.
5 How long (*trwała twoja podróż do pracy*) ... yesterday?

3 Complete the second sentence so that it means the same as the first. Use the word in capitals. Do not change the form of this word. You may use between two and five words in each gap.

1 Engineers were testing a new app.
OUT
Engineers ... tests of a new app.

2 We couldn't find the way to the station.
GOT
We ... on the way to the station.

3 He rejected our new concept.
NOT
He ... our new concept.

4 While we were talking, my co-passenger suddenly became silent.
ASLEEP
While we were talking, my co-passenger suddenly ... .

5 He took a bus, not a taxi.
PUBLIC
He ... instead of taking a taxi.

4 Complete each sentence with the word that best fits the gap.

1 He lost his ticket while he was ... off the train.
2 They were often late for work because of the ... jams.
3 We could talk again when he ... down the radio.
4 We carried ... our sightseeing after a short break.
5 She was turning right when her car broke ... .

Exam guide
1 English in Use Transformations

Exam guide
3 English in Use Transformations

Exam guide
4 English in Use Gap-filling

Exam guide
2 English in Use Translations

Life Skills guide
2 Mediation

2 1 had got stuck in the lift/elevator
2 did you miss / didn't you catch your/the train
3 admiring urban scenes
4 had to commute/get to school
5 did your journey to work take / was your jorney to work

3 1 were carrying out
2 got lost
3 did not accept
4 fell asleep
5 used public transport

4 1 getting
2 traffic
3 turned / had turned
4 on
5 down

1 Are there any jobs left that you can do without using modern technology? What are they?

2 What job did you use to dream about when you were younger?

3 All in a day's work



Culture guide

Interesting facts

The women pictured are making fishing nets in Vinh Hy, a village in south-eastern Vietnam. The women and their husbands, like many people in this community, work in the fishing industry as net makers, fishermen and fish sellers.
Vinh Hy is not only known for its seafood, though. The village's picturesque beaches, and its proximity to a popular national park, have begun to attract tourists to the area in increasing numbers. To accommodate these visitors, resorts have opened in the region in recent years, and more locals now work in the hospitality industry as hotel and restaurant staff and tour guides.

IN THIS UNIT YOU LEARN

VOCABULARY
- jobs
- skills
- place of work
- choosing a career
- job market

GRAMMAR
- past perfect
- reported speech

SKILLS

Listening
- explorers' carreer
- different jobs and careers
- true/false, matching

Reading
- opinions about school and work
- dependent prepositions: *for, from, on, to, with*
- matching

Speaking
- talking about skills needed for life
- asking about careers

Writing
- formal email

CRITICAL THINKING
- identifying tone

3h/week • Student's Book ex. 1–5 p. 47 • If short of time, skip ex. 5.

5h/week • Workbook ex. 1–6 pp. 38–39 • If short of time, skip ex. 6.

7h/week • Photocopiable vocabulary games and activities, TB pp. 317, 321 (3.3) • Extra online resources



Two women make fishing nets at the fishing village of Vinh Hy, Vietnam.

3A Vocabulary

Jobs

Talking about jobs

1 **MY PERSPECTIVE – SPEAKING**

Work in pairs. Discuss the questions.

1 Look at the photo. Would you like to have this job? Why?/Why not?
2 Rank the aspects of a job from 1 (most important) to 5 (least important).

being part of a team	doing something important with your life
doing something you enjoy	making a lot of money
working close to home	

3 Do you agree with the statement 'Work should be fun.'? Why?/Why not?

2 Match the jobs (1–10) with the correct descriptions (a–j). Use a dictionary if necessary.

1 software developer d	**a** designs devices like smartphones
2 electronic engineer a	**b** gives people legal advice
3 nurse c	**c** cares for ill or injured people
4 doctor f	**d** designs computer programmes
5 accountant j	**e** helps teenagers learn
6 secondary school teacher e	**f** treats ill or injured people
7 chef i	**g** designs buildings
8 architect g	**h** provides care for people's teeth
9 dentist h	**i** prepares and cooks food
10 lawyer b	**j** prepares and inspects financial information and money

3 Rank the jobs in exercise 2 from most to least needed in your country. (1 = most necessary, 10 = least necessary)

4 Look at the jobs in the box. Which categories (1–6) do they belong to? Some jobs may belong to more than one category. Think of one more job for each category. Use a dictionary if necessary.

chief executive | construction worker | firefighter | graphic designer | journalist | manager | office worker | paramedic | personal assistant | photographer | police officer | reporter | salesperson | surgeon

1 emergency services fire-fighter, paramedic, police officer
2 office or desk jobs office worker, personal assistant
3 management chief executive, manager
4 healthcare paramedic, surgeon
5 media graphic designer, journalist, photographer, reporter
6 other construction worker, salesperson

5 Work in pairs. Discuss your plans for the future. Consider the following aspects regarding your career:

- most preferred job
- necessary skills and qualifications
- importance of the job
- some real-life facts related to the job

Life Skills guide
1 Critical thinking

Life Skills guide
3 Critical thinking

Life Skills guide
5 Mediation, Self-development

3B Cele lekcji: Rozumienie nagrania o zawodach i karierach.

1 Do you think you will look for a job in the place where you live or will you move somewhere else in order to find work?
2 What working conditions would be unacceptable for you?

3B Listening

Listening to people talking about jobs and careers

1 Listen to Tomas and Julia talking about photographer Anand Varma. What's important to Julia in a job? What's important to Tomas? 24 p. 385

adventure	fun	money	safety	staying near family

2 Listen again. Are the sentences true (T) or false (F)? 24 p. 385

1 Anand Varma specialises in science photography. T
2 Julia hasn't decided yet what job she wants. T
3 Tomas says if Julia wants to have a job like Anand Varma, she can do it. T
4 Tomas would like to have a job like Anand Varma's. F
5 Tomas says he'd like to be a doctor. F
6 For Julia, it's important to have an interesting job. T
7 Tomas wants a job that's very exciting. F

3 Put the events in the order they happened in Anand's life.

a got a job as an assistant photographer 5
b decided to be a scientist 1
c worked in a fish shop 3
d learnt to take photos 6
e started university 4
f was a teenager 2

4 Listen to four people talking about their jobs. Match each speaker (1–4) with the corresponding sentence (a–e). There is one extra sentence that you do not need. 25 p. 385

Speaker 1 d
Speaker 2 a
Speaker 3 b
Speaker 4 e

a sometimes works at night.
b mentions a time when they had no work.
c works in a place they really dislike.
d gets some extra money from customers.
e gets more than just money for their work.

5 MY PERSPECTIVE – SPEAKING

Think of a job you would like to do. What qualities or skills would you need for that job? Choose from the list or think of your own ideas.

be brave	be a hard worker
be organised	be strong
be good at cooking	be a good communicator

1 Culture guide
Profile

Anand Varma is a natural history photographer who has been interested in the natural world from a young age. He worked as a teenager at an aquarium store and at that time also developed an interest in photography. He studied biology in college and then by chance later worked on a story for National Geographic magazine. His current work of photographing nature combines his interest in research, biology and photography.

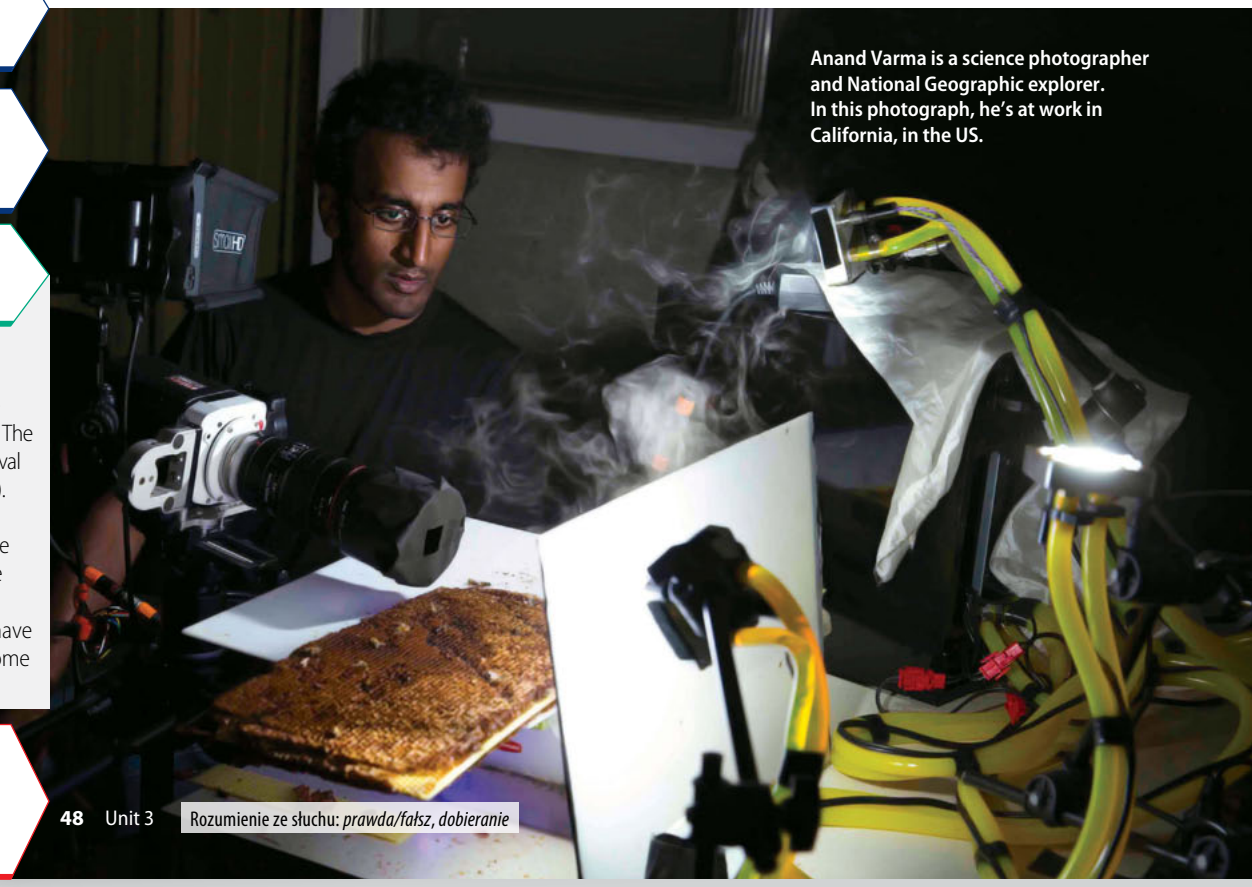
Exam guide
2 Listening
True/false

Exam guide
4 Listening
Matching

4 Culture guide
Global context

The Cannes Film Festival is held annually in Cannes, France. It is an honour to show a film in the festival as it is by invitation only. The highest award given at the festival is the Palme d'Or (Golden Palm). The Medal of Freedom is the highest award one can receive in the US. It is given to people (scientists, artists, activists, athletes, teachers, etc.) who have contributed significantly in some way to the US or the world.

Life Skills guide
5 Critical thinking, Mediation, Self-development



Anand Varma is a science photographer and National Geographic explorer. In this photograph, he's at work in California, in the US.

Rozumienie ze słuchu: *prawda/fałsz, dobieranie*

3h/week • Student's Book ex. 1–5 p. 54 • If short of time, skip ex. 5.

5h/week • Workbook 1–4 p. 40

7h/week • Extra online resources

Fast Finishers

Think of four jobs. For each job, make a list of 4–5 words (location, equipment, activities, etc.) which are related to this particular job. Read out your list for other students to guess which job it is.

1 adventure – Julia
fun – Julia
money – Tomas
safety – Tomas
staying near family – Tomas

3C Grammar 1

Past perfect

Talking about past events

1 Look at the words in bold in the Grammar box. How do we form the past perfect tense? *had/hadn't* + past participle

Past perfect

a *By the time he was a teenager, he'**d decided** he wanted to be a scientist.*
b *He'**d** already **had** a job working in a fish shop before he started university.*
c *He **hadn't worked** as a photographer before he got a job as an assistant photographer.*
d *I **had been** unemployed for almost a year when I got this job offer last month.*

More explanation in Grammar reference on p. 58.

2 Look at the examples in the Grammar box again. Choose the correct option to complete each sentence.

1 According to a, Anand decided to become a scientist (*before*) / *when* he was a teenager.
2 According to b, Anand worked in a fish shop (*before*) / *after* he went to university.
3 According to c, Anand *had* / (*didn't have*) experience working as a photographer before he became an assistant photographer.
4 We use the past perfect for actions in the past that happen (*before*) / *after* a more recent action.

More exercises in Grammar practice on p. 59.
Do exercises 1–4.

3 Read the sentences and say which action happened first and which happened second.

1 By the time my brother got (*2*) his first job, he had spent (*1*) a year working as a builder.
2 I had decided 1 to study electronic engineering years before I left 2 school.
3 I went 2 to the interview, even though I had already accepted 1 another job.
4 My mother had worked 1 as a teacher before she had 2 the children.
5 By the time the company advertised 2 the job on its website, they had already chosen 1 the new sales manager.

4 Look at the timeline of Jacques-Yves Cousteau's life. Then use the words and time expressions to make sentences with the past simple and past perfect.

1 be 21 / discover love of the ocean (by the time)
By the time he was 21, he had discovered his love of the ocean.
2 Cousteau be in the navy for two years / travel around the world (when)
3 Cousteau give 20 years of his life to the ocean / receive money from the National Geographic Society for his work (when)
4 Cousteau write the book / *The Silent World* / make the film (before)
5 Cousteau be a TV star / for more than 15 years / he receive the Medal of Freedom (before)
6 he die / share his love of the ocean / with millions of people around the world (by the time)

5 Make a timeline of your life. Include at least five experiences or things you have learnt, for example when you began studying English, when you started playing a sport or musical instrument, when you discovered something you love.

6 Work in pairs. Make sentences with the past simple and past perfect to describe each other's timelines.

By the time you were eight years old, you had discovered that you loved art.
When you were three, you had already started playing football.

7 Work in pairs. With your partner, discuss one or two jobs that would fit each other's life experiences and interests.

You've played football since you were three. Maybe you could be a professional footballer or a coach.

TIMELINE OF JACQUES-YVES COUSTEAU'S LIFE

1910 born

1930 enters French navy, discovers love of the ocean

1932–33 films around-the-world navy trip

1943 designs modern SCUBA diving system for breathing underwater

1951 starts sailing on the *Calypso*, an ocean research ship

1952 receives money from the National Geographic Society for his research

1953 first book, *The Silent World*, published

1956 film of *The Silent World* wins an award at the Cannes Film Festival

1966–82 appears in the educational TV series *The Undersea World of Jacques Cousteau* and *The Cousteau Odyssey*

1985 receives the US Medal of Freedom from President Ronald Reagan

1997 dies, age 87

1 What English book were you using before you started using this book?
2 How many years had you been at school before going to high school?

4
2 Cousteau had been in the navy for two years when he travelled around the world.
3 Cousteau had given 20 years of his life to the ocean when he received money from the National Geographic Society for his work.
4 Cousteau had (already) written the book *The Silent World* before he made the film.
5 Cousteau had (already) been a TV star for more than 15 years before he received the Medal of Freedom.
6 By the time he died, he had shared his love of the ocean with millions of people around the world.

Life Skills guide
5 Mediation

Life Skills guide
6 Collaboration

Life Skills guide
7 Collaboration, Critical thinking, Self-development

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

3h/week • Student's Book ex. 1–7 p. 49, ex. 1–4 p. 59

5h/week • Workbook ex. 1–4 p. 41

7h/week • Photocopiable grammar games and activities, TB pp. 316, 319 (3.1) • Extra online resources (see Technology guide)

1 What subjects would be better being taught online instead of in the classroom?

2 What is more important in education – theoretical knowledge or practical skills?

3D Reading

VOCABULARY BUILDING Dependent prepositions

Certain verbs are usually followed by a particular preposition. These dependent prepositions are followed by a noun or pronoun.

*We **asked for** help.*

Sometimes an object can go between the verb and preposition.

*I **borrowed** a pen **from** him.*

1 Read the Vocabulary building box. Complete the sentences with the correct dependent preposition.

for from on (x2) to with

1 He applied ... a job in a bank. for
2 I agree ... the idea of leaving school early if you want to start working. with
3 They graduated ... university last year and found work immediately. from
4 How much money you earn depends ... how many hours you work. on
5 She introduced me ... her brother. to
6 You don't have to decide ... a career in secondary school, or even in college or university. on

Life Skills guide
7 Critical thinking

READING

Understanding a text about school and work

Life Skills guide
2 Critical thinking, Self-development

2 MY PERSPECTIVE

Do you agree or disagree with this statement? Why?

The main reason for going to school is to get a job.

Life Skills guide
3 Critical thinking

3 Read about understanding different points of view. Then read the title of the survey. What are possible answers to the question in the title?

Life Skills guide
8 Critical thinking

Texts sometimes contain different points of view on a single topic. Understanding the different points of view can help you form your own opinion about the topic.

Exam guide
9 Oral Matura

4 Read the survey. Which two writers …

1 answer *No*? **2** answer *Yes*? **3** answer *Maybe*?

Life Skills guide
9 Communication, Critical thinking, Mediation, Self-development

5 Read the survey again. Choose the correct option to complete each sentence.

1 Lydia: Most subjects you learn at school are *useful* / *useless* for your future job.
2 Sophia: School develops your *mind* / *study skills*.
3 Daniela: School *gives* / *doesn't give* you enough education to become a chef.
4 Paul: In most jobs, you have to work *on your own* / *in a team*.
5 Danh: You study a lot of subjects to *prepare you for any possible career* / *discover what's interesting*.
6 Aslan: Paramedics and firefighters *don't learn their jobs at* / *don't usually finish* school.

6 Match each speaker with the correct sentence (1–7). There is one extra sentence that you do not need.

This speaker
1 confirms their older relative's opinion regarding learning at school. Sophia
2 found history interesting, but useless for their job. Lydia
3 was sure about their future job as soon as they started school. –
4 learnt necessary skills while playing sports at school. Paul
5 does a job which was suggested by their teacher. Danh
6 doesn't remember what they learnt in school. Aslan
7 believes you don't stop your education when you finish school. Daniela

CRITICAL THINKING Identifying tone

A writer's style of writing may affect how you feel about the subject. A pleasant or 'warm' tone can make you like the writer. A negative or 'cold' tone may make you want to disagree with them. A factual tone may consider more than one point of view and convince you to agree with the writer.

7 Read the Critical thinking box. Then answer the questions.

1 Which of the writers has a negative tone? How can you tell?
2 Which of the writers has the warmest tone? Why?
3 Which writers have a factual tone? How do you know?
4 Which answer do you agree with the most?

8 Read opinions in exercise 5. Respond to each opinion by saying whether or not you agree with it. Give reason for your opinion. Use the phrases in the box below.

Expressing agreement:	Expressing disagreement:
I think so, too.	I'm not sure about it.
I suppose so.	That's not always true.
You've got the point there.	I don't think so.
No doubt about it.	I can't agree with you.
That's exactly what I think.	I totally disagree.

9 MY PERSPECTIVE – SPEAKING

Work in pairs. Describe the photo on page 51. Then answer the questions.

1 Who would enjoy the job in the photo?
2 Which school subjects do you think will be the most important in your future work and why?
3 Tell your partner about a time when something you learnt at school turned out to be useful in a real-life situation.

4 1 Lydia and Aslan
2 Sophia and Paul
3 Daniela and Danh

7 1 The most negative in tone is Aslan. The short, bald answers to his questions (*I don't think so*. *Never*) are very negative.
2 The warmest in tone is Sophia. The use of her grandmother's words and the positive vocabulary make the reader feel positive towards the writer.
3 Daniela and Danh have a factual tone in that they look at both sides of the argument.

3h/week • Student's Book ex. 1–9 p. 50 • If short of time, skip ex. 9.

5h/week • Workbook ex. 1–5 p. 42

7h/week • Photocopiable vocabulary games and activities, TB pp. 317, 322 (3.4) • Extra online resources



Does school prepare you for the world of work?

26 An online survey* asked working people around the world if school had prepared them for their jobs. Here's what six of those people said.

If you want to be a software designer and build an app, you don't need to know about history, literature or biology. When I applied for my first job, I hadn't learnt any computer programming or project management skills. Learning facts about Ancient Rome and Ancient China was interesting, but I haven't used them in my job. **– Lydia, software engineer**

My grandmother once told me that at school she hadn't learnt *what* to think; she'd learnt *how* to think. I agree with her. When we study history, we learn about people, politics, mistakes in the past and the history of great ideas. All of these things help us to understand our place in the world and to learn to think clearly. By the time I graduated from high school, I had definitely learnt to think. My grandmother was right! **– Sophia, lawyer**

It depends on the type of job you want. If you want to be a teacher, then school is the perfect preparation. If you want to be a chef, school is a great start, but then you need something more – you need to learn all about food. When I got my first job, my boss said it was the beginning of my education. **– Daniela, chef**

When you play football at school, you learn about the sport – the rules, how to move the ball, etc. – but you also learn about working with a team. In most jobs, you work with some kind of team. Playing sports at school definitely provided me with a lot of teamwork skills. **– Paul, manager**

Most people don't become biologists, so studying biology may not be useful for your job, so in some cases, school doesn't prepare you very well. However, school introduces you to a lot of ideas and subjects. You probably need to study biology to discover if you are interested in it or not. School helps you learn what you like and don't like, and then you can decide on the right career. Until my maths teacher told me I could become an accountant, I didn't know that job existed. **– Danh, accountant**

Not at all – or at least not for me. Does a paramedic learn to drive an ambulance at school? I don't think so. Does a firefighter learn to fight fires at school? Never. Sadly, for most jobs, you don't need to know the things you learn in school. I forgot about school when I started working. **– Aslan, construction worker**

Comments adapted from Debate.org.

Fast Finishers

Choose the five subjects which you're most interested in. Think of some situations in your future career when you might be able to use the knowledge or skills you have learnt in each of these subjects.

3E Cele lekcji: Stosowanie mowy zależnej w rozmowie o zawodach.

1 What was the first thing somebody said to you this morning?
2 What questions did students ask the teacher during the previous lesson?



Spanish race car driver Carmen Jorda gets ready for another day at work.

Culture guide

1 Profile

Spaniard Carmen Jorda, the daughter of a former racing car driver, has been driving since she was ten years old, entering her first competition when she was twelve. She turned professional in 2010 and it is her dream to race Formula 1 cars.

1 She started racing at the age of 12. It became her job at the age of 20.

3 **1** She said she had entered her first go-kart race at the age of 12 ...
2 She said she had continued with her studies and university ...
3 She said she had started driving full time at age 20.

'I entered my first go-kart race at the age of 12, but of course I was still going to school then, and I continued with my studies and university until I was 19. I started driving full time at age 20.'

3E Grammar 2

Reported speech

Talking about jobs and careers using reported speech

1 Look at the photo and quote. When does Carmen say she started racing? When does she say driving became her job?

2 Look at the examples of direct speech and reported speech in the Grammar box. Then answer the questions.

Direct speech	Reported speech
Sophia's grandmother: 'At school, I **didn't learn** *what* to think; I **learnt** *how* to think.'	*My grandmother once told me that at school she **hadn't learnt** what to think; she'**d learnt** how to think.*
The boss: 'This job **is** the beginning of your education.'	*When I got my first job, my boss said it **was** the beginning of my education.*
The maths teacher: 'You **can** become an accountant.'	*My maths teacher told me I **could** become an accountant.*
Lydia: 'I **haven't used** facts about Ancient Rome and Ancient China in my job.'	*Lydia said she **hadn't used** facts about Ancient Rome and Ancient China in her job.*

More explanation in Grammar reference on pp. 58–59.

1 What happens to the present simple in direct speech when we report the words? It becomes past simple.
2 What happens to the past simple? It becomes past perfect.
3 What happens to the present perfect? It becomes past perfect.
4 What happens to the modal verb *can*? It becomes *could*.
5 How do the pronouns *I* and *you* change? *I* becomes *she*, *you* becomes *I*.

More exercises in Grammar practice on p. 59. Do exercises 5–7.

3 Look at the words from Carmen's quote. Put them into reported speech.

1 I entered my first go-kart race at the age of 12 …
2 I continued with my studies and university …
3 I started driving full time at age 20.

4 Read Carmen Jorda's direct speech about her work. Complete the reported speech.

1 *My father took me to see my first Formula 1 Grand Prix at the age of eight.*
Carmen said her father … her to see her first Formula 1 Grand Prix at the age of eight. had taken
2 *At eleven I received my first go-kart.*
She said she … her first go-kart when she was eleven. had received
3 *I've been working hard for a long time to get this opportunity.*
She said she … working hard for a long time to get that opportunity. had been
4 *It has always been my dream. I train six days a week.*
She said it … always been … dream and that she … six days a week. had, her, trained
5 *If one woman can do it, then many can achieve it!*
She said if one woman … do it, then many … achieve it. could, could

3h/week • Student's Book ex. 1–8 pp. 52–53, ex. 5–7 p. 59 • If short of time, skip ex. 8 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)

5 1 Are you thinking about …
2 What do you …
3 How long have you …
4 Who introduced you …
5 Will you go …
6 you can get …

5 Listen to part of an interview with a teenage footballer who hopes to become a professional. Complete the interviewer's questions. 27 p. 385

1 … becoming a professional footballer?
2 … enjoy the most about the game?
3 … played it?
4 … to football?
5 … to college or university?
6 Do you think … a scholarship*?

scholarship *money to pay for education for students who show special talent*

6 In your notebook, write Elena's answers to the questions in exercise 5 as reported speech. You don't need to remember her exact words.

Elena said she was. She said there were probably more opportunities for boys, but that girls could be professional too.

7 Choose the correct option to complete the text.

I was pretty stressed out before my job interview. But the lady who opened the door and asked me (1) a seemed quite friendly. She told me to sit down and asked me (2) c interested in the job. I explained that I (3) b working with children. She asked me when I had worked with children the last time. I said I had been a sports instructor at a camp (4) b . She asked me how much I expected to earn. I told her my expectations and she said (5) a guarantee that amount of money. Then she told me that they would contact me soon, most probably (6) b week. Unfortunately, I never heard from them again.

1 (a) to come in **b** I come in **c** if I came in
2 **a** why I am **b** why was I (c) why I was
3 **a** always enjoy (b) always enjoyed **c** will always enjoy
4 **a** next year (b) last year **c** this year
5 (a) she couldn't **b** she can't **c** couldn't she
6 **a** this (b) the following **c** the previous

8 CHOOSE

1 Work in pairs. Write down five questions to ask each other about school or after-school activities. Ask and answer the questions. Then use reported speech to explain your partner's answers to another pair.
2 Find an interview with an athlete or another celebrity that you admire. Write about what they said using reported speech.
3 Ask some adults you know for advice about preparing for the world of work. Give a short presentation explaining their answers. Use reported speech.

Two US high school students fight for the ball during a game of football. For some students, sports are a way to get into college.



Life Skills guide

8 Collaboration, Communication, Critical thinking, Mediation, Self-development

Exam guide

7 English in Use
Multiple choice

6 Suggested answers:

2 Elena said that she really loved being part of the team and working together.
3 She said that she had probably played football since she had been about three.
4 She said that her dad had introduced her to football.
5 Elena said that she would definitely go to college or university and added that she would like the experience of playing University football. She said that she thought she could learn a lot.
6 Elena said that she thought there was a chance she could get a scholarship.

Technology guide

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

Fast Finishers

Imagine you have been to a job interview during which you discussed what your working conditions would look like. Write a short message to your friend, reporting on what you and the interviewer said or asked.

3F Cele lekcji: Rozmawianie o karierze, umiejętnościach oraz zainteresowaniach.

1 What are the most desirable jobs for young people in Poland?
2 What skills do you need to work in the video gaming industry?

3F Speaking

Exam guide
1 Oral Matura

Life Skills guide
1 Communication, Critical thinking, Mediation, Self-development

Life Skills guide
3 Collaboration, Communication

Life Skills guide
4 Communication, Critical thinking

Talking about careers, skills and interests

1 Work in pairs. Describe the photo, then answer the questions.

1 Do these people like their workplace? What makes you think so?
2 Would you like to work in a place like that? Why?/Why not?
3 Tell your partner about an important project you did working in a team.

2 Listen to part of a conversation between a student and a careers adviser. Choose the best words to complete each sentence. 28 p. 385

1 The student *enjoys* / *doesn't enjoy* using computers.
2 A UX designer helps make products that are *beautiful to look at* / *easy to use*.
3 A lot of UX designers work for *schools* / *banks*.
4 If you want to be a UX designer, you should study *art* / *science*.

Useful language

Talking about skills and interests
I love (computer games).
I get good marks in (IT). I like it.
I'm not very good at (languages).
I've always been interested in (software).
(Art) is one of my favourite subjects.
I'd like to work (with my hands/ outside).

Asking about careers
What does a (UX designer) do?
Where do (UX designers) work?
What skills do (UX designers) need?
How much training does a (UX designer) have to take?
Are (UX designers) well paid?
How much do (UX designers) earn?
Where / How can I find out more about the job?

3 Work in pairs. Student A: Use the questions in Useful language box to ask about the job of a personal trainer. Student B: Use phrases in the box below to answer the questions. Then change roles and ask about the job of a writer.

Student A	Student B
Job: personal trainer	Job: writer
Duties: …	Duties: …
Places of work: …	Places of work: …
Skills and personal qualities: …	Skills and personal qualities: …
Pay: …	Pay: …
help people exercise and improve their fitness	high level of fitness
good communication	able to finish work on time
able to work alone	lots of energy
office at home	very low to very high – depending on success
health club	experience in coaching
gym	satisfactory
write books and articles	good writing style

4 Work in pairs. Take turns asking and answering questions about different jobs. Then decide which of the jobs would be the best for you and why.

In many workplaces, people work together instead of having their own offices.



Wypowiedź ustna: *opis ilustracji*

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 formal email

Writing a formal email

1 Read the email below. Which information does the writer include?

Email Message

Dear Mr Danoff,

My school careers adviser, Ms Wilson, has given me your name and said that you can answer some of my questions about user-experience design. Thank you very much for this opportunity.

I am in Year 11 at the Quarry Hill International School. I am very interested in both art and information technology, and I would like to learn more about being a user-experience designer.

Most of all, I would like to ask you which subjects I should consider most useful if I want to choose some classes related to UX design. I am planning to take courses in art, information technology, psychology and design.

I have heard opinions that those who want to work in UX design need a university degree. If so, I would like to know if you could recommend the best course to take.

I would really appreciate it if you could tell me if you know a website or magazine that would teach me about the business. I would like to learn as much as I can about what real UX designers do.

Thank you for agreeing to answer my questions. I look forward to hearing from you.

Yours sincerely,

Marcin Kozak

- ✓ **1** the reason for writing
- **2** information about the reader's company
- ✓ **3** some information about the writer
- **4** a question about how much Mr Danoff earns
- ✓ **5** questions about how to learn more about UX design
- ✓ **6** a request for a reply

2 **WRITING TIPS** Indirect questions

Read the Writing strategies box. Then read the email again. Find how Marcin asks the questions below in the email. Does he use direct or indirect questions?

1 Which subjects should I consider the most useful?
2 Could you recommend the best course to take?
3 Do you know a website or magazine?

3 Write an email to introduce yourself, give a reason for writing and ask for information about the job. Use the email in exercise 1 as a model. Write between 200 and 250 words.

More about a formal email in Writing guide on p. 152.

4 Exchange emails with a partner. Check each other's work. Does it include the necessary information and use indirect questions?

Writing strategies

Indirect questions are more polite than direct questions.
Direct question: *What do you like about your job?*
Indirect question: *Could you tell me what you like about your job? / I'd like to know what you enjoy about your job.*

1 Who do people usually write formal emails or letters to?
2 What questions would you like to ask a potential employer before applying for a job?

2 indirect questions

Life Skills guide
3 Mediation, Practical skills

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



3h/week • Student's Book ex. 1–4 p. 55

5h/week • Workbook ex. 1–3 p. 50

7h/week • Extra online resources

Skills Review 3

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'll discuss with my ... how to complete the income tax forms. accountant ACCOUNT
2 Mr Jones works as chief ... directing the building of the new underground line. engineer ENGINE
3 I'd like to be a marine ... when I finish university. biologist BIOLOGY
4 A ... worker has to wear a helmet to protect his head against any injury. construction CONSTRUCT
5 Both ... and amateur photographers can take part in the competition. professional PROFESSION

Parafrazy zdań

Exam guide
2 English in Use
Transformations

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 When I saw Helen she was writing her fourth email.
THREE
When I saw Helen, she ... emails.
2 First David graduated from university. Then he took a gap year.
AFTER
David took a gap year ... from university.
3 'I need a day off', John said to his boss.
TOLD
John ... a day off.
4 'You can find a job in tourism', Brenda said to me.
I
Brenda told ... a job in tourism.
5 Jim lost his job. This shocked me.
HAD
I was shocked when I learnt that ... his job.

2
1 had already written three
2 after he had graduated / after graduating
3 told his boss he needed
4 me I could find
5 Jim had lost

Uzupełnianie zdań

Exam guide
4 English in Use
Sentence formation

Exam guide
5 English in Use
Gap-filling

Exam guide
3 English in Use
Multiple choice

3 Wybierz odpowiedź, która poprawnie uzupełnia zdania.

1 Why don't you consider ... a part-time job?
(a) finding
b to find
c find
2 By the time Martin got a promotion he ... a year working as an assistant manager.
a spend
(b) had spent
c was spending
3 I don't remember which university Tom ... from.
a ended
b finished
(c) graduated
4 ... I started earning my own money, I didn't know its real value.
(a) Until
b By the time
c When
5 Barbara said she ... homework from her friend the week before.
a was not copying
b did not copy
(c) had not copied

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

1 By the time I was eighteen I ... (*already / visit / ten / country*).
2 George ... (*decide / move / England*) after he had worked for his company for five years.
3 ... (*We / not / talk*) to him until he came to visit us.
4 Linda said she ... (*learn / drive*) when she was nineteen.
5 My teacher told me I ... (*can / bring*) my essay the following day.

4
1 had already visited ten countries
2 decided to move to England
3 We hadn't talked / didn't talk
4 had learnt to drive
5 could bring

Uzupełnianie luk

5 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 Brenda has worked at the travel agency ... she was eighteen. since
2 Why don't you apply ... a job in the kindergarten? You like working with kids. for
3 How much people earn often depends ... the qualifications they have. on
4 In the future I'd like to have a job ... my father's. like
5 The woman at the travel agency provided me ... information about accommodation on the island. with

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)

6 **1** legal advice
2 what you mean
3 a lot of / lots of experience
4 the idea of studying
5 (The) Emergency services

Tłumaczenie fragmentów zdań

6 **Przetłumacz podane w nawiasach fragmenty zdań na język angielski.**

1 The company has employed a lawyer who gives them (*porady prawne*) ... .

2 I understand (*co masz na myśli*) ... , but I still disagree with you.

3 Harry gained (*dużo doświadczenia*) ... working as a lifeguard.

4 Mary likes (*pomysł studiowania*) ... and working at the same time.

5 (*Służby ratunkowe*) ... rushed to the scene of the accident to help the injured people.

LISTENING

7 **Usłyszysz dwukrotnie wywiad z Davidem, który jest kurierem. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.** 29 p. 386

1 David decided to work as a bike courier because
a he was bored with being a waiter.
b he expected to earn more money delivering food.
c he needed a change in his working environment.

2 To do the job of a courier David
a bought an expensive bike.
b renovated his old bike.
c borrowed a bike from his brother.

3 During his working day, David
a operates within the same area every day.
b decides himself when to take a lunch break.
c does no more than twenty deliveries a day.

4 The accident involving David took place because
a there were bad weather conditions.
b he rode into a car door that had been opened suddenly.
c a driver ignored the road regulations.

5 When answering the last question, David
a explains how to avoid problems with food that he delivers.
b mentions some disadvantages of working as a courier.
c advises on how to deal with dissatisfied customers.

SPEAKING

8 **Twój kolega/Twoja koleżanka chce podjąć pracę, która twoim zdaniem jest nieodpowiednia dla niego/niej. Porozmawiaj z nim/nią na ten temat, odradzając podjęcie tej pracy. Poniżej podane są cztery kwestie, które musisz omówić w rozmowie:**

- odpowiednie kwalifikacje,
- bezpieczeństwo w pracy,
- godziny pracy,
- wynagrodzenie.

WRITING

9 **Podczas ostatniego roku nauki w szkole podjąłeś/podjęłaś pracę w weekendy. Napisz o tym na blogu.**

- Poinformuj, jaką pracę wykonywałeś/wykonywałaś.
- Wyjaśnij, jak pogodziłeś/pogodziłaś pracę z nauką.
- Podaj, jakie korzyści dla ciebie wynikały z podjętej pracy.
- Przedstaw stanowisko rodziców wobec twojej decyzji.

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

Hi guys,

It may sound unreasonable, but in my last year at school I had a job and studied at the same time.

...

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, Critical thinking, Self-development

Exam guide
7 Listening
Multiple choice

Exam guide
9 Writing
A blog entry

Life Skills guide
9 Creativity, Mediation, Practical skills

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

Grammar reference 3

GRAMMAR 1 Past perfect

Past perfect (czas zaprzeszły)

Czasu *past perfect* używamy do opisywania czynności, które zakończyły się przed innymi czynnościami w przeszłości.
worked in Spain → worked in Poland → moved to the UK

*He **had worked** in Spain and Poland before he moved to the UK.*

Zdania w czasie *past perfect* tworzymy za pomocą czasownika posiłkowego *had* i imiesłowu biernego (*past participle*).

*She **had lived** in Glasgow for ten years before she moved to Edinburgh.*

Zdania twierdzące	Zdania przeczące
*I/You/He/She/It/We/They **had arrived** on schedule.*	*I/You/He/She/It/We/They **hadn't arrived** on schedule.*
Pytania ogólne	**Krótkie odpowiedzi**
***Had** I/you/he/she/it/we/they **arrived** on schedule?*	*Yes, I/you/he/she/it/we/they **had**.* *No, I/you/he/she/it/we/they **hadn't**.*

Określenia używane z czasem *past perfect*: *already* (już), *before* (zanim), *by the time* (do czasu), *just* (właśnie), *yet* (już – w pytaniach).

*They **had already started** class when she arrived.*

*He **hadn't studied** computer science **before** he went to college.*

***By the time** she was twenty-two years old, she **had written** three books.*

*I'**d just moved** to Madrid when I met Marco.*

*When you got your job, **had** you **finished** college **yet**?*

Past perfect i past simple

Często używamy czasu *past perfect* z czasem *past simple* do opisywania wydarzeń lub sytuacji, które miały miejsce wcześniej niż te wyrażone za pomocą czasu past simple.

*We **had been** on the boat for less than two hours when we **saw** the first whale.*

Ćwiczenia 1–4

GRAMMAR 2 Reported speech

Mowy zależnej używamy, gdy chcemy przekazać, co ktoś powiedział. Do przytaczania wypowiedzi innych osób w mowie zależnej używamy czasowników *say*, *tell* oraz spójnika *that*, który można pominąć. Użycie mowy zależnej powoduje zmiany czasów (patrz tabelka) oraz zmiany zaimków osobowych, przymiotników dzierżawczych, przysłówków czasu i miejsca.

Zmiany czasów w mowie zależnej

Mowa niezależna		Mowa zależna
present simple 'You're a good writer.'	→	**past simple** *He said (that) I was a good writer.*
present continuous 'You are waiting too long.'	→	**past continuous** *They said (that) I was waiting too long.*
past simple 'Her performance showed natural ability.'	→	**past perfect** *She said (that) her performance had shown natural ability.*
present perfect 'You've worked very hard.'	→	**past perfect** *He said (that) I'd worked very hard.*
will/won't 'You'll be famous one day.' 'You won't forget your friends.'	→	***would/wouldn't*** *She said (that) I would be famous one day.* *She said (that) I wouldn't forget my friends.*
can/can't 'I can help you.' 'I can't do your work for you.'	→	***could/couldn't*** *He said (that) he could help me.* *He said (that) he couldn't do my work for me.*

czasowniki *said* i *told*

Po czasowniku *told* używamy dopełnienia.

'I'm your new teacher.'	→	*He told us/me/you/him/her/them (that) he was our new teacher.* ~~*He told (that) he was our new teacher.*~~

Po czasowniku *said* nigdy nie używamy dopełnienia.

'I'm your new teacher.'	→	*He said (that) he was our new teacher.* ~~*He said us / me / them / you (that) he was our new teacher.*~~

Przykłady zmian w mowie zależnej:

I → *he / she / it / you*
you → *I / we*
we → *you / they*
my → *his / her / its / your*
our → *your / their*
now → *then*

today	→	*that day*
tomorrow	→	*the next day/the following day*
yesterday	→	*the day before / the previous day*
last/next	→	*the last / the next*
last night	→	*the night before / the previous night*
here	→	*there*
this	→	*that*
these	→	*those*

Ćwiczenia 5–7

Grammar practice

1 Complete the text with the past simple or past perfect of the verbs in brackets.

An early love for the ocean
Asha de Vos was born and grew up in Sri Lanka. As a baby, she loved the water and (1) ... (*learn*) to swim by the time she was three. And by the age of six, she (2) ... (*decide*) to become a marine biologist when she grew up.

A job on a potato farm
When she graduated from university in Scotland, Asha (3) ... (*take*) a job working on a potato farm. Although she had tried during her final year of university, she (4) ... (*not be*) able to find a job in marine biology, and now she (5) ... (*need*) money because she (6) ... (*already/decide*) to travel to New Zealand to work on conservation projects – which she eventually (7) ... (*do*).

Finding a career in marine biology
After she (8) ... (*work*) for six months in New Zealand, she (9) ... (*get*) a job on a research boat and travelled the world's oceans, looking at whales. Eventually, she (10) ... (*go*) back to university and earned a PhD in marine biology. Now she's building a marine conservation research and education centre in Sri Lanka to share her love of the ocean with others.

2 Look at the text in exercise 1. Write questions using the verbs in brackets. Use the past perfect or past simple.

1 When ... (*you decide*) to become a marine biologist?
2 ... (*you try*) to find a biology job before you finished university?
3 Why ... (*you take*) a job on a potato farm?
4 How long ... (*you be*) in New Zealand before you got the research job?
5 What did you do after ... (*you get*) your PhD?

3 Complete the answers to the questions in exercise 2. Use the past perfect where you can.

1 By the age of six I ... .
2 Yes, I ... .
3 I realised that I needed money because ... .
4 I got the research job when I ... .
5 After I ... .

4 Choose the correct option to complete each sentence.

1 When he called me, I *hadn't answered* / *didn't answer* the phone.
2 She talked to the careers adviser and *asked* / *had asked* for some advice.
3 They were expecting us because we *emailed* / *had emailed* and told them were coming.
4 I texted you this morning. *Had you got it* / *Did you get it?*
5 When I went to her office, she *had gone* / *went*, so we didn't talk.

5 Complete the reported speech.

1 'Your work is excellent.'
She said that ... excellent.
2 'I learnt a lot from your presentation.'
He told ... a lot from my presentation.
3 'They've worked hard on their performance.'
She said that ... on their performance.
4 'We'll be happy to help you.'
He told ... to help me.
5 'I want to go to college.'
She said that ... to college.

6 Translate the words in brackets into English.

1 He said (*że zobaczy*) ... me the next week.
2 She said (*że interesuje się*) ... in languages.
3 She said (*że zaczęli*) ... learning Spanish last year.
4 He said (*że trenujesz*) ... every day.
5 She said (*że dostanie*) ... a job to pay for college.

7 Read the conversation. Complete the reported speech below.

Kate: I want to study art in college.
Ben: Why do you want to do that?
Kate: I really enjoyed my art class last year.
Ben: What did you like about it?
Kate: It taught me to see. I've discovered a new side of myself!
Ben: Will your parents let you study art?
Kate: I'm not sure, but it can't hurt to ask them.

Kate said (1) ... to study art in college. She said she (2) ... her art class (3) ... year. She said it (4) ... her to see. She (5) ... a new side of herself. Ben asked if her parents would let her study art. Kate said that it (6) ... to ask them.

1
1 had learnt
2 had decided
3 took
4 had not been
5 needed
6 had already decided
7 did
8 had worked
9 got
10 went

5
1 my work was
2 me (that) he had learnt
3 they had worked hard
4 me (that) they would be happy
5 she wanted to go

6
1 he would see
2 she was interested
3 they had started
4 you practised
5 she would get

7
1 she wanted
2 had (really) enjoyed
3 the previous/last
4 had taught
5 had discovered
6 couldn't hurt

2
1 did you decide
2 Had you tried
3 did you take
4 had you been
5 you got

3
1 By the age of six, I had decided to become marine biologist.
2 Yes, I had tried to find a biology job before I finished university.
3 I realised that I needed money because I had decided to travel to New Zealand.
4 I got the research job when I had been in New Zealand for six months.
5 After I (had) got my PhD, I went to Sri Lanka to help build a marine conservation research and education centre.

Wordlist Unit 3 30

VOCABULARY p. 47

accountant (n) /ə'kaʊntənt/ księgowy/ księgowa
belong to (phr v) /bɪ'lɒŋ tʊ/ należeć do
care (v, n) /keə/ dbać, troszczyć się; opieka
chief executive (n) /ˌtʃiːf ɪg'zekjʊtɪv/ dyrektor generalny
construction worker (n) /kən'strʌkʃn ˌwɜːkə/ robotnik budowlany
device (n) /dɪ'vaɪs/ urządzenie
electronic engineer (n) /ɪˌlektrɒnɪk ˌendʒɪ'nɪə/ inżynier elektronik
emergency services (n) /ɪˌmɜːdʒənsi 'sɜːvɪsɪz/ służby ratownicze
fishing net (n) /'fɪʃɪŋ net/ sieć rybacka
graphic designer (n) /ˌgræfɪk dɪ'zaɪnə/ grafik (komputerowy)
healthcare (n) /'helθkeə/ opieka zdrowotna
injured (adj) /'ɪndʒəd/ ranny
inspect (v) /ɪn'spekt/ nadzorować
journalist (n) /'dʒɜːnəlɪst/ dziennikarz/ dziennikarka
lawyer (n) /'lɔːjə/ prawnik/prawniczka
legal (adj) /'liːgl/ prawny
nurse (n) /nɜːs/ pielęgniarka
office worker (n) /'ɒfɪs ˌwɜːkə/ pracownik biurowy
paramedic (n) /ˌpærə'medɪk/ ratownik medyczny/ratowniczka medyczna, sanitariusz/ sanitariuszka
personal assistant (n) /ˌpɜːsənl ə'sɪstənt/ asystent/asystentka
provide (v) /prə'vaɪd/ zapewniać, dostarczać; zabezpieczać
qualifications (n) /ˌkwɒlɪfɪ'keɪʃnz/ kwalifikacje
rank (v) /ræŋk/ tworzyć ranking
real-life (adj) /ˌrɪəl'laɪf/ rzeczywisty, realny
regard (v) /rɪ'gɑːd/ dotyczyć
salesperson (n) /'seɪlzˌpɜːsn/ handlowiec, sprzedawca/sprzedawczyni
software developer (n) /ˌsɒftweə dɪ'veləpə/ programista/programistka
surgeon (n) /'sɜːdʒən/ chirurg
treat (v) /triːt/ leczyć

LISTENING p. 48

company telephone (n) /ˌkʌmpəni 'telɪfəʊn/ telefon służbowy
convenient (adj) /kən'viːniənt/ wygodny, dogodny
correspond (v) /ˌkɒrə'spɒnd/ odpowiadać, korespondować
employer (n) /ɪm'plɔɪə/ pracodawca
family-run (adj) /'fæməli,rʌn/ prowadzona przez rodzinę (firma)
get by (phr v) /ˌget 'baɪ/ radzić sobie finansowo, dawać sobie radę
get promoted (phr) /ˌget prə'məʊtɪd/ dostać awans
good communicator (n) /ˌgʊd kə'mjuːnɪkeɪtə/ osoba łatwo nawiązująca kontakty
health insurance (n) /'helθ ɪnˌʃʊərəns/ ubezpieczenie zdrowotne
high season (n) /ˌhaɪ 'siːzn/ szczyt sezonu
make a living (phr) /ˌmeɪk ə 'lɪvɪŋ/ zarabiać na życie
nine-to-five job (n) /'naɪntəˌfaɪv 'dʒɒb/ praca w stałych godzinach (od 9 do 17)
part-time job (n) /ˌpɑːttaɪm 'dʒɒb/ praca na część etatu
perks (n) /pɜːks/ dodatkowe korzyści, świadczenia z pracy
permanent (adj) /'pɜːmənənt/ stały
position (n) /pə'zɪʃn/ stanowisko
prove (v) /pruːv/ udowodnić
require (v) /rɪ'kwaɪə/ wymagać
resort (n) /rɪ'zɔːt/ kurort
salary (n) /'sæləri/ wynagrodzenie (miesięczne, roczne)
self-employed (adj) /ˌselfɪm'plɔɪd/ samozatrudniony/samozatrudniona
shift (n) /ʃɪft/ zmiana (godziny, w jakich się pracuje)
telecommuting (n) /ˌtelikə'mjuːtɪŋ/ telepraca
temporary (adj) /'tempərəri/ tymczasowy
tip (n) /tɪp/ napiwek
treat (v) /triːt/ traktować
unemployed (adj) /ˌʌnɪm'plɔɪd/ bezrobotny
variable (adj) /'veəriəbl/ zmienny

GRAMMAR 1 p. 49

advertise (v) /'ædvətaɪz/ reklamować
breathe underwater (phr) /ˌbriːð ʌndə'wɔːtə/ oddychać pod wodą
enter (v) /'entə/ wstępować (do marynarki, armii)
interview (n) /'ɪntəvjuː/ rozmowa kwalifikacyjna; wywiad
navy (n) /'neɪvi/ marynarka wojenna
receive (v) /rɪ'siːv/ otrzymywać
society (n) /sə'saɪəti/ towarzystwo, stowarzyszenie
timeline (n) /'taɪmlaɪn/ oś czasu

READING pp. 50–51

agree with (phr) /ə'griː wɪð/ zagadzać się z
ancient (adj) /'eɪnʃənt/ starożytny
apply for (phr) /ə'plaɪ fɔː/ ubiegać się, aplikować (na stanowisko)
at least (adv) /ət 'liːst/ co najmniej, przynajmniej
case (n) /keɪs/ przypadek
chef (n) /ʃef/ szef/szefowa kuchni
confirm (v) /kən'fɜːm/ potwierdzać
consider (v) /kən'sɪdə/ rozważać
contain (v) /kən'teɪn/ zawierać
convince (v) /kən'vɪns/ przekonywać
decide on (phr) /dɪ'saɪd ɒn/ zdecydować się na
depend on (phr v) /dɪ'pend ɒn/ zależeć od
doubt (n) /daʊt/ wątpliwość
exist (v) /ɪg'zɪst/ istnieć
graduate from (phr) /'grædʒueɪt frəm/ ukończyć (uniwersytet)
introduce to (phr) /ˌɪntrə'djuːs tʊ/ przedstawiać komuś kogoś
particular (adj) /pə'tɪkjʊlə/ konkretny, szczególny
point (n) /pɔɪnt/ racja, sedno
politics (n) /'pɒlətɪks/ polityka
project management (n) /ˌprɒdʒekt 'mænɪdʒmənt/ zarządzanie projektem
survey (n) /'sɜːveɪ/ ankieta; sondaż
turn out (phr v) /ˌtɜːn 'aʊt/ okazywać się
useless (adj) /'juːsləs/ bezużyteczny

GRAMMAR 2 pp. 52–53

achieve (v) /ə'tʃiːv/ osiągać
admire (v) /əd'maɪə/ podziwiać
amount (n) /ə'maʊnt/ suma, kwota
athlete (n) /'æθliːt/ sportowiec; lekkoatleta
expectation (n) /ˌekspek'teɪʃn/ oczekiwanie
following (adj) /'fɒləʊɪŋ/ kolejny
get into (phr v) /ˌget 'ɪntʊ/ dostać się (na studia)
guarantee (v) /ˌgærən'tiː/ gwarantować
hear from (phr) /'hɪər frəm/ otrzymywać wiadomość
league (n) /liːg/ liga
opportunity (n) /ˌɒpə'tjuːnəti/ możliwość; okazja
pretty (adv) /'prɪti/ całkiem
previous (adj) /'priːviəs/ poprzedni
scholarship (n) /'skɒləʃɪp/ stypendium
wonder (v) /'wʌndə/ zastanawiać się

SPEAKING p. 54

careers adviser (n) /kə'rɪəz ədˌvaɪzə/ doradca zawodowy
income (n) /'ɪnkʌm/ dochód
pay (n) /peɪ/ wynagrodzenie
satisfactory (adj) /ˌsætəs'fæktəri/ zadowalający
training (n) /'treɪnɪŋ/ praktyka; staż
well-paid (adj) /ˌwel'peɪd/ dobrze płatny
workplace (n) /'wɜːkpleɪs/ miejsce pracy

WRITING p. 55

appreciate (v) /ə'priːʃieɪt/ doceniać
direct (adj) /dɪ'rekt/,/daɪ'rekt/ bezpośredni
indirect (adj) /ˌɪndɪ'rekt/,/ˌɪndaɪ'rekt/ pośredni
polite (adj) /pə'laɪt/ uprzejmy
request (n) /rɪ'kwest/ prośba
university degree (n) /juːnɪ'vɜːsəti dɪˌgriː/ stopień naukowy

SKILLS REVIEW pp. 56–57

fault (n) /fɔːlt/ wina
frame (n) /freɪm/ rama
gap year (n) /'gæp ˌjɪə/ rok przerwy przed podjęciem studiów
income tax form (n) /ˌɪŋkʌm 'tæks fɔːm/ formularz zeznania podatkowego
injury (n) /'ɪndʒəri/ uraz, rana, kontuzja
kindergarten (n) /'kɪndəˌgɑːtn/ przedszkole
lifeguard (n) /'laɪfgɑːd/ ratownik/ratowniczka
marine (adj) /mə'riːn/ morski
operate (v) /'ɒpəreɪt/ obsługiwać
rush (v) /rʌʃ/ pędzić, biec; spieszyć się
seat (n) /siːt/ siodełko
spill (v) /spɪl/ rozlać (się)
travel agency (n) /'trævl ˌeɪdʒənsi/ biuro podróży
truck (n) /trʌk/ ciężarówka
value (n) /'vælјuː/ wartość
zone (n) /zəʊn/ strefa

(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 word that best fits the gap.

1 Paramedics and firefighters belong to ... services as they save lives. emergency
2 If you want to work fewer hours, take a ... job. part-time
3 Waiters get ... when customers are satisfied with their service. tips
4 A position of personal assistant was her ... job, only for a year. temporary
5 A free company car and health ... are called perks.insurance

2 Translate the Polish fragments of the sentences into English.

1 He got a better job after he (*ukończył uniwersytet*) ... .
2 When she called, (*okazało się*) ... that she had got a wrong number.
3 She didn't know the salary before she (*ubiegała się o tę posadę*) ... .
4 The manager wanted to talk to (*poprzednią księgową*) ... .
5 Last year we needed (*więcej doradców zawodowych*) ... than before.

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

1 Engineers and ... workers have to cooperate at the building site. construction CONSTRUCT
2 Which Polish fashion ... were invited to that show? designers DESIGN
3 Applying for a managerial position seems to be ... for a young, inexperienced employee. useless USE
4 This press agency wants to employ a few ... that speak fluent French. journalists JOURNAL
5 Software ... work on a new project. developers DEVELOP

4 Complete each sentence with the word that best fits the gap.

1 When you graduate from university, you should look for a ...-time job. full
2 Did she ... promoted after she won that competition? get
3 He will not earn a lot, as it is not a well-... job. paid
4 You need to have a university ... if you want to work as a teacher. degree
5 During her gap ... she worked in a hospital. Then she started studying medicine. year

5 Choose one of the options that best reflects the meaning of the phrases in italics.

1 He wants to ***make a living*** via the internet.
(a) earn money
b pay taxes
c do the shopping
2 A lot of ***self-employed people*** work harder than they would for a company.
a office workers
(b) people who work on their own
c the unemployed
3 The company should ***consider*** hiring new employees.
a give an opportunity to
(b) think about
c decide
4 It is difficult to ***get by*** in a big city.
(a) survive
b require
c wonder
5 He was ***pretty*** stressed before his job interview.
a extremely
b not too
(c) quite

6 Choose the correct option to complete each sentence.

1 In this region prices grow dramatically during ... season.
(a) high
b expensive
c busy
2 If you don't mind working at night, take this ... job.
a permanent
(b) shift
c temporary
3 There are quite funny answers in that ... on politics.
a tip
b resort
(c) survey
4 What information did that report ... ? Were you amazed?
(a) contain
b consider
c convince
5 Do young people ... scientists' work enough?
a achieve
(b) appreciate
c earn

Exam guide
1 English in Use
Gap-filling

Exam guide
5 English in Use
Transformations

Exam guide
2 English in Use
Translations

Life Skills guide
2 Mediation

2 1 had graduated from university
2 it turned out
3 applied for that/the job/position
4 the previous accountant
5 more careers advisors

Exam guide
3 English in Use
Word formation

Exam guide
6 English in Use
Multiple choice

Exam guide
4 English in Use
Gap-filling

1 What kind of modern technology is used at your school? Is it only used for educational purposes?
2 Which areas of life will be most affected by artificial intelligence?

4 Remote control



Culture guide

Interesting facts

The Robot Series is a collection of images staged and taken by photographer Thomas Jackson. In each picture in the series, the same robot is engaged in a human activity (mowing the lawn, doing laundry, playing cards, hugging a tree, etc.). This may seem unrealistic, but according to some, a future populated by intelligent, self-aware machines may be closer than we think. In the last few years, machines have sat and passed university entrance exams (most recently in Japan) and participated in TV games shows (like Jeopardy). And now, thanks to advances in artificial intelligence (AI) and machine learning, more sophisticated devices are on the way. Next generation smart machines are being built to 'learn from experience' (unlike conventional machines which are programmed to execute a limited number of operations). Technology giant Google is also working on developing robots that will be able to download different personality traits so that the machines will be able to adapt to unique situations. Though many of tomorrow's machines won't necessarily look like the one in *The Robot Series*, it's very possible that they will 'think and behave' very much like a human.

IN THIS UNIT YOU LEARN

VOCABULARY
- technology
- inventions
- scientific discoveries
- information and communication technology – opportunities and threats

GRAMMAR
- the passive
- the passive with *by* + agent

SKILLS
Listening
- history of communication technology
- the way people use social media
- matching

Reading
- artificial intelligence
- computers that learn
- word families
- matching, multiple choice

Speaking
- talking about pros and cons
- looking at two sides of an argument

Writing
- formal letter of suggestion

CRITICAL THINKING
- counterarguments
- analysing how a message is delivered

TED TALK
- controlling someone else's arm with your brain

3h/week • Student's Book ex. 1–3 p. 63

5h/week • Workbook ex. 1–6 pp. 54–55 • If short of time, skip ex. 5–6.

7h/week • Photocopiable vocabulary games and activities, TB pp. 328, 332 (4.3) • Extra online resources



Robots are starting to do many jobs that people do.

4A Vocabulary

Technology

Talking about technology and inventions

1 Work in pairs. Look at the robot in the picture and discuss the aspects:

- practical use
- cost
- possible dangers
- popularity

2 Throughout history, technology has changed how people understand and connect to the world. Read the facts about technology. Match the words in bold (1–12) with the categories (a–g).

- When we think of (1) **technology**, we usually picture modern (2) **inventions** and (3) **digital** machines like smartphones, laptops and tablets. But technology is anything we make or use that helps us do something or (4) **control** the world we live in. Even simple office (5) **equipment** like pens, pencils and erasers were once important new (6) **developments**.
- Scientists used to believe that only humans made and used (7) **tools**, but in the 1960s, researcher Jane Goodall watched chimps go through a careful (8) **process** of taking leaves off small branches so they could use them to catch insects.
- (9) **Research** shows that nowadays many people feel that (10) **progress** in technology is too fast. They say we need to think more carefully about the possible drawbacks, such as what happens when our complicated (11) **electronic** equipment goes wrong. We can't usually just (12) **switch** the machine **off** and then back **on** again!

a four nouns for things people use 1, 2, 5, 7
b two nouns that mean *change* or *improvement* 6, 10
c one noun that means *a series of actions* or *steps to do something* 8
d one verb that means *to make someone or something do what you want* 4
e one noun that means *a careful study of something* 9
f two adjectives we often use when we talk about technology 3, 11
g one phrasal verb with two particles that means *start/stop something* 12

3 Complete the sentences using words in bold in exercise 2.

1 Do we simply use our ... , or does it ... us? Sometimes in this ... age, it can be difficult to know! technology, control, digital

2 Recent ... have made computer ... smaller and smaller. developments, equipment

3 People rely more and more on new ... . But is this really ... ? inventions, progress

4 ... has found that these things aren't just ... that we use when we need them – many of us pay more attention to our smartphone than to the people around us. Research, tools

5 Trying to teach yourself not to look at your phone so often can be a difficult ... . process

6 You should always ... your computer properly so that you don't lose any work. We need to be careful with ... equipment. switch off, electronic

Life Skills guide

1 Creativity, Critical thinking

Culture guide

2 Profile

Jane Goodall (1934–present) is a British scientist and researcher best known for her pioneering work studying chimpanzees in Africa in the 1960s. At that time, many people in the scientific community believed that animals like chimps (who are humans' closest relative) did not possess intelligence. Goodall famously showed the opposite to be true when she recorded chimps making tools from tree branches and using these to catch termites (a kind of insect chimps eat).

4B Cele lekcji: Rozumienie ze słuchu tekstu o historii technologii komunikacyjnej oraz o mediach społecznościowych.

1 Which media do you mostly use to contact your friends? How do you usually communicate – writing texts, sharing pictures or verbally?
2 What is the longest time you spent without looking at the screen of your phone last month?

4B Listening

Listening to the lecture about the history of communication technology and people talking about using social media

1 MY PERSPECTIVE

Which of the technological devices are most useful for you? Rank them from 1 (most useful) to 6 (least useful). Then compare your list with a partner.

camera | computer | phone | printer | tablet | TV

2 Work in pairs. Discuss the questions.

1 Do you use electronic devices every day? If so, what?
2 What kind of problems can using electronic devices cause?
3 How many different ways of communicating can you think of?
4 Which way of communicating do you use most often? Why?

3 Look at the timeline about the history of communication technology at the bottom of the page. Match each type of communication below with a date on the timeline.


telephone


cell phone*


next big thing


smoke


bird


smartphone


text message

cell phone *mobile phone (US English)*

4 Listen to the lecture and check your answers. 31 p. 386

5 Listen again. Answer the questions. 31

1 What message was often sent by smoke signal?
2 Who used birds for communication?
3 Who probably had the first mail service?
4 Where did scientists develop the telegraph?
5 What was the message of the first phone call?
6 Why wasn't the mobile phone useful until 1979?
7 When did email become popular?
8 What was the first text message?
9 What does the speaker compare new technology to?

6 Work in pairs. What do you think could be the next big thing in communication technology?

7 Listen to four people talking about the way they use social media. Match each speaker (1–4) with the corresponding sentence (a–e). There is one extra sentence that you do not need. 32 p. 386

Speaker 1 b
Speaker 2 e
Speaker 3 c
Speaker 4 a

a talks about somebody else's experience with social media.
b also finds social media useful for work.
c mentions events which caused a change in their activity on social networking sites.
d is only active on one particular site.
e does not have many opportunities to have an active social life in the place where they live.

Life Skills guide
1 Collaboration, Critical thinking, Mediation

Life Skills guide
2 Communication, Creativity, Critical thinking, Mediation

5 1 We are here.
2 the Roman army and the Persians
3 the Romans
4 Russia, Germany and England
5 Mr Watson, come here, I want to see you.
6 There was no network before then.
7 in the 1990s
8 Merry Christmas
9 magic

Life Skills guide
6 Creativity, Critical thinking

Exam guide
7 Listening Matching

The Pony Express mail service in the United States linked the East and West Coasts of the country.



Important dates in the history of communication technology

10,000 YEARS AGO	2,000 YEARS AGO	0–100	1400s	1830s	1876
1 smoke	2 bird	Mail service	Mail service in Europe grows	The first efficient telegraph lines	3 telephone

3h/week • Student's Book ex. 1–7 p. 64 • If short of time, skip ex. 6.

5h/week • Workbook ex. 1–5 p. 56

7h/week • Extra online resources

Fast Finishers

Make a list of at least 6 devices which have been largely replaced by the functions available on the average smartphone. For each of the devices, write down when you last (if ever) used it (or the function on your phone which serves the same purpose).

4C Grammar 1

The passive

Using passive to describe technological progress

1 Look at the sentences from the lecture in the Grammar box. Find the verb and the subject in each sentence.

The passive

Communication all over the world is seen as perfectly normal today.
The first smoke message was sent about 10,000 years ago.
The first telephone was made in 1876.
The first text message was sent in 1992.

More explanation in Grammar reference on p. 76.

2 Read the sentences in the Grammar box again. Choose the correct option to complete each rule.

1 We form the passive with the verb *to be* / *to have* and the *present* / *past* participle.
2 We put the subject of the passive verb *before* / *after* the verb.

3 Compare the two sentences and answer the questions.

a *Alexander Graham Bell made the first phone call in 1876.*
b *The first phone call was made in 1876.*

1 Which sentence is active? Which is passive?
2 Which sentence focuses on the person who did the action?
3 What is the focus of the other sentence?
4 What happens to the object of the active sentence?

More exercises in Grammar practice on p. 77.
Do exercises 1–4.

4 Match the two parts of the passive sentences.

1 The most popular smartphones and tablets c
2 A smartphone is basically a mobile phone that g
3 These phones are small, hand-held devices that e
4 The idea of combining telephones and computers a
5 In the 1990s these basic phones d
6 By the early 2000s simple smartphones f
7 Then in 2007 the first smartphone with a large screen b

a was first thought of as early as 1909.
b was produced and mobile phones changed forever!
c are used all over the world today.
d were developed to send and receive emails and faxes.
e are used in a similar way to a computer.
f were sold and used in many countries.
g is connected to the internet.

5 Complete the text with the passive voice of the verbs in brackets. Use the present simple or past simple.

Messages from space?

The RATAN-600 radio telescope in Russia (1) ... (*turn on*) in 1974. It (2) ... (*build*) to receive radio signals from space. Most of the signals are just 'space noise', but sometimes, scientists hear radio signals with certain patterns that they think may be messages. In August of 2016, a signal (3) ... (*receive*) that was very different from the usual noise. When the signal (4) ... (*share*) with experts around the world, they agreed that it was very interesting. Was it a message that (5) ... (*send*) from another planet – a smoke signal saying *We are here*? No one knows for sure. Every possible message (6) ... (*study*) carefully, and the work continues.

6 Choose the correct option to complete the text.

Have you ever thought how many different devices have disappeared because of smartphones in the last years? Not many people use alarm clocks these days and mp3 players are no longer (1) a by young people. Thermometers outside windows (2) c replaced by mobile apps which show temperatures in any place you can think of. Calculators, which (3) b considered to be a must for every student a few years ago, are now unnecessary, because all mathematical operations (4) b using the smartphone. The industry which has suffered from the growing popularity of smartphones most is photography. As the quality of built-in phone cameras improves, the sales of standalone cameras is falling dramatically. What other devices, do you think, will be swept away from the market by smartphones in the nearest future?

1	**a** used	**b** use	**c** using
2	**a** have	**b** been	**c** have been
3	**a** are	**b** were	**c** have been
4	**a** can do	**b** can be done	**c** can't be done

7 Work in pairs. Discuss which three devices may soon turn out to be useless because of smartphones.

1 How can smartphones be used in education?
2 What applications have you installed, used and then deleted from your phone? What didn't you like about them?

5 1 was turned on
2 was built
3 was received
4 was shared
5 was sent
6 is studied / has been studied

3 1 a is active, b is passive
2 a
3 the first phone call
4 It becomes the subject in the passive.

Exam guide

6 English in Use
Multiple choice

Life Skills guide

7 Communication, Creativity, Critical thinking, Mediation

1962	1973	1992	2007	The future
First email	4 cell phone	5 text message	6 smartphone	7 next big thing

Technology guide

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

3h/week • Student's Book ex. 1–7 p. 65, ex. 1–4 p. 77 • If short of time, skip ex. 7.

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: Rozumienie tekstu pisanego o sztucznej inteligencji.

1 Have you ever talked to a chatbot? What was it like?
2 Are there any areas of life in which robots will never be better than humans?

4D Reading

VOCABULARY BUILDING Word families

Many words have a basic form which we can use to make verbs, nouns and other parts of speech.

Exam guide
4 Reading
Matching headings

Exam guide
5 Reading
Multiple choice

1 Complete the table with the other forms of the words. Use a dictionary if necessary.

Verb	Noun (thing)	Noun (person)
develop	(1) development	developer
improve	(2) improvement	–
achieve	achievement	(3) achiever
(4) equip	equipment	–
disappoint	(5) disappointment	–
entertain	entertainment	(6) entertainer

2 Complete the text with the words in exercise 1.

A short history of artificial intelligence

Computer experts and software (1) … first began trying to create artificial intelligence (AI) in the 1950s. Their earliest (2) … included teaching computers to play games and do maths. They thought they could create a thinking computer within twenty years but that turned out to be a (3) … – the job was harder than expected. In the 1970s, work on AI slowed down, though computer games based on early research became a popular type of (4) … . But in the 1980s, as computer technology (5) … , AI research started up again. Now, companies are beginning to (6) … everyday technology like cars and smartphones with simple AI that can answer questions and follow spoken instructions. This means that many of us now have AI in our pocket. What will happen next?

2 1 developers
2 achievements
3 disappointment
4 entertainment
5 improved/developed
6 equip/develop

Life Skills guide
6 Critical thinking, Mediation

READING

Understanding a text about artificial intelligence

3 Read about 'chunking'. How can you seperate the text below into chunks?

Meaning usually comes from the interaction of groups of words (chunks), not single words.

When Fan Hui lost a game of Go / in October 2015, / history was made.
about a time / who / what / when / what happened

3 **Suggested answers:**
The game of Go / was invented in China / more than 2,500 years ago / and is one of the world's oldest / – and most complicated – / board games. / It is played / with black and white pieces called *stones* / on a board / with a pattern of lines.

The game of Go was invented in China more than 2,500 years ago and is one of the world's oldest – and most complicated – board games. It is played with black and white pieces called *stones* on a board with a pattern of lines.

Life Skills guide
7 Collaboration, Creativity, Critical thinking, Mediation

4 Match each paragraph (1–3) of the text with the most suitable heading (a–e). There are two extra headings that you do not need.

a Problems while programming
b A really 'thinking' device which learns
c Benefits from losing
d Man no longer better than machine
e A game where machines always lose

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

1 AlphaGo won because it
a copied moves made by humans.
b made a surprising move.
c didn't follow the rules.

2 AlphaGo
a was programmed to win.
b can make about three million different moves.
c learnt to play by practising.

3 Fan and Lee
a learnt from AlphaGo and became better players.
b were very angry that AlphaGo won.
c regret playing against AlphaGo.

4 Which information can be concluded from the text?
a Fan Hui is a better Go player than Lee Sedol.
b AlphaGo sometimes lost its games.
c After being beaten by the machine, the two players lost their champion titles.

CRITICAL THINKING Counterarguments

Sometimes, when people give arguments for an idea, they don't consider arguments against the idea. Thinking about possible arguments against an idea can help us to understand it better.

6 Read the Critical thinking box. Can you think of arguments against the ideas below?

1 AIs are beautiful because they can learn, 'think' and 'feel'.
2 If AIs get smarter than humans, we can learn from them.
3 Developments in technology are a form of progress and always improve human life.

7 **MY PERSPECTIVE – SPEAKING**

Work in pairs. Think of a problem in the world today and imagine three ways that an AI could help solve it.

3h/week • Student's Book ex. 1–7 p. 66 • If short of time, skip ex. 7.

5h/week • Workbook ex. 1–6 p. 58

7h/week • Photocopiable vocabulary games and activities, TB pp. 328, 333 (4.4) • Extra online resources



Lee Sedol (right) makes a move against AlphaGo.

Playing against computers

THAT LEARN

33 (**1**) d When Fan Hui lost a game of Go in October 2015, history was made: it was the first time a human Go champion was beaten by an artificial intelligence (AI) – a computer programme that can think. And in March 2016, history was repeated when Lee Sedol – one of the world's top players – was defeated. As Fan watched AlphaGo make an important move against Lee, he thought: 'That wasn't a human move.' Then he said, 'So beautiful, so beautiful.'

(**2**) b Usually, game-playing electronic devices are programmed to predict the possible results of a move, but they don't learn new moves or improve. AlphaGo is different. When it was built, the AI was given three million human Go moves to analyse. Then it began playing. Through the process of sometimes losing and sometimes winning, the AI developed its own style of play, and learnt to 'think' – some people even say 'feel' – like a real Go player.

(**3**) c Are Fan and Lee disappointed about AlphaGo's achievements? Is our technology becoming too smart? Perhaps surprisingly, the two Go champions see it as progress. After he was beaten by AlphaGo, Fan began to play the game in a different way and he improved. He won more games against other humans. Lee, whose experience was similar, said 'I have improved already. It has given me new ideas.' In this case, human and machine are working together for the development and improvement of both.

Fast Finishers

Think of three more verbs, other than those in ex. 1, which can be made into nouns by adding *-ment* or *-er*. Write pairs of sentences – one containing the verb form, the other with a noun form ending with *-ment* or *-er*.

4E Cele lekcji: Stosowanie strony biernej w celu opisania rozwoju technologicznego.

1 A stethoscope, a voice-changing application, a microscope – what professions use these things?
2 Are educational websites often used by the teachers and students at your school? Why / Why not?

Exam guide
1 Reading
Open-ended questions

Culture guide
1 Interesting facts

M-Pesa (M stands for 'mobile' and pesa means 'money' in the Swahili language) is a mobile phone money-transfer service. It allows users to load money onto their phones and use that money to pay for things. It has been extremely successful because people without bank accounts can now deposit, withdraw and transfer money easily. It also cuts down on crime because people are carrying less cash with them.

Life Skills guide
3 Collaboration, Critical thinking

3 1 by cleaners – can be omitted, it's obvious who cleans the museum.
2 by the students – can be omitted, it's obvious who does homework.
3 The agent is likely to be necessary here to explain who did the 'helping'.
4 by a publisher – can be omitted, it's obvious that books are published by publishers.
5 Who taught him to drive is likely to be important.
6 by someone – can be omitted, the agent is unknown.



The M-Pesa programme is so successful that there are now local versions in other countries.

1 1 a mobile phone
2 to pay bills, buy things, get cash
3 Tanzania, Afghanistan, South Africa, India, Romania, Albania
4 adults who don't have a bank account

4E Grammar 2

The passive with *by* + agent

Using passive to describe technological developments

1 Read the data and the text. Then answer the questions.

Kenya data
Portion of the population who have
- a bank account: 40%
- access to clean drinking water: 63%
- a mobile phone (adults): 82%

Mobile money: better than a bank

M-Pesa was started in 2007 in Kenya by Vodafone. The technology allows users to keep electronic money in their mobile phones. This money can be used to pay bills and buy things or to get cash – all without having a bank account. And now the system is used by adults who don't have a bank account in Tanzania, Afghanistan, South Africa, India, Romania and Albania.

1 Which is used by more people in Kenya: a bank account or a mobile phone?
2 How is M-Pesa used by people without a bank account?
3 Where is the system used now?
4 Who uses the system?

Passives with *by* + agent

M-Pesa was started in 2007 in Kenya ***by Vodafone****.*
The system is used ***by adults*** *who don't have a bank account.*

More explanation in Grammar reference on p. 76.

2 Look at the sentences in the Grammar box. Answer the questions.

1 Which form are the verbs in? the passive
2 Who or what does the action (the agent) in the sentences? Vodafone, adults
3 How do we introduce the agent of a passive verb? with *by*
4 When do we include the agent in a passive sentence? when the agent is important, or is new information

More exercises in Grammar practice on p. 77. Do exercises 5–7.

3 Work in pairs. Read the sentences. Is the agent important in each sentence or not? Omit the agent when it isn't necessary.

1 The museum is cleaned every night by cleaners.
2 Homework is handed in each Friday by the students.
3 I was helped a lot by my friend Elliot.
4 The book was published by a publisher last year.
5 He was taught how to dive by his uncle.
6 His car was stolen by someone.

4 Rewrite the news headlines as full sentences in the passive.

1 Emergency services rescue British climbers in Italian Alps
2 'Robot suit' helps disabled people to walk
3 Doctor uses tablet to save man's life
4 Tablet applications develop students' programming skills
5 Farmers use MP3 players to scare birds

4 1 British climbers are rescued by emergency services in Italian Alps.
2 Disabled people are helped to walk by a 'robot suit'. (accept *were helped* too)
3 A tablet is used (by a doctor) to save a man's life.
4 Students' programming skills are developed by tablet applications.
5 MP3 players are used by farmers to scare birds. (accept *were used* too)

3h/week • Student's Book ex. 1–9 pp. 68–69 , ex. 5–7 p. 77 • If short of time, skip ex. 8 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)

6 1 The device is worn by disabled people to help them walk.
2 The emergency services were then contacted (by their friend).
3 The man's life was saved by this quick action.
4 Scary sounds were recorded on an MP3 player by some farmers in the Kasigau region.
5 Tablets are used by kids as young as seven or eight during their coding classes.
The passive changes the focus of the sentence onto the object of the active verb.

5 Match each headline (1–5) in exercise 4 with the text (a–e).

a A Japanese company has invented a 'robot suit'. 2 Disabled people wear the device to help them to walk. Strong pieces of plastic support the wearer's legs, and small motors make them move.

b Two men were caught by bad weather high in the 1 Alps near the French border with Italy. One of the men hurt his shoulder, so they had to stop climbing. They sent a text message to a friend to ask for emergency help. Their friend then contacted the Italian emergency services.

c A US man with heart problems became ill while 3 cycling. He asked a passing man for help, not knowing the man was a doctor. The doctor used his tablet to get information about the man's medical history and this quick action, saved the man's life.

d In Kenya, farmers' plants are often eaten by wild 5 animals. To frighten the animals, some farmers in the Kasigau region recorded scary sounds on an MP3 player. Electronic equipment senses when an animal is near and the MP3 player plays the sound, which makes the animals run away.

e Programming has become an essential element 4 of education for young students in Poland. Kids as young as seven or eight use tablets during their coding classes. They learn how to build a set of simple instructions which can be understood and processed by a computer. According to recent studies, this helps to develop analytical skills and logical thinking, so young coders do much better at maths, computer studies and engineering in their further education.

6 Look at the underlined sentences in exercise 5. Change the sentences into the passive voice. How does the passive change the focus of the sentence?

a The device …
b The emergency services …
c The man's life …
d Scary sounds …
e Tablets …

7 These sentences are all active. Would you change them into the passive? If so, rewrite the sentence in your notebook and include the agent if necessary.

1 Technology is important in many schools today: children use laptops in a lot of lessons.
2 My parents don't believe that all new technology is good.
3 Someone called the emergency services and they rescued the woman from the river.
4 This mobile phone is very simple. For that reason, a lot of older people buy it.
5 Some writers, especially new ones, publish their books themselves on e-readers.

8 Work in pairs. Describe the photo. Then answer the questions.

1 Do you think the kids are enjoying the lesson? Why?/Why not?
2 How does technology improve your process of learning?
3 Tell your partner about a situation when a new device made life easier or more comfortable for you and your family.

7 1 Yes: *Laptops are used in a lot of lessons.*
2 No, the focus is on parents.
3 Yes: *The emergency services were called and the woman was rescued from the river.*
4 Yes: … *it is bought by a lot of older people.*
5 No, the focus is firmly on writers rather than on their books.

Exam guide
8 Oral Matura

Life Skills guide
8 Communication, Critical thinking, Mediation, Self-development

Kids at Polish primary school learn the basics of programming using tablets and special educational applications



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

Fast Finishers

Think of four professions related to modern technology. For each of the jobs, write a sentence describing what kind of work is involved. Use the passive voice and *by*.

Technology guide

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

LearningApps.org

Matura exercises to TED Talks video

Technology guide

Alternative lesson with TED Talks video for vocational schools: IT specialist on **www.dlanauczyciela.pl**

TEDTALKS How to control someone else's arm with your brain

> "You know, when you lose your free will, and someone else becomes your agent, it does feel a bit strange."
>
> **GREG GAGE**

Life Skills guide

3 Collaboration, Mediation

AUTHENTIC LISTENING SKILLS

Understanding fast speech and reduced forms

Reduced forms

When some words combine with to, some sounds are lost in speech:
going to → *gonna*
want to → *wanna*
have to → *hafta*

1 Listen to parts of the TED Talk where Greg Gage talks fast. 34

1 I want to do some demonstrations. You guys want to see some?

2 So now I'm going to move away and we're going to plug it in to our human-to-human interface over here.

3 So now I'm going to hook you up over here so that you get the … It's going to feel a little bit weird at first.

2 Read the extract. Identify the expressions with *to* that you think will be reduced. Listen and check your answers. 35

So I just need to hook you up. All right. So I'm going to find your ulnar nerve, which is probably right around here. You don't know what you're signing up for when you come up. So now I'm going to move away, and we're going to plug it in to our human-to-human interface over here.

I'm going to → I'm gonna
I'm going to → I'm gonna
we're going to → we're gonna

BEFORE YOU LISTEN

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

brain properties	access	entire	affordable	
DIY equipemnt	stick out	back and forth		
free will	hook up	plug in	hit	go ahead

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

neuroscience	neurological disorder	neurons		
discharge	spinal cord	muscles	electrodes	signals

5 Listen to part 1 of the talk. Choose the correct words to complete each sentence. TED 4.1 p. 404

1 Neuroscience *is* / *isn't* usually taught in schools.

2 *Twenty* / *Fifty* percent of people have a neurological disorder at some time in their life.

3 You have 80 billion *neurons* / *electrical messages* in your brain.

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. Are the sentences true (T) or false (F)? TED 4.2 p. 404

1 There are three volunteers in the experiment. F
2 The computer will control the man's movements. F
3 The signals from the woman's brain are going to make man's arm move. T

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 4.3

complex volunteer try it out squeeze weird

8 Complete the sentences with your own words. Then discuss with a partner.

1 A while ago I decided to *try out* ...
2 My teacher sometimes asks for a *volunteer* to ...
3 Something very *weird* happened to me recently. It was ...
4 A subject I find really *complex* is ...

AFTER YOU LISTEN

CRITICAL THINKING Analyse how a message is delivered

Speakers can deliver a message in many ways. These include: providing background information or facts, demonstrating an idea or technology and comparing an idea or technology to another one.

9 Greg thinks everyone should be able to use neuroscience technology. How does he deliver this message? Choose the correct answer.

a He explains that a lot of schools have bought his equipment and that students enjoy using it.
b He gives detailed facts about how a computer is able to show information about the brain.
c He says that his equipment is inexpensive and easy to use.

10 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

1 How could technology be used for good? Think of three ways.
2 Could it also be used for reasons that aren't good?
3 Is it important for new developments in communication technology to be available to everybody? Why?

Exam guide
6 Listening
True/false

Life Skills guide
9 Critical thinking

Life Skills guide
8 Communication, Mediation

Life Skills guide
10 Creativity, Critical thinking, Mediation

4F Cele lekcji: Rozmawianie o wadach i zaletach.

1 Would distance learning (education over the internet) be more convenient for you than conventional lessons? Why / Why not?
2 What are the main problems which self-driving car designers have to overcome?

4F Speaking

2 **Pros:** safer than traditional cars because drivers can make mistakes; they can fall asleep.
Cons: The computer could make a mistake; the car could take you to the wrong place.

Talking about advantages and disadvantages

1 Companies are making cars that can drive themselves. Would you want to ride in one of the cars? Why?/Why not?

2 Listen to the conversation. What pros and cons of self-driving cars are mentioned? 36 p. 387

3 What other pros and cons of self-driving cars can you think of?

4 Listen again and check the expressions in the Useful language box that you hear. Then, in small groups, take turns to talk about the pros and cons of the things below. 36 p. 387

- text messaging
- social media
- artificial intelligence
- smartphones

5 Work in pairs.

You have a chance to work in a team which is developing one of the new tech gadgets:

- lawn-mowing robot p. 62
- game-playing device p. 67
- self-driving car p. 72

Which one would you choose and why? Give reasons for rejecting the other two options. Then answer the questions.

Student A
- Does communication technology improve communication or make people communicate less?
- Does self-driving car technology make the world safer or more dangerous?

Student B
- Is technology good or bad for the environment?
- Is Artificial Intelligence safe or dangerous for humans?

Useful language

Looking at two sides of an argument
On the one hand . . . , (but) on the other hand . . .

Talking about pros
One good thing about (self-driving cars) is that . . .
(Self-driving cars) are good because . . .

Talking about cons
One bad thing about (self-driving cars) is that . . .
(Self-driving cars) can be a problem if / because . . .

Culture guide

Interesting facts

Self-driving cars are no longer confined to the pages of science fiction, but are almost with us. As of May 2019, they were not allowed on roads without a driver, but that is likely to change. The cars navigate using a number of different technologies, e.g. radar, computer vision, GPS. Self-driving cars can be completely autonomous, or the driver can choose to intervene at a number of different levels. There are thought to be a number of benefits of self-driving cars, including freeing the driver up from the boredom of motorway driving, but the greatest benefit is believed to be safety, given that about 90% of car crashes are caused by human error.



Car makers say self-driving cars are safer than traditional cars.

Life Skills guide

3 Creativity, Critical thinking, Mediation

Life Skills guide

4 Creativity, Critical thinking, Mediation

Life Skills guide

5 Creativity, Critical thinking, Mediation, Self-development

3h/week • Student's Book ex. 1–5 p. 72

5h/week • Workbook ex. 1–4 p. 63

7h/week • Extra online resources

4G Writing

A formal letter of suggestion

Writing a formal letter

1 Read the letter to the director of a leisure centre below. Answer the questions.

Dear Ms Smith,

I am writing about the new regulations which you have introduced at the leisure centre. I am especially concerned about the 'no-phones' rule in the café area and I would like to address this issue here.

Even if I fully agree that loud telephone conversations are annoying, I do not think that quietly sending and receiving texts or checking an app is a problem, especially if a phone is put on silent mode. Also, it is true that using a phone while ordering or paying for food is rude to the staff; however, when people are sitting alone at a table, texting does not bother anyone.

Can I suggest that you replace the questionable rule with a kind of 'technology etiquette'? For example, you might ask visitors:

- to think about the people around them,
- always to keep their phones on silent mode while in the café,
- not to use their phones when they are at the food counter,
- not to talk on the phone in the café area,
- never to take selfies!

These rules would stop the annoying behaviour but at the same time would make it possible for people to use their phones without bothering anyone.

Thank you for considering my suggestion. I believe it will easily be accepted by visitors to your leisure centre if you decide to introduce it instead of the 'no-phones' rule.

Yours sincerely,

Amelia Johnson

1 What rule is the writer of the letter unhappy about?
2 In what ways does the writer agree with the rule?
3 In what ways does the writer disagree with the rule?
4 What does the writer think should happen?

2 Read the rules. What are the pros and cons of each rule?

1 Students must not bring electronic devices to school. (Rule made by School Principal Sonja Sanchez)
2 No music is allowed on the beach or in the park. (Rule made by Mayor Rudy Patak)
3 Headphones cannot be worn in the leisure centre. (Rule made by Director Julia Smith)

3 WRITING TIPS Writing politely

a Look at the letter in exercise 1 and find the following.

1 a polite introduction / reason for writing
2 two ways of disagreeing politely
3 a polite suggestion
4 a polite ending

b Find the expressions in the Useful language box that are also in the letter.

c Work in pairs. Think of two possible suggestions for changing each of the rules in exercise 2. Write the suggestions, using the expressions in the Useful language box, and write a polite introduction for a letter about each rule.

It might be possible to allow the devices at school, but we have to switch them off during lessons.

4 Choose one of the rules in exercise 2 and write a formal letter in which you express your disapproval of the rule and make some suggestions how to improve the regulation. Use the suggestions in exercise 3 and the language from the Useful language box. Follow the structure of the model in exercise 1. Make sure you do the following:

- say why you're writing,
- explain the difference of opinion,
- make two suggestions,
- support your arguments.

Write between 200 and 250 words.

More about a formal letter in Writing guide on p. 153.

5 Exchange letters with a partner. Check each other's work. Does it use the language and follow the model correctly? Is it polite enough?

Useful language

Explaining differences in opinion

Even if I agree that …, I think / don't think …
While I understand that … , I believe …
It is true that …; however, …
I can see that …, but …

Making a suggestion

Can I suggest that …
It might be possible to …

Supporting your argument

(These rules) would stop …, but would allow …

1 What are some of the things at your school that you think could be improved?
2 Have you ever complained in a shop or restaurant? What was the reason?

Exam guide
1 Reading
Open-ended questions

Life Skills guide
3 Collaboration, Creativity, Critical thinking, Mediation

3 **1** I am writing about the new regulations …
2 Even if I fully agree that …, I do not think that … Also, it is true that …; however …
3 Can I suggest that …?
4 Yours sincerely,

Exam guide
4 Writing
A formal letter

Life Skills guide
4 Creativity, Mediation, Practical skills

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

Life Skills guide
2 Creativity, Critical thinking, Mediation

3h/week • Student's Book ex. 1–5 p. 73
5h/week • Workbook ex. 1–4 p. 64
7h/week • Extra online resources

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 The ... of the computer industry has changed our way of life. development — DEVELOP
2 ... have not found a cure for some diseases yet. scientists — SCIENCE
3 What kind of camera do you prefer: ... or analog? digital — DIGIT
4 What skills must one have to become a successful ... ? researcher — RESEARCH
5 Many people believe that the wheel is the most important ... of all time. invention — INVENT

Parafrazy zdań

Exam guide
4 English in Use
Translations

Life Skills guide
4 Mediation

2 Uzupełnij drugie zdanie tak, żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów.

1 Mrs Huston teaches English in our school.
English ... in our school by Mrs Huston.
2 They make shoes in this company.
Shoes ... in this company.
3 When did the Wilsons sell the house?
When ... by the Wilsons?
4 A computer beat a human at chess.
A human ... at chess by a computer.
5 The receptionist gave us a map of the town.
We ... a map of the town by the receptionist.

Exam guide
5 English in Use
Word formation

Exam guide
2 English in Use
Transformations

2 1 is taught
2 are made
3 was the house sold
4 was beaten
5 were given

Uzupełnianie luk

Exam guide
3 English in Use
Gap-filling

Exam guide
6 English in Use
Multiple choice

3 Uzupełnij luki w zdaniach wyrazem, który najlepiej pasuje.

1 No one knows ... sure if there is life on other planets. for
2 Mobile phones are becoming cheaper and cheaper. For that ..., lots of people can afford them. reason
3 I'd like to know when St. Paul's Cathedral in London ... designed. was
4 People used ... send smoke messages 10,000 years ago. to
5 While we were trying to reach the mountain peak, we were caught halfway ... a terrible snow storm. by

4 1 Turn/Switch off the computer / Turn/Switch the computer off
2 can be used
3 were taken
4 was invited
5 is similar to

Tłumaczenie fragmentów zdań

4 Przetłumacz podane w nawiasach fragmenty zdań na język angielski.

1 (*Wyłącz komputer*) ... when you're not using it.
2 A smartphone (*może być używany*) ... anytime and anywhere.
3 The first photographs (*zostały wykonane*) ... around 1800.
4 Last week Jerry (*został zaproszony*) ... to test a new type of bicycle.
5 My brother's smartphone (*jest podobny do*) ... mine.

5 Uzupełnij każdą lukę wyrazami z ramki przekształconymi w taki sposób, aby powstało spójne i logiczne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.
Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

go invent safe happen discover careful know

1 Do you think that with all that modern technology the world is now a ... place for us to live in than it used to be? safer
2 Don't worry if something ... wrong with this experiment. We have a lot of time to repeat it. goes
3 After many years Professor Brown spent trying ... a machine that never stops working, he gave up. to invent
4 I tried to explain to him how the machine worked, not ... he had built it himself. knowing
5 Think ... about the consequences of your action before you make the final decision. carefully

Uzupełnianie zdań

6 Wybierz odpowiedź, która poprawnie uzupełnia zdania.

1 Some elderly people say that progress ... technology is too fast for them.
a on **b** at **c** in
2 The first mobile phones ... to be a great success.
a switched off **b** turned out **c** worked out
3 You should ... attention to what I'm saying and do your best.
a pay **b** take **c** bring
4 Some people think that the progress in technology is ... fast.
a such **b** too **c** enough
5 Sometimes radio signals with certain ... are received from outer space. They may be messages from aliens.
a kinds **b** types **c** patterns

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 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.

An Important Invention

1 c

Percy Lebaron Spencer was an engineer who worked for a company developing microwave radar transmitters. One day, while he was in his lab, the chocolate that was in his pocket melted and he realised that the microwaves from the radar set he was working on were responsible for it.

2 f

He was excited by what he had discovered and decided to test other food products. He started with popcorn and then went on to make an egg explode after he put it next to the radar set. He concluded that the food cooked because of the microwave energy.

3 e

Next, Spencer constructed what would later be known as the first microwave. It was made of metal, which keeps the microwaves from passing through it. After numerous tests, Spencer figured out that the microwaves could be concentrated to heat food, and in fact they did it much faster than any other means that had been previously used.

4 b

The patent was filed in 1945. However, it took a few years for people to accept this new technological device because they were cautious of it. As the technology improved, microwave ovens started to be used more often and they proved most useful in restaurants. Other industries followed the food industry and began to use microwaves for multiple purposes, from textile to tobacco production.

a DANGEROUS EFFECTS
b A WIDE APPLICATION
c AN UNEXPECTED DISCOVERY
d A FEW IMPROVEMENTS
e CREATING A NEW DEVICE
f CARRYING OUT EXPERIMENTS

SPEAKING

8 Opisz zdjęcie.



1 Do you think the children can communicate well? Why?/Why not?
2 What technological device couldn't you live without? Why?
3 Tell me about the problem you once had using a modern technological device?

WRITING

9 W twojej szkole podczas wakacji unowocześniono pracownię języka angielskiego. Napisz list do przyjaciela, którego poznałeś/poznałaś na kursie językowym w Londynie.

- Napisz, dlaczego postanowiono unowocześnić pracownię.
- Opisz nowy sprzęt, w jaki wyposażono pracownię.
- Poinformuj, w jaki sposób wykorzystujecie nowoczesny sprzęt.
- Wyjaśnij, jakie inne zmiany w pracowni chcielibyście wprowadzić.

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

Hi Jack,
Guess what? Last week we came back to school after summer holidays and found our language classroom renovated and modernised.
…
Take care,
XYZ

Exam guide
7 Reading
Matching headings

Exam guide
8 Oral Matura

Life Skills guide
8 Communication, Critical thinking, Mediation

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 The passive

Strony biernej używamy, gdy interesuje nas bardziej sama czynność niż fakt, kto ją wykonuje. Osoba, która wykonuje czynność, jest oczywista, nieistotna lub nieznana.

Strona czynna: *Scientists develop* ***new technology*** *every day.*

Strona bierna: ***New technology*** *is developed every day.*

Przy zmianie zdań ze strony czynnej na bierną dopełnienie ze zdania w stronie czynnej staje się podmiotem w zdaniu w stronie biernej.

Zdania w stronie biernej w poszczególnych czasach gramatycznych tworzymy za pomocą odpowiedniej formy czasownika *to be* oraz imiesłowu przymiotnikowego biernego (*past participle*).

Present simple passive

Stronę bierną w czasie *present simple* tworzymy za pomocą odpowiedniej formy czasownika *to be* (*am/is/are*) oraz imiesłowu przymiotnikowego biernego czasownika głównego.

Strony biernej w czasie *present simple* używamy do opisywania:

- faktów:

  A lot of electronic devices ***are made*** *in China.*
- regularnych czynności:

  Diving classes ***are held*** *every Saturday.*
- etapów procesu:

  The devices ***are designed*** *in California. After that they* ***are built*** *in China and then they* ***are shipped*** *all over the world.*

Zdania twierdzące i przeczące		
The equipment	***is/isn't***	***made*** *in China.*
Smoke signals	***are/aren't***	***used*** *today.*

Pytania		
Is	*the equipment*	***made*** *in China?*
Are	*smoke signals*	***used*** *today?*

Past simple passive

Stronę bierną w czasie *past simple* tworzymy za pomocą odpowiedniej formy czasownika *to be* (*was/were*) oraz imiesłowu przymiotnikowego biernego czasownika głównego.

Strony biernej w czasie *past simple* używamy do opisywania:

- faktów historycznych:

  The pyramids ***were built*** *5,000 years ago.*
- wydarzeń w przeszłości:

  After the battle, the town ***was left*** *empty.*

Zdania twierdzące i przeczące		
The area	***was/wasn't***	*explored last year.*
The caves	***were/weren't***	*discovered in Africa.*

Pytania ogólne		
Was	*the area*	*explored last year?*
Were	*the caves*	*discovered in Africa?*

Pytania szczegółowe			
When	***was***	*the area*	*explored?*
Where	***were***	*the caves*	*discovered?*

Pytania o podmiot i pytania szczegółowe				
Who	*was*	x	*painted*	*by Picasso?*
Who	*was*	*this picture*	*painted*	*by?*

Strona bierna z czasownikami modalnymi

Stronę bierną z czasownikami modalnymi tworzymy za pomocą czasownika modalnego, bezokolicznika *be* oraz imiesłowu przymiotnikowego biernego czasownika głównego.

This process ***must be repeated****.*

Could *those bags* ***be used*** *again?*

Ćwiczenia 1–4

GRAMMAR 2 The passive with *by* + agent

W zdaniach w stronie biernej możemy wskazać, kto wykonuje lub wykonał daną czynność. Używamy wtedy słówka *by*.

New technology ***is developed by scientists*** *around the world every day.*

Nie używamy jednak słówka *by*, gdy wykonawca czynności jest:

- oczywisty:

  The first Apple iPhone was sold in 2007 (by Apple).
- nieistotny:

  Steve Jobs was liked and respected (by everyone in the company).
- nieznany:

  My smartphone was stolen. (I don't know who stole it.)

Ćwiczenia 5–7

Grammar practice

1 Choose the correct option (passive or active) to complete each sentence.

1 Technology *is used* / *used* for exploring the world.
2 Explorers *were made* / *made* the first map of the area last year.
3 I *was given* / *gave* this book last year.
4 *Were you used* / *Did you use* a computer at school?
5 The cave *was discovered* / *discovered* in 2007.
6 He *was found* / *found* an ancient city in the desert.

2 Complete the text using the correct form of the verbs in brackets.

Genghis Khan (1162–1227) was the most powerful leader in the history of the world, but no one knows exactly where he (1) ... (*bury*) when he died. The facts of his death (2) ... (*not know*) today either. But explorer Albert Yu-Min Lin (3) ... (*hope*) to find out more. In the past, people looking for ancient sites (4) ... (*explore*) on foot and often dug a lot of holes. But now, small flying machines with cameras called drones (5) ... (*use*) to take pictures from high in the air. These images (6) ... (*study*) for signs of ancient buildings. If Lin's team notices something, they (7) ... (*not start*) digging immediately. A new technology that can look through stone and earth (8) ... (*use*) to 'see' what's underground without digging.

3 Translate the words in brackets into English.

Using technology to explore the world

Every day, new places **(1)** (*są badane*) ... thanks to some amazing technology. Cave diver Alberto Nava wears a device which **(2)** (*jest zwane*) ... a 'rebreather'. When the diver breathes out, the rebreather cleans the air before it **(3)** (*jest wdychane*) ... in again. Rebreathers **(4)** (*są używane*) ... when divers want to stay under water for long periods of time and when they want to be very quiet. A rebreather **(5)** (*nie wytwarza*) ... any bubbles.

4 Write questions in the passive in your notebook.

Present simple:

1 How / the air / switch on
How is the air switched on?
2 Where / the equipment / store Where is the equipment stored?
3 What / this machine / use for What is this machine used for?

Past simple:

4 How many / maps / make How many maps were made?
5 When / this photo / take When was this photo taken?
6 Which / cave / explore Which cave was explored?

5 Rewrite the paragraph. Put the verbs in bold in the passive and use *by* to show the agent.

Mobile health

In 2011, the Chinese government **started** the Wireless Heart Health project to help rural patients with heart problems. A small wire **connects** patients to a smartphone with equipment that records information about their heart. Then a doctor **checks** the information from the phone, so any advice or a change of medicine can be given if necessary.

5 In 2011, the Wireless Heart Health project **was started by** the Chinese government to help rural patients with heart problems. Patients **are connected by** a small wire to a smartphone with equipment that records information about their heart. Then the information from the phone **is checked by** a doctor, so any advice or a change of medicine can be given if necessary.

6 Complete the text with the correct form (active or passive) of the verbs in the box.

have	hit	make	need	use

3D printing used by doctors to make tools and medical equipment

When Haiti **(1)** ... by a huge earthquake in 2010, the people **(2)** ... medical equipment right away. However, sending things to Haiti is slow and **(3)** ... almost impossible by the earthquake. Dara Dotz, who was working to help the people of Haiti, **(4)** ... an idea. A 3D printer could **(5)** ... by doctors in Haiti to make some of the necessary tools and equipment.

7 Write complete passive sentences in your notebook. Add *by* if necessary.

1 Paper / make / wood.
Paper is made from wood.
2 It / first / make / second century / the Chinese.
3 Some parts / the wood / remove.
4 Material / then / wash and dry.
5 Water / take out of it / large machine.
6 Paper / cut into sheets / for printing.
7 It / make / into books, newspapers, etc.
8 Paper products / sell / newsagents and other shopkeepers.

2 1 was buried
2 are not known
3 hopes
4 explored / were exploring / had been exploring
5 are used
6 are studied
7 do not start
8 is used

6 1 was hit
2 needed
3 was made
4 had
5 be used

Exam guide
3 English in Use Translations

Life Skills guide
3 Mediation

3 1 are explored
2 is called
3 is breathed
4 are used
5 doesn't make

7 2 It was first made in the second century by the Chinese.
3 Some parts of the wood are removed.
4 The material is then washed and dried.
5 The water is taken out of it by a large machine.
6 The paper is cut into sheets for printing.
7 It is made into books, newspapers, etc.
8 Paper products are sold by newsagents and other shopkeepers.

Wordlist Unit 4 37

VOCABULARY p. 63

branch (n) /brɑːntʃ/ gałąź
chimp (n) /tʃɪmp/ szympans
development (n) /dɪ'veləpmənt/ produkt; rozwój
digital (adj) /'dɪdʒɪtl/ cyfrowy
drawback (n) /'drɔːbæk/ wada, minus
equipment (n) /ɪ'kwɪpmənt/ wyposażenie, sprzęt
eraser (n) /ɪ'reɪzə/ gumka do ścierania
go wrong (phr) /ˌgəʊ 'rɒŋ/ popsuć się
invention (n) /ɪn'venʃn/ wynalazek
picture (v) /'pɪktʃə/ wyobrażać sobie
popularity (n) /ˌpɒpjʊ'lærəti/ popularność
progress (n) /'prəʊgres/ postęp
rely on (phr v) /rɪ'laɪ 'ɒn/ polegać na
switch on/off (phr v) /ˌswɪtʃ 'ɒn/'ɒf/ włączać/wyłączać
technology (n) /tek'nɒlədʒi/ technologia
tool (n) /tuːl/ narzędzie

LISTENING p. 64

account (n) /ə'kaʊnt/ konto
addicted to (adj) /ə'dɪktɪd tʊ/ uzależniony od
bully (v) /'bʊli/ znęcać się, prześladować
cell phone (n) /'sel fəʊn/ telefon komórkowy (AmE)
invent (v) /ɪn'vent/ wynaleźć
launch (v) /lɔːntʃ/ wprowadzać na rynek
mail service (n) /'meɪl ˌsɜːvɪs/ usługi pocztowe
nasty (adj) /'nɑːsti/ niegrzeczny, wstrętny
outrageous (adj) /aʊt'reɪdʒəs/ oburzający, przerażający
post (v) /pəʊst/ umieszczać, publikować
printer (n) /'prɪntə/ drukarka
rider (n) /'raɪdə/ jeździec
share (v) /ʃeə/ dzielić się
site (n) /saɪt/ strona
socialise (v) /'səʊʃəlaɪz/ udzielać się towarzysko
stream (v) /striːm/ transmitować na żywo lub na życzenie
wire (n) /'waɪə/ drut

GRAMMAR 1 p. 65

alarm clock (n) /ə'lɑːm ˌklɒk/ budzik
built-in (adj) /ˌbɪlt'ɪn/ wbudowany
combine (v) /kəm'baɪn/ łączyć
hand-held (adj) /ˌhænd'held/ ręczny, podręczny
operating (adj) /'ɒpəreɪtɪŋ/ operacyjny
passive (adj) /'pæsɪv/ bierny
pattern (n) /'pætn/ wzór
sale (n) /seɪl/ sprzedaż
screen (n) /skriːn/ ekran
standalone (adj) /'stændəˌləʊn/ samodzielny, niezależny
suffer from (v) /'sʌfə frəm/ cierpieć na coś
sweep away (phr v) /ˌswiːp ə'weɪ/ usuwać; likwidować
thermometer (n) /θə'mɒmɪtə/ termometr
update (v) /ʌp'deɪt/ aktualizować, uaktualniać

READING pp. 66–67

achievement (n) /ə'tʃiːvmənt/ osiągnięcie
artificial (adj) /ˌɑːtɪ'fɪʃl/ sztuczny
based on (adj) /'beɪst ɒn/ oparty na
beat (v) /biːt/ pokonywać, wygrywać
board game (n) /'bɔːd ˌgeɪm/ gra planszowa
champion (n) /'tʃæmpiən/ mistrz/mistrzyni
chunk (n) /tʃʌŋk/ grupa słów; kawałek
conclude (v) /kən'kluːd/ wyciągać wnioski
defeat (v) /dɪ'fiːt/ pokonać
entertain (v) /ˌentə'teɪn/ bawić, dostarczać rozrywki
follow the rules (phr) /ˌfɒləʊ ðə 'ruːlz/ działać zgodnie z zasadami
heading (n) /'hedɪŋ/ nagłówek
move (n) /muːv/ ruch
predict (v) /prɪ'dɪkt/ przewidywać
regret (v) /rɪ'gret/ żałować
suitable (adj) /'suːtəbl/ odpowiedni
surprisingly (adv) /sə'praɪzɪŋli/ zadziwiająco
within (prep) /wɪð'ɪn/ w ciągu

GRAMMAR 2 pp. 68–69

access (n) /'ækses/ dostęp
allow (v) /ə'laʊ/ pozwalać
analytical (adj) /ˌænə'lɪtɪkl/ analityczny
bank account (n) /'bæŋk əˌkaʊnt/ rachunek bankowy
bill (n) /bɪl/ rachunek
cash (n) /kæʃ/ gotówka
coding class (n) /'kəʊdɪŋ ˌklɑːs/ lekcja programowania
disabled people (n) /dɪs'eɪbəld 'piːpəl/ osoby niepełnosprawne
dive (v) /daɪv/ nurkować
do better (phr) /ˌduː 'betə/ lepiej sobie radzić
e-reader (n) /'iːˌriːdə/ e-czytnik
hand in (phr v) /ˌhænd 'ɪn/ wręczać, oddawać (pracę)
introduce (v) /ˌɪntrə'djuːs/ wprowadzać
mobile (adj) /'məʊbaɪl/ mobilny, przenośny
omit (v) /ə'mɪt/ pomijać
rescue (v) /'reskjuː/ ratować
run away (phr v) /ˌrʌn ə'weɪ/ uciekać
scare (v) /skeə/ przestraszyć
scary (adj) /'skeəri/ straszny
sense (v) /sens/ wyczuwać

TED TALK pp. 70–71

affordable (adj) /ə'fɔːdəbl/ w przystępnej cenie
complex (adj) /'kɒmpleks/ złożony
dedicate (v) /'dedɪkeɪt/ poświęcać
discharge (n) /dɪs'tʃɑːdʒ/ wyładowanie, wydzielanie się
disorder (n) /dɪs'ɔːdə/ zaburzenie
hook up (phr v) /ˌhʊk 'ʌp/ podłączyć coś
inject (v) /ɪn'dʒekt/ wstrzykiwać
innervate (v) /ɪ'nɜːveɪt/ unerwiać
interface (n) /'ɪntəfeɪs/ interfejs, złącze
neuroscience (n) /ˌnjʊərəʊ'saɪəns/ nauka o mózgu
plug in (phr v) /ˌplʌg 'ɪn/ podłączać (wtyczkę)
property (n) /'prɒpəti/ cecha, właściwość
roll up one's sleeves (phr) /ˌrəʊl 'ʌp wʌns sliːvz/ podwijać rękawy
spinal cord (n) /'spaɪnl ˌkɔːd/ rdzeń kręgowy
squeeze (v) /'skwiːz/ ściskać
stick out (phr v) /ˌstɪk 'aʊt/ wystawać
try out (phr v) /ˌtraɪ 'aʊt/ wypróbować
ulnar nerve (n) /ˌʌlnə 'nɜːv/ nerw łokciowy
volunteer (n) /ˌvɒlən'tɪə/ ochotnik/ ochotniczka
weird (adj) /wɪəd/ dziwny
will (n) /wɪl/ wola

SPEAKING p. 72

accidentally (adv) /ˌæksɪ'dentli/ przypadkiem
guess (v) /ges/ sądzić; domyślać się
mow the lawn (phr) /ˌməʊ ðə 'lɔːn/ kosić trawnik
pros and cons (n) /'prəʊz ənd 'kɒnz/ zalety i wady
self-driving (adj) /ˌself'draɪvɪŋ/ samobieżny, samojezdny

WRITING p. 73

address (v) /ə'dres/ adresować; zajmować się
bother (v) /'bɒðə/ kłopotać, przeszkadzać
counter (n) /'kaʊntə/ lada
disapproval (n) /ˌdɪsə'pruːvl/ dezaprobata
etiquette (n) /'etɪket/ etykieta
leisure centre (n) /'leʒə ˌsentə/ centrum rekreacyjne
mayor (n) /meə/ burmistrz/burmistrzyni
principal (n) /'prɪnsəpl/ dyrektor/dyrektorka
questionable (adj) /'kwestʃənəbl/ wątpliwy, niepewny, sporny
rule (n) /ruːl/ zasada
silent mode (n) /'saɪlənt ˌməʊd/ tryb wyciszenia

SKILLS REVIEW pp. 74–75

alien (n) /'eɪliən/ obcy
analog (adj) /'ænəlɒg/ analogowy
can afford (v) /ˌkæn ə'fɔːd/ pozwalać sobie na coś (mieć pieniądze)
cautious (adj) /'kɔːʃəs/ ostrożny
figure out (phr v) /ˌfɪgər 'aʊt/ zrozumieć; wymyślić coś
halfway (adj, adv)/ˌhɑːf'weɪ/ w połowie, w pół drogi
melt (v) /melt/ topnieć
microwave oven (n) /ˌmaɪkrəweɪv 'ʌvən/ kuchenka mikrofalowa
outer space (n) /ˌaʊtə 'speɪs/ przestrzeń kosmiczna
pop (v) /pɒp/ wystrzelić
purpose (n) /'pɜːpəs/ cel
transmitter (n) /trænz'mɪtə/ przekaźnik

(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

1 1 were rescued/saved
2 is combined
3 pros and cons / advantages and disadvantages
4 So many rules
5 can be updated

LEXICAL EXERCISES

1 Translate the Polish fragments of the sentences into English.

1 Those researchers (*zostali uratowani*) ... by the emergency services.
2 The lecture (*jest łączony*) ... with a video presentation.
3 Each issue has (*zalety i wady*) ... .
4 (*Tak wiele zasad*) ... have been introduced by the new principal!
5 Data on your computer (*mogą być uaktualniane*) ... every hour.

2 Complete the sentences with the correct form of the words in capitals.

1 When you ... regularly, you feel more relaxed. socialise SOCIAL
2 They have to repair the ... system of this app. operating OPERATE
3 I wonder why this board game is gaining ... among teenagers. popularity POPULAR
4 We must find a ... program to publish their stories. suitable SUIT
5 Their rude neighbour was ... nice to her guests. surprisingly SURPRISE

3 Complete each sentence with the word that best fits the gap.

1 Did you know that a mobile phone is also called a ... phone in the U.S.? cell
2 People don't like it when ... clocks wake them up in the morning. alarm
3 A lot of scientists suffer ... working too much. from
4 Escape and run ... mean the same thing. away
5 When students do ... at school, they improve their marks. better/well

4 Translate the Polish fragments of the sentences into English.

1 There were (*co najmniej dwa nowe wzory*) ... on that print.
2 Is (*sztuczna inteligencja*) ... used for analytical research?
3 That scientist (*przypadkiem pozwolił*) ... those bacteria to develop.
4 The drawbacks of this experiment (*były przewidziane*) ... by its creator.
5 New telecommunications technology develops (*zadziwiająco szybko*) ... nowadays.

4 1 at least two new patterns
2 Artificial Intelligence
3 accidentally allowed
4 were predicted/foreseen
5 surprisingly fast

5 Choose the correct option to complete each sentence.

1 You can pay the bill by card if you don't have ... .
a cash
b account
c access

2 That app was ... on a famous novel.
a followed
b based
c bothered

3 Engineers ... that this device wasn't invented earlier.
a predict
b conclude
c regret

4 When that new technology was ... , everybody was amazed.
a introduced
b addicted
c melted

5 Scientists need ... data to carry on the tests.
a artificial
b particular
c scary

6 Complete each sentence with the word that best fits the gap.

1 She wanted to open up a bank ... but forgot some documents. account
2 If you play a board ... , all of you will have a good time. game
3 You cannot hear your mobile when it is left on ... mode. silent
4 That researcher suddenly figured ... what he had discovered. out
5 Remember to ... off your computer when you finish work. turn/switch

Exam guide
1 English in Use
Translations

Life Skills guide
1 Mediation

Exam guide
5 English in Use
Multiple choice

Exam guide
2 English in Use
Word formation

Exam guide
3 English in Use
Gap-filling

Exam guide
6 English in Use
Gap-filling

Exam guide
4 English in Use
Translations

Life Skills guide
4 Mediation

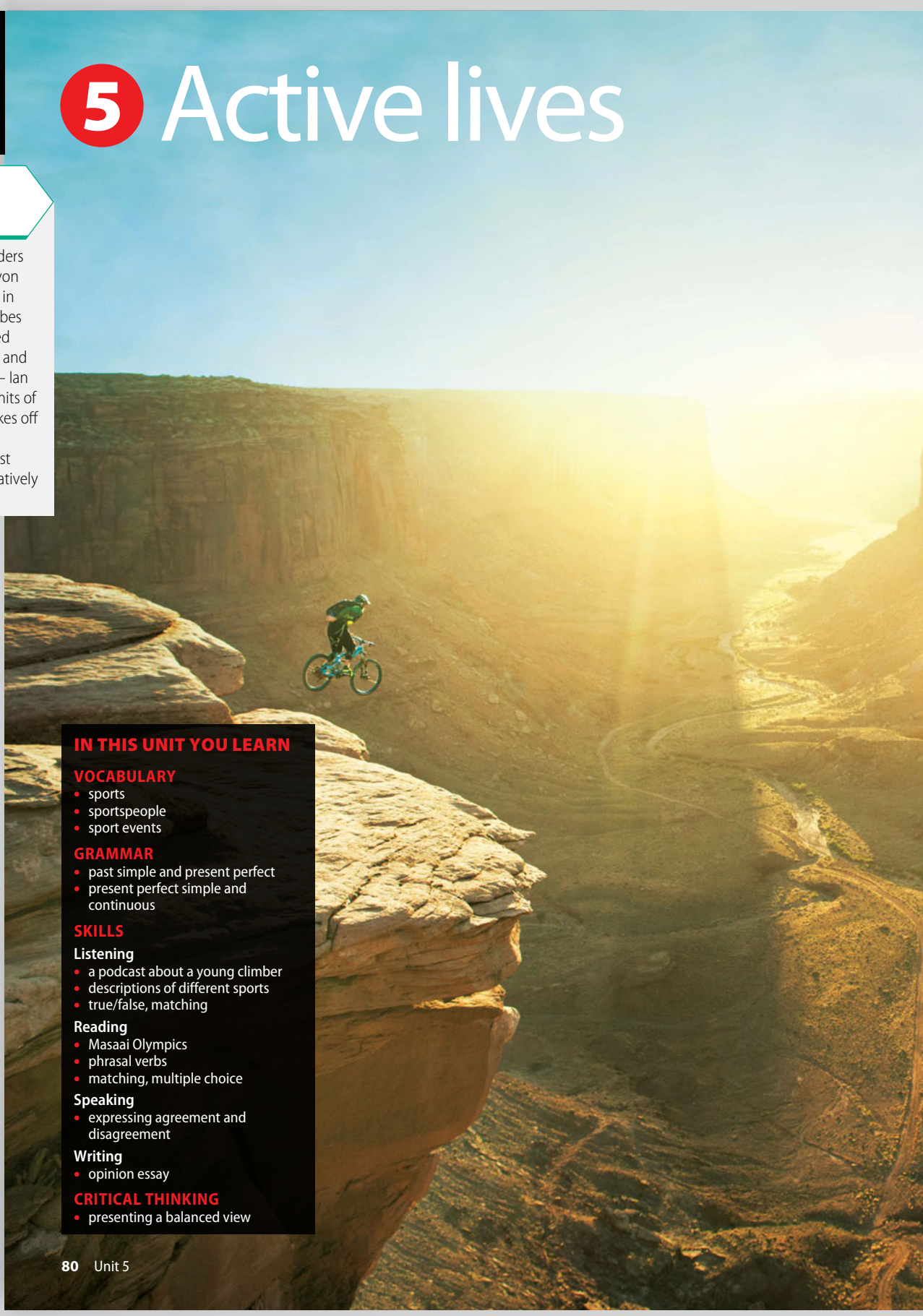
1 Which sports are regularly broadcast on Polish TV?
2 Which sports do not interest you? Why?

5 Active lives

Culture guide

Interesting facts

The photo shows Ian Flanders bike base jumping in Canyon Lands National Park, Utah, in 2014. Base jumping describes parachute jumps from fixed points such as skyscrapers and mountains. A few people – Ian was the first – push the limits of base jumping by riding bikes off mountains.
Ian died in Turkey in August 2015, aged 28, doing a relatively simple base jump.



IN THIS UNIT YOU LEARN

VOCABULARY
- sports
- sportspeople
- sport events

GRAMMAR
- past simple and present perfect
- present perfect simple and continuous

SKILLS

Listening
- a podcast about a young climber
- descriptions of different sports
- true/false, matching

Reading
- Masaai Olympics
- phrasal verbs
- matching, multiple choice

Speaking
- expressing agreement and disagreement

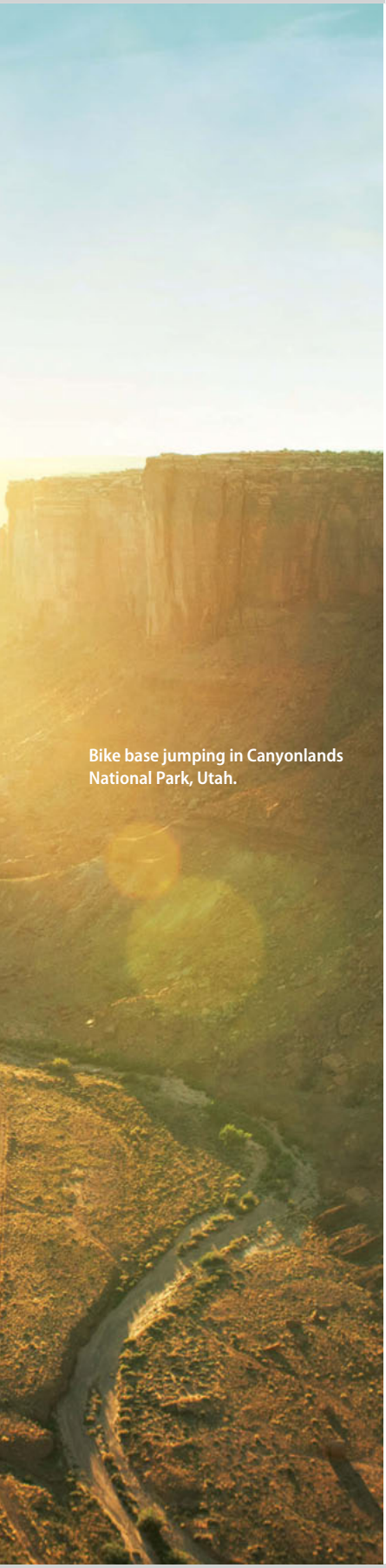
Writing
- opinion essay

CRITICAL THINKING
- presenting a balanced view

3h/week • Student's Book ex. 1–6 p. 81 • If short of time, skip ex. 3.

5h/week • Workbook ex. 1–11 pp. 68–69 • If short of time, skip ex. 9–10.

7h/week • Photocopiable vocabulary games and activities, TB pp. 339, 343 (5.3) • Extra online resources



Bike base jumping in Canyonlands National Park, Utah.

5A Vocabulary

Sports

Talking about sport

1 Work in pairs. Describe the photo. Then answer the questions.

1 How do you think the biker is feeling right now? Why do you think so?
2 Would you like to try bike base jumping? Why?/Why not?
3 Tell your partner about a time when you or someone you know tried a dangerous or extreme activity.

2 Put the words into the correct category. Use a dictionary if necessary. How many more words can you add to each category?

bat	bounce	~~climbing~~	coach	court	diving	helmet
kick	net	opponent	pass	pitch	referee	rink
rope	sailing	spectator	the 100-metre sprint		throw	track

Sports	People	Places	Equipment	Actions
climbing	…	…	…	…

3 Write five sentences about sports using the words in exercise 2.

In tennis, you have to hit the ball to your opponent's side of the court.

4 Match the verbs with the words and phrases they collocate with.

achieve	beat	do	encourage	go
play	represent	score	train	win

1 a prize / a trophy / the gold medal win
2 climbing / sailing / cycling go
3 golf / tennis / an important role play
4 gymnastics / yoga / your best do
5 people to work as a team / children to exercise more encourage
6 for the event / before the race / hard train
7 your goal / your personal best / your ambition achieve
8 your school / your country / the team represent
9 a goal / ten points score
10 your opponent / the champion beat

5 Work in pairs. Read the statements (1–6). Discuss what sport (or sports) are the statements about?

1 The pitch is where I meet all my friends. And I **feel proud when I'm representing my club** in tournaments.
2 Being out in my boat **gives me a real sense of freedom**. It's always played an important role in my life.
3 When I'm up a mountain, it's about **pushing my own limits**, not **winning trophies or breaking records**.
4 I'm doing it to **raise money** for a children's charity. I've been training for months, but I've still got a long way to go!
5 I want to **encourage** the younger players to have some fun on the court.
6 To be honest, I don't enjoy it much – it's quite boring. I only do it to **keep fit**.

6 MY PERSPECTIVE – SPEAKING

Look at exercise 5 again. What kind of sports do people take up for reasons in bold? Do these reasons encourage you to take up a sport? Put them in order from the most to the least appealing.

Exam guide
1 Oral Matura

Life Skills guide
1 Communication, Critical thinking, Mediation

2 **Sports:** climbing, sailing, the 100-metre sprint, diving
People: spectator, coach, referee, opponent
Places: pitch, court, rink, track
Equipment: net, rope, bat, helmet
Actions: bounce, pass, kick, throw, coach, referee

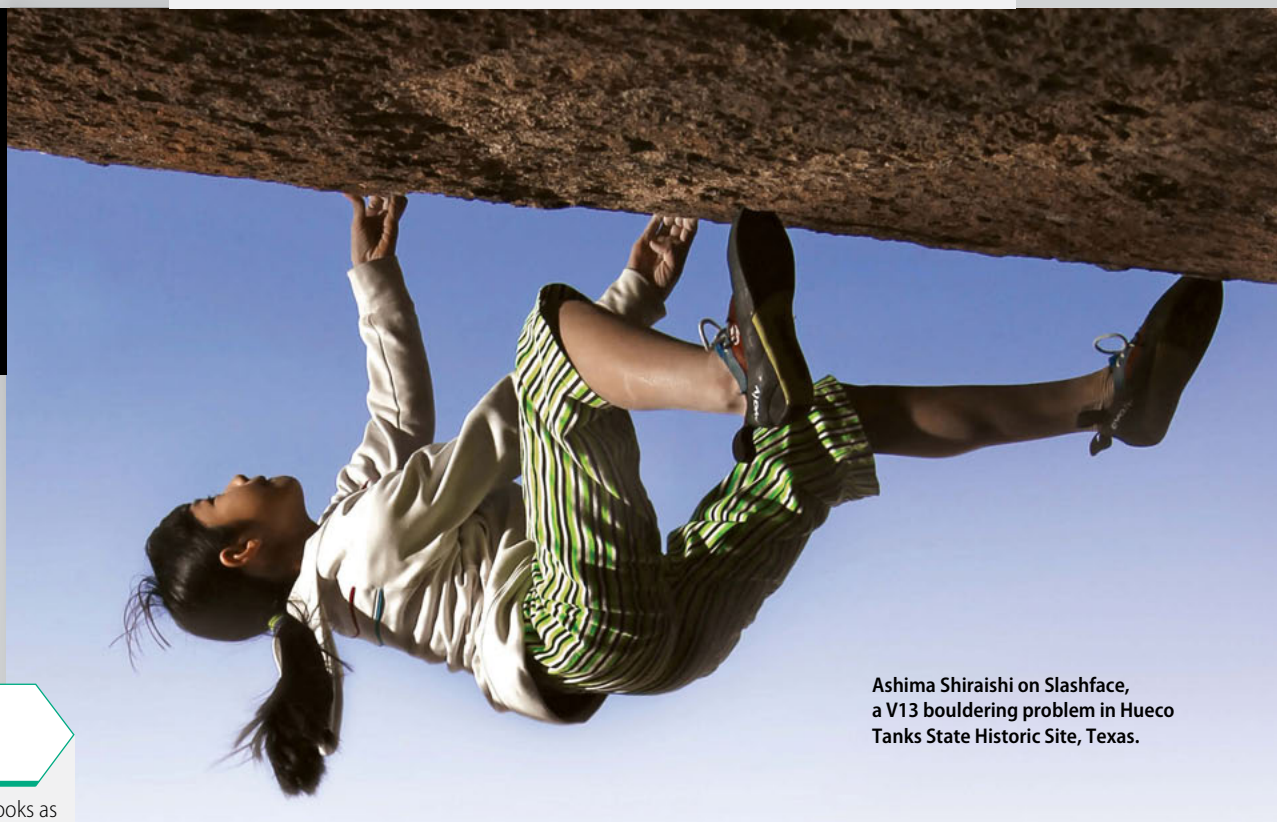
Life Skills guide
5 Collaboration, Critical thinking, Mediation

5 1 football, hockey, rugby
2 sailing
3 climbing, skiing, snowboarding
4 marathons, triathalons
5 tennis, basketball, badminton
6 run, cycle, swim, go to the gym

Life Skills guide
6 Critical thinking, Mediation

5B Cele lekcji: Rozumienie podcastu o młodej wspinaczce oraz o różnych rodzajach sportów.

1 At what age should one start practicing in order to become successful professionally in a sport? Think of more than one sport.
2 What sports are usually played exclusively by men/women?



Ashima Shiraishi on Slashface, a V13 bouldering problem in Hueco Tanks State Historic Site, Texas.

Culture guide

1 Interesting facts

Although in the photo it looks as if Ashima is high up, in fact she is very close to the ground training at Hueco Tanks State Natural Area in west Texas with her coach, who is there just below her to catch her if she falls.

1 The V scale measures the difficulty of climbs. In bouldering, or climbing low rocks without a rope, V0 is very easy, and V16 is the hardest that has ever been climbed.

2 1 Because she likes solving puzzles.
2 She has completed the 'Golden Shadow' problem in South Africa, V 14 climb; she's climbed 'Horizon'; she's the first woman to climb a V15, and the youngest person to do it.
3 V3 is easier than V4.

Exam guide

3 Listening
True/false

5B Listening

Listening to a podcast about a young climber and a text about different sports

1 Look at the photo of a young climber, Ashima Shiraishi, and read the caption. What do you think the V scale measures?

2 Listen to a podcast about Ashima. Answer the questions. 38 p. 387

1 Why does she enjoy climbing?
2 What has she achieved?
3 How is a V3 climb different from a V4?

3 Listen again. Are the sentences true (T) or false (F)? How do you know? 38 p. 387

1 Ashima started climbing when she was a teenager. F
2 She has been a professional climber for a year. F
3 She always uses ropes when she climbs. F
4 She has climbed in several countries, including Japan and South Africa. T
5 She is the only female athlete to successfully climb a V14 problem. F
6 She is the youngest person to successfully climb a V15 problem. T
7 She recently had an accident, but it hasn't stopped her climbing. T
8 She does her homework late in the evening because she has to train hard. T

4 Listen to four people talking about different sports. Match each speaker (1–4) with the corresponding sentence (a–e). There is one extra sentence that you do not need. 39 p. 387

Speaker 1 c
Speaker 2 a
Speaker 3 b
Speaker 4 e

a talks about their own experience
b describes the rules of a sport
c describes a famous sportsperson
d compares two different sports
e concentrates on the benefits of doing a particular sport

3h/week • Student's Book ex. 1–4 p. 82
5h/week • Workbook ex. 1–5 p. 70
7h/week • Extra online resources

Fast Finishers

Think of two different sports. Write three sentences about what each of these sports have in common and three sentences about how they differ from each other.

5C Grammar 1

Past simple and present perfect

Using past simple and present perfect to describe sport events

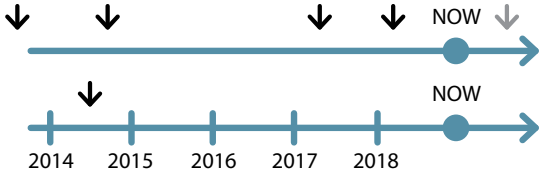
1 Read the extracts from the podcast in the Grammar box. Focus on the verbs in the past simple and present perfect.

Past simple and present perfect (1)

a *Ashima **has travelled** to many countries looking for more and more difficult climbs.*
b *In 2014, she **went** to South Africa and **completed** the 'Golden Shadow' problem.*

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

1 Is it clear when Ashima travelled to *many countries*? Is it important here?
2 Do we know when she went to South Africa? Is it important here?
3 Which timeline illustrates sentence a? Which timeline illustrates sentence b?



Past simple and present perfect (2)

a *Ashima discovered climbing at the age of six, and she's **loved** it ever since.*
b *She **has travelled** to many countries in her young life looking for more and more difficult climbs.*
c *She's just **achieved** an even more amazing record.*
d *Earlier this year, Ashima **climbed** 'Horizon', a V15 climb in Japan.*

More explanation in Grammar reference on p. 92.

3 Match the sentences (a–d) in the Grammar box above with the rules (1–4).

Past simple
We use the past simple to talk about:
1 completed actions in the past. The time is often stated, e.g. *last week*, *yesterday*, *in 2017*, etc. d

Present perfect
We use the present perfect to talk about:
2 actions which started in the past and continue to the present. We often use *for* and *since* to say how long the action has continued. a

2 **1** It isn't clear, and it isn't important here; the important information is that Ashima has been to many countries before now.
2 Yes, in 2014.
3 The first timeline illustrates sentence a. The second timeline illustrates sentence b.

3 past experiences, when the exact time isn't stated. Any time expression is connected to the present, e.g. *until now*, *never*, *in my life*. b
4 recent actions when the exact time isn't stated. We often use *just* to emphasise that it happened very recently. c

More exercises in Grammar practice on p. 93.
Do exercises 1–2.

4 Choose the correct option to complete the text.

Speed climbing is a race against the clock. Climbing as a sport (1) *was* / *has been* around for a long time, but competition speed climbing (2) *became* / *has become* popular only a few years ago. Competitors try to climb a fifteen-metre wall as quickly as they can. When they reach the top they must hit a button to stop the clock.

When the sport (3) *started* / *has started*, climbers (4) *used* / *have used* walls with different heights and holds but, since 2007, all the walls (5) *were* / *have been* exactly the same. The men's world record holder is Danyl Boldyrev, who (6) *broke* / *has broken* the record with a time of 5.6 seconds in 2014.

Competitive climbing (7) *wasn't* / *hasn't been* in the last Olympic Games, but the organisers of the Games (8) *just accepted* / *have just accepted* it as a sport for the 2020 Tokyo Olympics.

5 Put the verbs in the correct form of the past simple or present perfect to complete the dialogues.

1 A: … (*you / play*) tennis recently?
B: No. I … (*injure*) my arm in March, and I … (*not / play*) any sport since then.
A: That's a shame. When I … (*see*) you in the competition last year, you … (*be*) really good.

2 A: What sports … (*you / do*) when you were younger?
B: Lots of different ones – football, volleyball, swimming. I … (*always / love*) sport.
A: So what do you do now?
B: … (*I / just / start*) mountain biking. That's my latest interest.

3 A: … (*you / ever / win*) a medal or trophy?
B: Yes, several times. I … (*play*) baseball for several years, and my team is quite good.
A: Wow! I didn't know that.

4 A: … (*you / ever / do*) karate?
B: No, but I'd love to. A friend … (*try*) it last year, and he … (*enjoy*) it.
A: It's not something that … (*ever / interest*) me.

5 A: … (*you / watch*) any matches this year?
B: No, I haven't. But my dad … (*watch*) all of them.

5 **1** A: Have you played
B: injured, haven't played
A: saw, were
2 A: did you do
B: have always loved
B: I have just started
3 A: Have you ever won
B: have played
4 A: Have you ever done
B: tried, enjoyed
A: has ever interested
5 A: Have you watched
B: has watched

1 What has been your greatest sporting achievement so far?
2 What sports have you tried but didn't enjoy? What was wrong with them?

Technology guide

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

3h/week • Student's Book ex. 1–5 p. 83, ex. 1–4 p. 93

5h/week • Workbook ex. 1–5 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 olimpiadzie Masajów.

1 How are sporting events in Poland used to support charities or other good causes?
2 Do you think that the amount of money which some famous sportspeople earn is justified? Why / Why not?

5D Reading



A Maasai warrior competes in the high jump event during the Maasai Olympics at the Sidai Oleng Wildlife Sanctuary, Kenya, in 2014.

Can athletics protect AFRICA'S LIONS?

VOCABULARY BUILDING Phrasal verbs

1 Find the phrasal verb and its synonym in the sentences below.

1 More and more people are *taking up* capoeira. People often *start doing* it after seeing it in the street.
2 If you don't want to participate now, you can just watch, and join in another time.
3 Even professional athletes warm up before running. Our bodies need time to prepare for sport.
4 I wanted to keep up with the main group of runners but it was impossible to stay with them.
5 Surprisingly, he's knocked out the world number two and could beat the world number one in the final!
6 On Sunday, Ghana take on Ivory Coast. Can they challenge them for a place in the quarter-finals?
7 I gave up tennis in 2015. I had to stop playing because of a hand injury.
8 I don't exercise much during the week, but I work out at the gym on Sundays.

2 Complete the questions with the correct form of the phrasal verbs in exercise 1.

1 Do you like to ... sports, or do you prefer to be a spectator? Why? join in
2 Has your team ever ... a better team? knocked out / taken on
3 If you could ... a sport, what would you try? Why? take up
4 What sports have you ... ? Why did you stop? given up
5 What's the best way to ... before running? warm up
6 Do you ever go to a gym to ... ? Do you enjoy it? work out

3 Work in pairs. Ask and answer the questions in exercise 2.

READING

Understanding a text about the Maasai Olympics

4 Read the text. Why were the Maasai Olympics started?

5 Match the paragraphs (1–6) with the topic sentences (a–f).

> A **topic sentence** summarises the main idea of the paragraph. Topic sentences are usually the first sentence of the paragraph.

a The *African Wildlife Foundation* got together with Maasai leaders to come up with a plan.
b The Games are not just for the men, however.
c One of Africa's most famous animals needs protection.
d Maasai tribes have been hunting lions as trophies for hundreds of years.
e Have the Games been a successful way to help conservation efforts in Kenya and Tanzania?
f Preparations for the next Games have been heating up, and everyone involved is getting excited.

4 To encourage the Maasai men to use their hunting skills to compete against each other (and each other's villages) rather than to kill the lions.

Exam guide
5 Reading
Matching paragraphs

3h/week • Student's Book ex. 1–9 pp. 84–85 • If short of time, skip ex. 9.

5h/week • Workbook ex. 1–6 p. 72

7h/week • Photocopiable vocabulary games and activities, TB pp. 339, 344 (5.4) • Extra online resources

40 **1** c . In the 1940s there were an estimated 450,000 lions across Africa, but since then numbers have decreased dramatically, to around 20,000 today. Reasons include a loss of habitat as the human population has grown, and the trade in lion body parts. However, another threat to the lions may soon be a thing of the past.

2 d . In Maasai culture, killing lions has been an important tradition amongst the men because it shows their physical strength and skill. The Maasai also hunt lions when the lions kill their cows. Unfortunately, this has brought the lion population to dangerously low levels. Conservationists have believed for some time that the number of lion killings can be reduced without destroying the Maasai culture. But how?

3 a . The idea was to replace lion hunting with a sports event. The Maasai Olympics were born, and *manyattas*, or villages, from across the region were invited to join in. Since 2012 they have held three Maasai Olympics. Young men take part in six running, throwing and jumping events, which all reflect Maasai culture. For example, the javelin competition is similar to the traditional skill of throwing a spear*, and the high jump is similar to Maasai dancing.

4 b . Including women in the events is very important because the women can influence the men's behaviour. If the women are more aware of lion conservation, they can discourage the men from hunting. At the 2014 Games, there were two running events for women and the winners received the same prizes as the men.

5 f . The coaches in each *manyatta* have already chosen their athletes for the team, and they are training hard. The competitors take their preparation very seriously. Every day they warm up before exercising in groups. Although the final is over a year away, the Games have already started, as *manyattas* take on one another in friendly meetings before the main event.

6 e . A survey among Maasai men shows that attitudes have changed. Although nineteen percent of the people asked haven't even heard of the Maasai Olympics, the majority of them say that the Games have made them less interested in killing lions. And even though trophy hunting still goes on, they see sports as an effective alternative. As one of the athletes said, 'We used to celebrate lion hunting but this programme has shown us a better celebration'.

spear *a long, sharp stick you throw as a weapon*

6 Read the text again. Choose the correct option (a–c) to complete each sentence.

1 Lion populations have become smaller because
a the animals have less space to live in the wild.
b of a number of reasons.
c the Maasai have hunted them too much.

2 Hunting
a is the biggest danger to the lions.
b is the only way Maasai men can show how brave they are.
c has been a part of Maasai culture for a long time.

3 All of the events in the competition
a involve throwing.
b are like traditional Maasai activities.
c include all the villages.

4 Women are involved in the competition
a as much as the men.
b because the women asked to compete.
c to help in the goal of reducing lion hunting.

5 The *manyattas*
a haven't chosen their athletes yet.
b get all the hopeful athletes to train.
c have already started competing.

6 The Maasai Olympics
a are changing the way people think.
b have stopped the Maasai hunting lions.
c are less interesting to the Maasai than killing lions.

CRITICAL THINKING Presenting a balanced view

When you give your arguments, it is important to show that you realise that others may have different opinions. Look at the highlighted words in the text (*however, although, even though*) – they make it easy to present both sides of an argument. Other words which can be used this way are *in spite of* or *nevertheless*.

7 Read the Critical thinking box. Then read the text again. Does the writer give a balanced view of the Maasai Games? Find sentences that support your answer.

8 Work in pairs. Read the statements (1–5). Do you agree or disagree with the statements? Why? Try to present a balanced view using the phrases in the box above.

1 People can learn important life skills by doing sport.
2 Sport always helps people feel better about themselves.
3 Sport is a good way to help people who don't have much money or education to achieve their ambitions.
4 Sport isn't about winning. It's about joining in and having a go.
5 Sportspeople earn too much money.

9 Work in groups. Discuss the statements in exercise 8 with another pair.

Exam guide
6 Reading
Multiple choice

Life Skills guide
7 Critical thinking

Life Skills guide
8 Collaboration,
Critical thinking

Life Skills guide
9 Collaboration,
Critical thinking

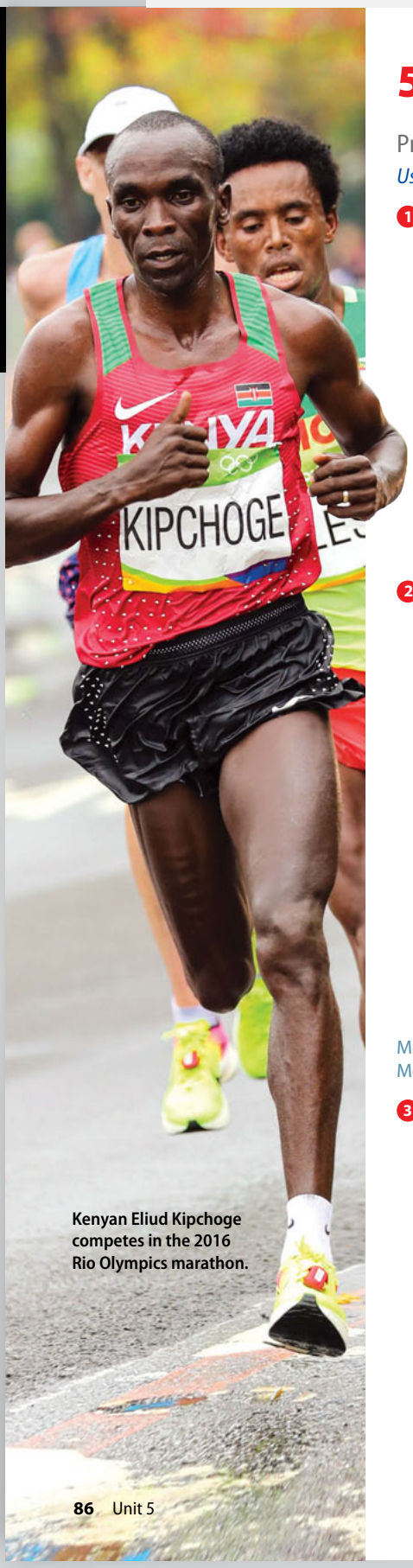
Fast Finishers

Make a mini-poster that encourages protection of the environment. Include information about what people should give up, take up or join in with (two ideas for each phrasal verb).

5E Cele lekcji: Stosowanie czasów present perfect simple i continuous do opisywania osiągnięć sportowych.

1 Is there a hobby or activity that you have been thinking of taking up for a long time? What is it?

2 Name some Polish sportspeople that have been involved in sport for more than 5 years. What is the sport that they do?



Kenyan Eliud Kipchoge competes in the 2016 Rio Olympics marathon.

5E Grammar 2

Present perfect simple and continuous

Using present perfect simple and continuous to describe sport achievements

1 Read the sentences in the Grammar box. Find examples of the present perfect simple and the present perfect continuous.

Present perfect simple and continuous

a *Maasai tribes **have been hunting** lions as trophies for hundreds of years.* present perfect continuous
b *Since the 1940s, numbers **have decreased** dramatically, to around 20,000 today.* present perfect simple
c *Preparations for the next Games **have been heating up**, and everyone involved is getting excited.* present perfect continuous
d *The coaches in each manyatta **have** already **chosen** their athletes for the team.* present perfect simple
e ***Have** the Games **been** a successful way to help conservation efforts in Kenya and Tanzania?* present perfect simple
f *Since 2012 they **have held** three Maasai Olympics.* present perfect simple

2 Match the sentences (a–f) in the Grammar box with the rules (1–6).

The present perfect simple:

1 emphasises the fact that an action is complete.
Sentence d

2 emphasises the change of the situation between the past and now.
Sentence b

3 emphasises the present result of the action, i.e. *How many? / How much? / How often?*
Sentence f

4 is used with state verbs, e.g. *want, know, believe, be.*
Sentence e

The present perfect continuous:

5 emphasises the fact that an action is incomplete.
Sentence c

6 emphasises the duration of an action, i.e. *How long?*
Sentence a

More explanation in Grammar reference on pp. 92–93.
More exercises in Grammar practice on p. 93. Do exercises 3–5.

3 Choose the correct option to complete the paragraph about Kenyan marathon runners.

Kenyans know how to run fast. Kenyan men (1) *have run* / *have been running* seven of the fastest ten marathons in history. It's a similar story for the women: Jemima Sumgong has finally (2) *given* / *been giving* Kenya its first Olympic gold in the marathon, and Kenyan women hold more of the records than anyone else. So how long has the title of world long-distance champions (3) *belonged* / *been belonging* to Kenya? Interestingly, although the country (4) *has sent* / *has been sending* athletes to competitions such as the Olympics since 1956, it (5) *hasn't won* / *hasn't been winning* races for all of that time. So what have they (6) *done* / *been doing* more recently to make them so good? Well, about 40 years ago, training camps started in small towns in the mountains, like Iten, and they (7) *have become* / *have been becoming* major centres for sport. Since then, this area (8) *has created* / *has been creating* more world champions than anywhere else in the world.

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.

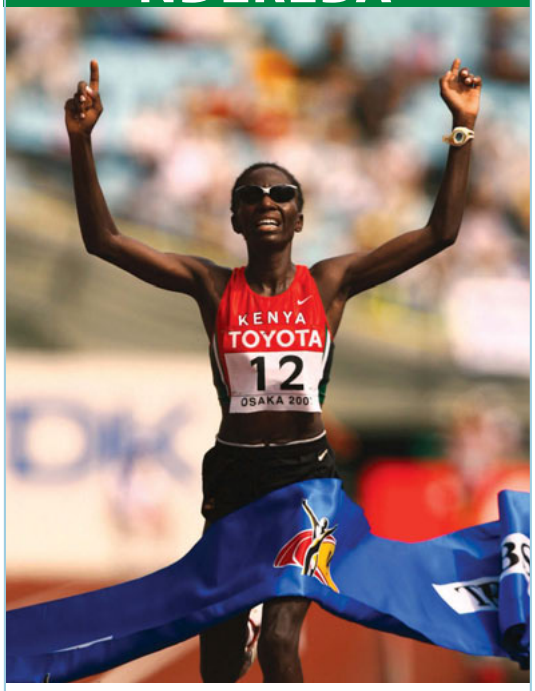
5h/week • Workbook ex. 1–10 pp. 74–75

7h/week • Photocopiable grammar games and activities, TB pp. 338, 342 (5.2) • Extra online resources (see Technology guide)

4 Complete the questions about Catherine Ndereba.

RUNNER PROFILE

CATHERINE NDEREBA



Many people believe that Catherine Ndereba, or 'Catherine the Great', is the greatest female marathon runner ever.

1 how long / Catherine / run?
She started when she was just a girl.

2 she / always / love running?
Yes, she has had a passion for it since she was at school.

3 how many marathons / she / win?
A lot! She won the Boston Marathon four times between 2000 and 2005.

4 she / win / any Olympic medals?
Yes. She's never won gold but she came second in the marathon in 2004 and 2008.

5 what / she / do / recently?
Since retiring in 2014, she's been helping to train young Kenyan runners.

6 how far / she / run / this week?
Only about 50 km – much less than when she was competing.

5 Complete the interview with the time expressions. Then listen and check your answers. 41

already ever for just never since (x 2) yet

A: José, you've (1) ... arrived here in Kenya, haven't you? just
B: Yes, I've only been here (2) ... four days. for
A: Have you (3) ... been to Kenya before? Why have you come? ever
B: I've (4) ... been here before. I've loved running never (5) ... I was a boy, and I've been competing for since a couple of years. But I'm not improving. I haven't won any races (6) ... this year. yet
A: And you're hoping that training here will help?
B: Exactly. A running friend of mine has (7) ... been already here twice to train and he's been a lot faster (8) ... then. since

6 Complete the sentences. Use the correct form of the words in brackets. Add any other words if necessary.

1 Jack should win this race. (*he / train*) ... for it for several months.
2 Is he the top scorer in the team? (*many / goal / score*) ... so far this season?
3 Our team is losing, but (*match / not / finish*) ... yet. Everything is still possible.
4 Over the past 15 years, (*ski jumping / become*) ... a really popular sport in Poland.
5 This is our new coach. (*he / not coach*) ... the team for long, but (*they / already / win*) ... several tournaments.

7 CHOOSE

1 Work in pairs. Interview each other about sports and hobbies that you enjoy. Use the questions below and any others you can think of.
- What is one hobby or sport you enjoy?
- How long have you been doing it?
- Have you taken part in any competitions?
- Have you been training for any competitions recently?
- What are the secrets to doing your sport/hobby well?

2 Write about your sport or hobby for a class blog. Use the questions above to give you ideas.

3 Find out about a sportsperson you admire and write a short profile about them.

8 Work in pairs. You and your friend are going to take up a sports activity together. Discuss the following aspects:
- kind of sport
- necessary equipment
- instructor's help
- clubs in the neighbourhood

4 1 How long has Catherine been running?
2 Has she always loved running?
3 How many marathons has she won?
4 Has she won any Olympic medals?
5 What has she been doing recently? / What has she done recently? also possible
6 How far has she run this week?

Exam guide
6 English in Use
Sentence formation

6 1 He has been training
2 How many goals has he scored
3 the match hasn't finished
4 ski jumping has become
5 He hasn't been coaching; they have already won

Life Skills guide
7 Collaboration, Communication, Creativity, Mediation, Practical skills, Self-development

Exam guide
8 Oral Matura

Life Skills guide
8 Communication, Mediation,

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

Fast Finishers

Make a list of questions you would like to ask three famous people. Write two questions for each person. One question should open with "How long have you …" and the other with "How many (…) have you …".

1 What topics do you usually disagree with other people about?
2 How do you react when your friends have different opinions to yours? Do you tend to discuss things or quarrel about them?

5F Speaking

Useful language

Agreeing
I totally agree with you.
That's true. ✓
That's a good point. ✓
He's right about that.
He's got a good point.
You're not wrong there. ✓

Disagreeing
Yes, but ✓
I'm not sure I agree. ✓
Maybe, but
I agree up to a point, but
I see what you're saying, but ✓
I understand what you mean, it's just

Life Skills guide
1 Mediation

Life Skills guide
2 Critical thinking, Mediation

Life Skills guide
5 Critical thinking, Mediation, Self-development

Expressing agreement and disagreement

1 Work in pairs. Discuss the questions.

1 What is the most popular physical activity among students?
2 Have you ever taken part in a sports competition?
3 What sports facilities are available near the place where you live?

2 Read the statements. Do you agree with them? Use the Useful language box and write one argument for and one against.

1 The government should stop people doing dangerous sports like boxing.
2 There are more disadvantages than advantages for a country when it holds international sporting events like the Olympic Games.
3 There are good reasons why some professional sportspeople make more money than doctors, teachers and nurses.
4 It is better to encourage children to practise sports that are not competitive (e.g. yoga) than competitive sports.
5 The world of sport is a better place these days because of all the money that has come into it from business and advertising.
6 Young people often see professional sportspeople as heroes. Some people think that they have the responsibility to be good role models.

3 Listen to a conversation between three friends. Which statement in exercise 2 are they discussing? 42 p. 387 Statement 3

4 Listen again. Which of the expressions in the Useful language box do you hear? 42 p. 387

5 A new sports centre is going to be built in your city. There is a poll to decide which sports facilities students would like to have there. Think about the three sports facilities listed below and decide which of them you would vote for. Give reasons for your choice, then explain why you reject the other two options.

- football pitch
- swimming pool
- gym

Answer the questions.

1 How many hours a week do you do sport at school?
2 Does a break for sport help you focus on other subjects?
3 Is sport compulsory for secondary school students in your country?
4 Would you like to do more or less sport at school? Why?



Wypowiedź ustna: *rozmowa na podstawie materiału stymulującego*

3h/week • Student's Book ex. 1–5 p. 88
5h/week • Workbook ex. 1–5 p. 79
7h/week • Extra online resources

5G Writing

An opinion essay

Writing an opinion essay

1 Read the essay title below. Which questions (1–6) do you think you should answer in the essay?

'Physical education, or sports, should be a compulsory subject at school, with the same importance as other subjects like maths and English.' Do you agree or disagree with this statement?

1 How many countries have compulsory sport at school?
2 Is sport as important as maths and English?
3 What kind of sports do most students enjoy?
4 Do schools have enough space for students to do sport?
5 Why is sport and exercise important for young people?
6 Do you agree with the statement?

2 Read the essay below.

Physical Education is a compulsory subject in most European school curricula, although the amount of time that children spend doing sports has decreased. Instead, pupils are spending more time doing classroom subjects like maths and English. Of course, these subjects are important, but I do not think we should take time away from sports, which I regard as equally as essential.

Sports have many benefits. Firstly, many of us enjoy doing sports. Personally, the day we do sports is the day I enjoy most. Some students do not enjoy academic subjects but they like sports and PE lessons, and this may encourage them to enjoy school more. Secondly, there is no question that young people are spending too much free time in front of screens rather than doing enough exercise, so schools should help. Finally, sports are good for the brain as well as the body, in my view. If I have just done some exercise, I have more energy for studying.

However, it is true that children have a lot to study these days, so if they are spending time at school doing sports, they have to do more work at home. Also, there are other important subjects such as art and music. Should we give them more time, too?

Overall, I would say that sports are as important as any other school subject. In fact, schools should prepare students for healthy lives as well as future jobs. I strongly believe that making sports compulsory would help achieve this goal.

3 Work in pairs. Read the essay again. Discuss the questions.

1 What reasons does the writer give to support the argument?
2 What arguments does the writer give with the opposite view?
3 Which point do you agree with most/least?
4 Can you think of any other arguments for or against the writer's opinion?

4 Choose one of the statements in exercise 2 on page 88 and write an essay giving your opinion. Think about the questions you must answer. Make sure each paragraph has a topic sentence. Write between 200 and 250 words.

Paragraph 1 Introduce the topic by describing the situation and clearly stating your opinion.
Paragraph 2 Give at least two points that support your opinion.
Paragraph 3 Give one or two points against your opinion.
Paragraph 4 Summarise the main points and give your opinion again.

More about an opinion essay in Writing guide on p. 154.

5 Read another student's essay. Is their opinion clear? Do you agree with it?

Useful language

Giving your opinion
Personally, I think that
I strongly believe that
I do not think that
Of course,
There is no question that
I would say that
It's true that
In my opinion / view,

1 What is your opinion about extreme sports – should they be banned?
2 Do teachers listen to students' opinions and points of view at your school? Give some examples.

Life Skills guide
1 Critical thinking, Practical skills, Self-development

Life Skills guide
3 Critical thinking

Life Skills guide
4 Creativity, Mediation, Practical skills, Self-development

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

3h/week • Student's Book ex. 1–5 p. 89
5h/week • Workbook ex. 1–5 p. 80
7h/week • Extra online resources

Skills Review 5

ENGLISH IN USE

Exam guide
1 English in Use
Word formation

Exam guide
3 English in Use
Multiple choice

Exam guide
2 English in Use
Transformations

Exam guide
4 English in Use
Sentence formation

Słowotwórstwo

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

1 Children in our school enjoy ... in the choice of sports they can do. freedom — FREE
2 Only one ... is as strong as me, but I hope to win the gold medal. competitor — COMPETE
3 Danny had enough ... to take the lead and win the race. strength — STRONG
4 Nancy wants to be fit. That's why she takes regular jogging ... . seriously — SERIOUS
5 Can you suggest an ... way to build up energy in the body? effective — EFFECT

Parafrazy zdań

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 The last time Adam ran in a marathon was two years ago.
NOT
Adam ... in a marathon for two years.

2 We last met at the World Cup in 2018.
SINCE
We ... the World Cup in 2018.

3 Alan started watching the football match at 8 pm. He's still watching it.
WATCHING
Alan ... the football match since 8 pm.

4 Max hasn't scored a goal for his team since April.
TIME
The ... a goal for his team was in April.

5 I can't ski very well although I started skiing last year.
LEARNT
I ... to ski yet, although I started skiing last year.

Uzupełnianie zdań

3 Wybierz odpowiedź, która poprawnie uzupełnia zdania.

1 Have you ever ... any extreme sports?
a done
b exercised
c gone

2 The shelf in his room is full of trophies he has ... at different competitions.
a achieved
b won
c scored

3 Athletes have to ... before the competition to avoid injuries.
a take up
b heat up
c warm up

4 Robert ... karate since he first tried it a few years ago.
a enjoys
b has enjoyed
c enjoyed

5 I agree with you but only up to a ... that it was Sue's best performance.
a point
b moment
c piece

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

1 Mark ... (*has / passion*) jogging since he watched a film about it.
2 Jack ... (*injure / leg / June*) and he hasn't played rugby since then.
3 I ran a marathon last month but I was too weak ... (*keep / runner*) who were much faster than me.
4 Do you know who ... (*run / fast / marathon*) in history?
5 More and more people ... (*take / windsurf*) nowadays.

90 Unit 5 Znajomość środków językowych

2 1 has not run
2 haven't met since
3 has been watching
4 last time Max scored
5 haven't learnt

4 1 has had a passion for
2 injured his leg in June
3 to keep up with the runners
4 has run the fastest marathon
5 are taking up windsurfing

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)

Uzupełnianie luk

5 **Uzupełnij lukę w każdym zdaniu pasującym wyrazem.**

1 On Sundays I go to the football pitch ... I meet all my friends. where
2 Jason has ... a professional skater for three years. been
3 Have you ... considered transforming the room in the basement into a gym? ever
4 Twenty students took part in the chess tournament five years ago, but since ... the numbers have increased to almost one hundred. then
5 I've done everything possible to discourage my brother ... climbing mountains, but he insists on doing it. from

Tłumaczenie fragmentów zdań

6 **Przetłumacz podane w nawiasach fragmenty zdań na język angielski.**

1 Josh showed his skiing talent (*w wieku sześciu lat*) ... .
2 (*Zrób najlepiej, jak potrafisz*) ... to show that you're right.
3 George is a very good tennis player who takes part ... (*w wielu turniejach*).
4 Bolt (*pobił rekord świata*) ... for 100m in 2008.
5 (*On jest*) ... a professional player for two years.

LISTENING

7 **Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.** 43 p. 387

1 The talk is part of
a a lecture on football.
b a commentary to a football match.
c instructions given by a football coach.

2 Which was true for Brian about the team Channel swimming?
a He suffered from seasickness.
b He felt intense pain in his legs.
c He faced unfavourable weather conditions.

3 Which is the best headline for the news?
a STRICTER LAW
b FAMOUS ATTRACTION CLOSED TO TOURISTS
c ILLEGAL TOURISTS BANNED FROM THE COUNTRY

SPEAKING

8 **Opisz zdjęcie.**



1 How is this person feeling?
2 Do you enjoy extreme sports? Why?/Why not?
3 Tell me about the last time you or your friend did something that needed bravery?

WRITING

9 **Od kilku miesięcy korzystasz regularnie ze ścianki wspinaczkowej, którą zbudowano w twojej okolicy. W liście do kolegi/koleżanki z Anglii napisz:**

- kto zachęcił cię do uprawiania wspinaczki na ściance i dlaczego,
- jaki ubiór jest potrzebny do uprawiania tego sportu,
- jak przebiegała pierwsza lekcja z trenerem,
- o swoich dalszych planach związanych z uprawianiem wspinaczki.

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

Hi ...
I've been practising wall climbing for a few months now.
Take care,
XYZ

Exam guide
5 English in Use
Gap-filling

Exam guide
8 Oral Matura

Life Skills guide
8 Critical thinking, Mediation

Exam guide
6 English in Use
Translations

Life Skills guide
6 Mediation

6 1 at the age of six / when he was six
2 Do your best / Do the best you can
3 in many tournaments
4 broke the world record
5 He has been

Exam guide
7 Listening
Multiple choice

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 5

GRAMMAR 1 Past simple and present perfect

Czasu *past simple* używamy, gdy opisujemy czynności, które zakończyły się w przeszłości. Często stosujemy wyrażenia, które oznaczają konkretny moment w przeszłości, np.: *last week/month/year* (w ubiegłym tygodniu/miesiącu/roku), *yesterday* (wczoraj), *in 2007* (w 2007 roku).

*France **beat** Croatia in 2018 in the World Cup.*

Czasu *present perfect simple* używamy, gdy opisujemy:

- czynności, które rozpoczęły się w przeszłości i trwają do chwili obecnej:

  *Teams **have played** modern ice hockey for almost 150 years.*

- czynności przeszłe, które są powiązane z teraźniejszością i których skutki są widoczne:

  *They **have built** a new stadium in our town. A lot of sports events take place there.*

- doświadczenia z przeszłości, gdy ich dokładny czas nie jest określony:

  *Jason Lee is a very experienced player. He **has played** more matches than anyone else in the team.*

- wydarzenia, które miały miejsce w niedalekiej przeszłości:

  *You haven't missed anything. They'**ve** just **started**.*

  *The game **has** already **finished** – you missed it!*

Czas *present perfect* tworzymy za pomocą czasownika posiłkowego *has/have* oraz imiesłowu przymiotnikowego biernego *past participle* czasownika głównego. Imiesłów przymiotnikowy bierny tworzymy, dodając do formy podstawowej czasownika regularnego końcówkę *-ed*. Istnieje grupa czasowników nieregularnych i te mają różne formy, np.: *done, known, left, thought, written*. Lista czasowników nieregularnych znajduje się na str. 158–159.

Czasowniki posiłkowe *has* i *have* są często skracane do form *'s/'ve*:

*She'**s improved** her swimming style.*

Czasownik *go* może mieć dwie formy imiesłowu biernego (*been* i *gone*). Użycie *been* lub *gone* zależy od tego, co chcemy wyrazić:

- formy *been* używamy, gdy chcemy powiedzieć, że ktoś dokądś pojechał i już wrócił:

  *He'**s been** to New York.* (On był w Nowym Jorku, ale już jest z powrotem).

- formy *gone* używamy, gdy chcemy powiedzieć, że ktoś wyjechał, ale jeszcze nie wrócił:

  *He'**s gone** to New York.* (On wyjechał do Nowego Jorku i nadal tam jest.).

Ćwiczenia 1–2

GRAMMAR 2 Present perfect simple and continuous

Czasów *present perfect simple* i *present perfect continuous* używamy do opisywania czynności, które rozpoczęły się lub zakończyły w przeszłości i mają związek z teraźniejszością, jednak każdy z tych czasów podkreśla inne aspekty nazywanych czynności. Zdania ilustrujące te różnice znajdują się w tabelce poniżej.

Present perfect simple	Present perfect continuous
• podkreśla fakt, że czynność się zakończyła: *William **has practised** enough today.* *He's coming off the court.*	• podkreśla fakt, że czynność się jeszcze nie zakończyła: *Joanna **has been practising** all day.* *She's still practising and won't stop until late.*
• podkreśla skutki czynności: *We'**ve played** five times.* *I'**ve won** two matches and **lost** three.*	• podkreśla samą czynność, a nie jej skutki: *The girls **have been training** hard.*
• jest używany z czasownikami statycznymi (*want, know, believe, be*): *I'**ve wanted** to try his racket ever since he bought it.*	• podkreśla czas trwania czynności: *They'**ve been playing** together for three hours.*

W czasie *present perfect continuous* często używamy pytań rozpoczynających się od *How long*:

*How long **has** he **been playing** in the national team?*

Czas *present perfect continuous* tworzymy za pomocą konstrukcji „*has/have* + *been* + present participle":

*They **have been working out** at the gym for two hours.*
They should finish soon.

Time expressions

for i ***since***

Wyrażeń *for* i *since* używamy z czasami *present perfect simple* i *present perfect continuous* do opisywania, jak długo dana czynność/sytuacja trwa lub w jakim momencie w przeszłości się rozpoczęła.

*They've been swimming **for** more than half an hour.* (*for* + czas trwania czynności)

*He's been the member of a football team **since** the age of ten.* (*since* + moment w przeszłości)

ever i ***never***

Wyrażenia *ever* używamy w pytaniach, gdy chcemy odnieść się do sytuacji, która miała miejsce w dotychczasowym życiu.

*Have you **ever** tried snowboarding?*

Wyrażenia *never* używamy, gdy chcemy zaznaczyć, że dana sytuacja nie wydarzyła się nigdy w całym dotychczasowym życiu.

*He's **never** been skiing in the Alps.*

already

Wyrażenia *already* używamy z czasem *present perfect simple*, gdy chcemy podkreślić, że czynność jest zakończona:

*We've **already** played three games this morning. We won two of them.*

just

Wyrażenia *just* używamy, gdy mówimy o czynności, która się wydarzyła przed chwilą:

*I've **just** come back from work.*

yet

Wyrażenia *yet* używamy w pytaniach, gdy chcemy się dowiedzieć, czy coś już się wydarzyło:

*Has the team won **yet**?*

Wyrażenia *yet* w zdaniach przeczących używamy, gdy mówimy, że coś jeszcze się nie wydarzyło:

*We haven't played any matches **yet.***

Ćwiczenia 3–6

Grammar practice

1 Complete the paragraph with the past simple or present perfect simple form of the verbs.

I (1) ... (*always love*) the sea, ever since I was a girl, so when a friend (2) ... (*invite*) me to go sailing with her last summer, I was very excited. I (3) ... (*go*) on boat trips many times in my life, but my first day sailing (4) ... (*be*) quite scary. There was a lot of wind and the boat nearly (5) ... (*turn over*)! However, I (6) ... (*not give up*) that day and now I love it. Since then, I (7) ... (*spend*) nearly every weekend at the sailing club or on the water. In fact, I (8) ... (*just buy*) a small boat. I (9) ... (*not take*) anyone sailing with me yet, but I (10) ... (*take*) the boat out on my own on Wednesday for a short trip and it was great. I (11) ... (*not see*) my friend for a while because she (12) ... (*go*) to New Zealand to sail professionally!

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

1 We ... (*play*) three matches yesterday.
2 She ... (*not try*) yoga yet, but I'm sure she will.
3 The team ... (*compete*) in the tournament for more than 10 years. In fact, this year will be their 11th year!
4 Oh, no! You ... (*hurt*) your arm. It looks really sore.
5 A: Where's Tim?
B: He ... (*go*) to the changing rooms to get ready.
6 Josh and I ... (*play*) together since 2001.
7 They ... (*not win*) any matches so far this year.
8 I ... (*meet*) him in 2014.

3 Choose the best option to complete each sentence.

1 Two races have already *taken* / *been taking* place this morning, but it's *rained* / *been raining* since 2 pm, so nothing is happening at the moment.
2 Although she *has known* / *has been knowing* how to play chess since she was a little girl, she's only just *started* / *been starting* playing seriously.
3 A: How far have you *swum* / *been swimming*?
B: Well, *I've swum* / *I've been swimming* for 45 minutes, so about two kilometres, I think.
4 The coach *hasn't chosen* / *hasn't been choosing* me for the team yet, but *I've trained* / *I've been training* all year!
5 He's *been reading* / *read books* since he was five. He's *been finishing* / *finished* hundreds.

4 Use the prompts to complete the conversations. Use the present perfect simple or present perfect continuous.

1 A: How long / you / play / hockey?
B: Six years. In that time, I / play / for three different teams.
A: And / your teams / win / any tournaments?
B: We / not / win / any big trophies, but we won the local tournament last month.
A: Congratulations!
2 A: Where / you / be?
B: I / work out / at the gym.
A: You / not / have / a shower yet, that's for sure! You smell terrible!
B: Give me a chance! I / just / get / home!

5 Write *How long/many/much* questions in response to the comments. Use the past simple, present perfect simple or present perfect continuous.

1 I can't believe Serena Williams has won another Grand Slam!
... (Grand Slams / she / win) ?
2 The club are spending so much money on new players at the moment.
... (they / spend / so far) ?
3 I met my oldest friend when we played volleyball on holiday together.
... (you / know / each other) ?
4 I'm not enjoying riding my bike any more. I'm thinking of selling it.
... (you / cycle) ?
5 This new tennis racket was expensive.
... (it / cost) ?

6 Put the words in brackets in the correct place in the sentences.

1 Have you run a marathon? (*ever*)
2 He's bought some new trainers. (*just*)
3 They've won before. (*never*)
4 Has she played for the team? (*yet*)
5 I've done some exercise today. (*already*)

2
1 played
2 hasn't tried
3 have/has competed / have/has been competing
4 have hurt
5 has gone
6 have played
7 haven't won
8 met

4
1
A: How long have you been playing hockey?
B: Six years. In that time, I've played for three different teams.
A: And have your teams won any tournaments?
B: We haven't won any big trophies, but we won the local tournament last month.
A: Congratulations!
2
A: Where have you been?
B: I've been working out at the gym.
A: You haven't had a shower yet, that's for sure! You smell terrible!
B: Give me a chance! I've just got home!

1
1 have always loved
2 invited
3 have been
4 was
5 turned over
6 didn't give up
7 have spent
8 have just bought
9 haven't taken
10 took
11 haven't seen
12 has gone

5
1 How many Grand Slams has she won?
2 How much have they spent so far?
3 How long have you known each other?
4 How long have you been cycling?
5 How much did it cost?

6
1 Have you **ever** run a marathon?
2 He's **just** bought some new trainers.
3 They've **never** won before.
4 Has she played for the team **yet**?
5 I've **already** done some exercise today.

Wordlist Unit 5 44

VOCABULARY p. 81

appealing (adj) /ə'piːlɪŋ/ kuszący, pociągający
base jumping (n) /'beɪs ˌdʒʌmpɪŋ/ skoki spadochronowe z nietypowych miejsc
bat (n) /bæt/ rakietka do tenisa stołowego
biker (n) /'baɪkə/ rowerzysta/rowerzystka
bounce (v) /baʊns/ kozłować piłkę
break a record (phr) /ˌbreɪk ə 'rekɔːd/ pobić rekord
charity (n) /'tʃærətɪ/ organizacja dobroczynna
climb (v) /klaɪm/ wspinać się
climbing (n) /'klaɪmɪŋ/ wspinaczka
coach (n, v) /kəʊtʃ/ trener; trenować
court (n) /kɔːt/ kort, boisko (do koszykówki, siatkówki)
diving (n) /'daɪvɪŋ/ nurkowanie
equipment (n) /ɪ'kwɪpmənt/ wyposażenie, sprzęt
goal (n) /gəʊl/ cel, bramka
helmet (n) /'helmɪt/ kask
keep fit (phr) /ˌkiːp 'fɪt/ być w formie
kick (v) /kɪk/ kopać
net (n) /net/ siatka
opponent (n) /ə'pəʊnənt/ przeciwnik/przeciwniczka
pass (v) /pɑːs/ podawać
pitch (n) /pɪtʃ/ boisko do piłki nożnej
raise (v) /reɪz/ zbierać (pieniądze)
referee (n, v) /ˌrefə'riː/ sędzia (piłkarski); sędziować
rink (n) /rɪŋk/ lodowisko
rope (n) /rəʊp/ lina
sailing (n) /'seɪlɪŋ/ żeglowanie
score (v) /skɔː/ zdobyć punkt
sense (n) /sens/ poczucie
spectator (n) /spek'teɪtə/ widz
take up (phr v) /ˌteɪk 'ʌp/ podejmować, zaczynać
throw (v) /θrəʊ/ rzucać
tournament (n) /'tʊənəmənt/ turniej
track (n) /træk/ bieżnia
trophy (n) /'trəʊfɪ/ trofeum, puchar

LISTENING p. 82

boulder (v) /'bəʊldə/ uprawiać wspinaczkę bez zabezpieczeń
caption (n) /'kæpʃn/ podpis
carry (v) /'kærɪ/ nieść
championship (n) /'tʃæmpɪənʃɪp/ mistrzostwa
complete (v) /kəm'pliːt/ ukończyć
cross-country (adj) /ˌkrɒs'kʌntrɪ/ przełajowy
divide (v) /dɪ'vaɪd/ dzielić
double (n) /'dʌbl/ podwójny
exclusive (adj) /ɪk'sklu:sɪv/ ekskluzywny
female (adj) /'fiːmeɪl/ rodzaju żeńskiego; kobiecy
final (n) /'faɪnl/ finał
goalkeeper (n) /'gəʊlˌkiːpə/ bramkarz/bramkarka
including (phr) /ɪn'kluːdɪŋ/ w tym, wliczając, łącznie z
loop (n) /luːp/ obręcz
measure (v) /'meʒə/ mierzyć
mixed game (n) /ˌmɪkst 'geɪm/ gra mieszana
podcast (n) /'pɒdkɑːst/ audycja w internecie
quarter (n) /'kwɔːtə/ część, ćwiartka, kwarta (meczu)
racket (n) /'rækɪt/ rakieta (np. do tenisa)
rent (v) /rent/ wynajmować
retire (v) /rɪ'taɪə/ przejść na emeryturę; zakończyć karierę
rival (n) /'raɪvl/ rywal/rywalka
semi-finals (n) /ˌsemi'faɪnlz/ półfinały
skier (n) /'skiːə/ narciarz/narciarka
teammate (n) /'tiːmmeɪt/ kolega/koleżanka z drużyny
throw (n) /θrəʊ/ rzut
tip (n) /tɪp/ opuszek (palca)
V scale (n) /'viː ˌskeɪl/ skala mierząca trudność wspinaczki
whistle (n) /'wɪsl/ gwizdek

GRAMMAR 1 p. 83

accept (v) /ək'sept/ przyjmować, uznawać
button (n) /'bʌtn/ guzik, przycisk
competitive (adj) /kəm'petətɪv/ oparty na rywalizacji
competitor (n) /kəm'petɪtə/ zawodnik/zawodniczka
height (n) /haɪt/ wysokość
hold (n) /həʊld/ uchwyt
horse riding (n) /'hɔːs ˌraɪdɪŋ/ jeździectwo
Olympics (n) /ə'lɪmpɪks/ olimpiada
recent (adj) /'riːsnt/ ostatni, niedawny
record holder (n) /'rekɔːd ˌhəʊldə/ rekordzista/rekordzistka
state (v) /steɪt/ stwierdzać
volleyball (n) /'vɒlibɔːl/ piłka siatkowa

READING pp. 84–85

athlete (n) /'æθliːt/ sportowiec; lekkoatleta
athletics (n) /æθ'letɪks/ lekkoatletyka
attitude (n) /'ætɪtjuːd/ postawa, podejście
aware (adj) /ə'weə/ świadomy
balanced (adj) /'bælənst/ wyważony
celebrate (v) /'seləbreɪt/ świętować
celebration (n) /ˌselə'breɪʃn/ obchody; świętowanie
challenge (v) /'tʃæləndʒ/ wyzywać na pojedynek
come up with (phr v) /ˌkʌm 'ʌp wɪð/ wymyślić, wpaść na coś
conservationist (n) /ˌkɒnsə'veɪʃnɪst/ ekolog
decrease (v) /diː'kriːs/ zmniejszać (się)
destroy (v) /dɪ'strɔɪ/ niszczyć
discourage (v) /dɪs'kʌrɪdʒ/ zniechęcać
dramatically (adv) /drə'mætɪklɪ/ gwałtownie
get together (phr v) /ˌget tə'geðə/ spotykać się
give up (phr v) /ˌgɪv 'ʌp/ rzucać, kończyć
go on (phr v) /gəʊ 'ɒn/ kontynuować, dalej coś robić
habitat (n) /'hæbɪtæt/ środowisko życia; siedlisko
heat up (phr v) /ˌhiːt 'ʌp/ podgrzewać, rozkręcać
high jump (n) /'haɪ ˌdʒʌmp/ skok wzwyż
hunt (v) /hʌnt/ polować
in spite of (phr) /ɪn 'spaɪt ɒv/ pomimo
in the wild (phr) /ɪn ðə 'waɪld/ na wolności
javelin (n) /'dʒævəlɪn/ oszczep
join in (phr v) /ˌdʒɔɪn 'ɪn/ brać udział w, dołączyć się do
keep up with (phr v) /ˌkiːp 'ʌp wɪð/ nadążać, dotrzymywać kroku
knock out (phr v) /ˌnɒk 'aʊt/ znokautować
loss (n) /lɒs/ utrata
majority (n) /mə'dʒɒrətɪ/ większość
nevertheless (adv)/ˌnevəðə'les/ niemniej jednak
participate (v) /pɑː'tɪsɪpeɪt/ uczestniczyć
protect (v) /prə'tekt/ chronić
reflect (v) /rɪ'flekt/ odbijać; pokazywać
spear (n) /spɪə/ włócznia
sportspeople (n) /'spɔːtsˌpiːpl/ sportowcy
strength (n) /streŋθ/ siła
summarise (v) /'sʌməraɪz/ podsumować
take on (phr v) /ˌteɪk 'ɒn/ wyzywać do walki
threat (n) /θret/ zagrożenie
trade (n) /treɪd/ handel
village (n) /'vɪlɪdʒ/ wioska
warm up (phr v) /ˌwɔːm 'ʌp/ rozgrzewać się
warrior (n) /'wɒrɪə/ wojownik/wojowniczka
work out (phr v) /ˌwɜːk 'aʊt/ ćwiczyć, trenować (na siłowni)

GRAMMAR 2 pp. 86–87

incomplete (adj) /ˌɪnkəm'pliːt/ niepełny, niedokończony
long-distance (adj) /ˌlɒŋ'dɪstəns/ długodystansowy
marathon (n) /'mærəθən/ maraton
neighbourhood (n) /'neɪbəhʊd/ sąsiedztwo
profile (n) /'prəʊfaɪl/ profil, charakterystyka
runner (n) /'rʌnə/ biegacz/biegaczka
ski jumping (n) /'skiː ˌdʒʌmpɪŋ/ skoki narciarskie
training camp (n) /'treɪnɪŋ ˌkæmp/ obóz treningowy

SPEAKING p. 88

advertising (n) /'ædvətaɪzɪŋ/ reklama
boxing (n) /'bɒksɪŋ/ boks
facility (n) /fə'sɪlətɪ/ udogodnienie; sprzęt
incredibly (adv) /ɪn'kredəblɪ/ niesamowicie, niewiarygodnie, niewyobrażalnie
poll (n) /pəʊl/ sondaż; ankieta
role model (n) /'rəʊl ˌmɒdl/ autorytet
vote (v) /vəʊt/ głosować

WRITING p. 89

compulsory (adj) /kəm'pʌlsərɪ/ obowiązkowy
curriculum (n) /kə'rɪkjələm/; (plural: curricula /kə'rɪkjʊlə/) podstawa programowa
equally (adv) /'iːkwəlɪ/ równie, tak samo
essential (adj) /ɪ'senʃl/ ważny, istotny
government (n) /'gʌvnmənt/ rząd
opposite (adj) /'ɒpəzɪt/ przeciwny
personally (adv) /'pɜːsnəlɪ/ osobiście
strongly (adv) /strɒŋlɪ/ mocno, silnie, zdecydowanie
support (v) /sə'pɔːt/ popierać

SKILLS REVIEW pp. 90–91

authorities (n) /ɔː'θɒrətɪz/ władze
ban (v) /bæn/ zakazywać, zabraniać
basement (n) /'beɪsmənt/ piwnica
cross (v) /krɒs/ przepłynąć
defence (n) /dɪ'fens/ obrona

desire (n) /dɪ'zaɪə/ ochota, pragnienie
free kick (n) /ˌfriː 'kɪk/ rzut wolny
insist on (v) /ɪn'sɪst ɒn/ nalegać na, domagać się
question (v) /'kwestʃən/ przesłuchiwać
relieved (adj) /rɪ'liːvd/ zadowolony; odczuwający ulgę
result in (phr v) /rɪ'zʌlt ɪn/ zaowocować, spowodować
seasickness (n) /'siːsɪknəs/ choroba morska
shiver (v) /'ʃɪvə/ trząść się
skater (n) /'skeɪtə/ łyżwiarz/łyżwiarka
sore (adj) /sɔː/ bolesny
take the lead (phr) /ˌteɪk ðə 'liːd/ wyjść na prowadzenie
unfavourable (adj) /ʌn'feɪvərəbl/ niesprzyjający, niekorzystny

(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 All the football players left the ... for the break.
a court
b rink
c pitch

2 When you play basketball, you should ... the ball not carry it.
a bounce
b kick
c support

3 She loves ..., especially in underwater caves.
a climbing
b diving
c sailing

4 Why don't you ... drinking so much coffee if you can't sleep?
a keep up
b give up
c take up

5 Let's ... our study! We must know its results.
a summarise
b decrease
c celebrate

2 Complete the sentences with the correct form of the words in capitals.

1 How many ... took part in that sports event? competitors COMPETE
2 A ... game in tennis involves a male and a female. mixed MIX
3 The World ... in volleyball are held every two years. Championships CHAMPION
4 That player's ... was playing better and finally won. opponent OPPOSE
5 Their training was ... so they had to meet one more time. incomplete COMPLETE

3 Translate the Polish fragments of the sentences into English.

1 He (*nigdy nie przepłynął*) ... this lake in the autumn.
2 Did the ice rink (*miał wystarczające udogodnienia*) ... ?
3 Our skiers are (*wśród najlepszych sportowców*) ... .
4 Those players (*wyzwali do walki*) ... famous warriors.
5 Who (*jest rekordzistą*) ... since 2010?

4 Complete each sentence with the word that best fits the gap.

1 You should warm up before every training session.
2 Their efforts resulted in new records.
3 The government insisted on protecting the national coaches.
4 She won in spite of many healthy problems.
5 Who has come up with such a solution?

5 Choose the correct option to complete each sentence.

1 I will talk to him ... as soon as I meet him.
a dramatically
b personally
c incredibly

2 Football fans always ... their team, both at home and abroad.
a relieve
b reflect
c support

3 As she plays table tennis, she will enjoy a new ..., I suppose.
a bat **b** spear **c** racket

4 Climbers should be ... enough to carry all their equipment.
a strongly **b** strong **c** strength

5 It was a real challenge to ... a match.
a score
b win
c beat

Exam guide
1 English in Use
Multiple choice

Exam guide
3 English in Use
Translations

Life Skills guide
3 Mediation

3
1 has never crossed
2 have enough facilities
3 among(st) the best sportspeople
4 have taken on / have challenged / took on / challenged
5 has been the record holder

Exam guide
4 English in Use
Gap-filling

Exam guide
2 English in Use
Word formation

Exam guide
5 English in Use
Multiple choice

1 How good are members of your family at cooking? What can you cook?
2 Who has the harder job: a cook or a waiter? Why?

6 Food



Culture guide

Interesting facts

Fridge magnets first appeared in the 1970s. A collector in the United States had a collection of around 45,000 in 2015 and this is thought to be the largest collection of fridge magnets in the world.

IN THIS UNIT YOU LEARN

VOCABULARY
- food
- cooking
- preparing meals
- eating habits
- places to eat
- alternative food

GRAMMAR
- future plans, intentions, arrangements
- making predictions

SKILLS

Listening
- a podcast about cooking in schools
- experiences with cooking and eating different foods
- matching

Reading
- Filipino street food
- compound adjectives
- matching

Speaking
- talking about hopes and goals

Writing
- social media update

CRITICAL THINKING
- persuading

TED TALK
- becoming a weekday vegetarian

3h/week • Student's Book ex. 1–5 p. 97 • If short of time, skip ex. 5.

5h/week • Workbook ex. 1–12 pp. 84–85 • If short of time, skip ex. 8–10.

7h/week • Photocopiable vocabulary activities, TB pp. 350, 354 (6.3) • Extra online resources



Thai food magnets.

6A Vocabulary

Describing food

Talking about food and cooking

1 Work in pairs. Find a dish or food in the photo, or suggest one you know, that:

1 looks **tasty**.
2 you think probably tastes **disgusting**.
3 looks like **junk food**.
4 is quite **unhealthy**.
5 contains lots of **vitamins**.
6 would make good **fast food**.
7 is made from **raw** ingredients.
8 is highly **processed** food.
9 has a **well-balanced** mixture of ingredients.
10 is often **steamed**.
11 would be suitable for **a vegetarian.**
12 contains **wheat**.

2 Find a word in bold in exercise 1 that is an opposite of:

1 natural
2 fried
3 a meat-eater
4 delicious
5 cooked

3 What's the difference between:

1 *fresh* vegetables and *raw* vegetables?
2 *fast* food and *junk* food?
3 *cooked* food and *processed* food?
4 *boiled* vegetables and *steamed* vegetables?
5 a *strong* flavour and a *spicy* flavour?

4 Match each word in the box with the correct category. Then use some of the words to complete each sentence.

chef	chop	cook	cooker	cutlery
dietician	pan	peel	food processor	stir

Verbs	people	tools and equipment
boil, …	*waiter,* …	*kettle,* …

1 My … advised me to reduce the amount of fat in my meals.
2 … the vegetables into small pieces before adding them to the paella.
3 My father is not really a good … ; he can only make a few simple dishes.
4 There was a large pot with some stew boiling on the … .
5 Add one spoon of olive oil to the mixture and … well.

5 MY PERSPECTIVE – SPEAKING

1 Which of these 'bad habits' annoy you most? Which are most unacceptable where you live?

- talking with your mouth full
- being a noisy eater
- never offering to do the washing-up
- talking about your healthy diet all the time
- eating while you're shopping in the supermarket

2 Are there any other bad habits that annoy you? How would you tell people that their habits are annoying? Exchange your ideas in pairs.

2
1 processed
2 steamed/raw
3 a vegetarian
4 disgusting
5 raw

3 **Suggested answers:**
1 Fresh vegetables have been picked recently and have not been frozen or canned. They may be cooked. Raw vegetables have not been cooked.
2 Fast food is quick to buy and eat. It may be healthy, unlike junk food, but it often is also unhealthy.
3 Cooked food includes all food that has been heated in preparation for eating, even basic food without added ingredients. Processed food contains many ingredients, often including chemicals to stop it from going off, give it colour or extra flavour.
4 Boiled vegetables are cooked in boiling water. Steamed vegetables are cooked in the steam produced by boiling water, above the water.
5 A strong flavour has lots of flavour and you can notice individual ingredients, e.g. there's a strong meaty flavour in this soup. A spicy flavour is one produced by chilli or pepper that some people find difficult to eat. We often say 'spicy food' is 'hot'.

Life Skills guide

5 Creativity, Critical thinking, Mediation, Self-development

4 **verbs:** boil, stir, chop, peel, cook
people: waiter, dietician, cook, chef
tools and equipment: kettle, pan, cutlery, cooker, food processor
1 dietician
2 chop
3 cook
4 cooker
5 stir

6B Cele lekcji: Rozumienie ze słuchu wypowiedzi o gotowaniu w szkołach oraz o doświadczeniach związanych z gotowaniem i jedzeniem różnych dań.

1 What is the recipe for your favourite dessert?
2 Who would you turn to for help if you wanted to prepare a really gourmet dish?



A robot created by Moley Robotics cooks crab soup.

6B Listening

Listening to people talking about cooking in schools and experiences with cooking and eating different foods

1 Listen to a podcast about food. Do the two speakers agree about cooking in schools? 45 p. 388

No, they don't.

2 Listen again. Which speaker, Terry (T) or Mali (M): 45 p. 388

1 is going to cook after the show? M
2 will do the washing-up today? T
3 says that the secret to being a good cook is to start young? M
4 says students are going to have cookery classes? T
5 believes that schools have more important things to focus on than cooking? T
6 says that school is a good place to teach children about healthy food? M
7 plans to learn to cook? T
8 has a brother who cooks? T

3 Work in pairs. You're going to improve your cooking skills. Choose the best method which will help you to learn to cook, and justify your choice. Also, give reasons why you reject the other options.

- a cookery book
- a cooking workshop
- recipes on the internet

Answer the questions.

1 Should cookery be a compulsory school subject in your country? Why?/Why not?
2 How do our eating habits influence our health?

4 Listen to the interview with a traveller about his experiences with food. Match each sentence (1–6) with the name of the food (a–c). 46 p. 388

a risotto **b** lecsó **c** palačinky

1 It was completely vegetarian: c
2 It was a sweet dish: c
3 Tony didn't eat all of the dish: b
4 It was the last time Tony ate this kind of food: b
5 Tony played a part in cooking this dish: a
6 Tony listened to the cook's suggestion about the ingredients: a

Life Skills guide

3 Creativity, Critical thinking, Mediation, Self-development

6C Grammar 1

Using different forms to talk about plans, intentions and arrangements

Future plans, intentions and arrangements

1 Look at the Grammar box. Match the future uses (1–7) with sentences (a–g) from the Grammar box.

1 decisions that we make at the moment of speaking a
2 arrangements between people f
3 hopes, expectations, beliefs and plans b
4 plans and intentions e
5 ideas that are only possible, not certain d
6 after time expressions like *when*, *until*, *after*, *before*, *as soon as* and *if* c
7 future events on timetables and schedules g

will, may/might, going to, present continuous, present simple

a *OK, I'**ll** do the washing-up if you like.*
b *I expect children **will** learn some simple dishes at about eight years old.*
c *Children should learn about basic food preparation before they **leave** school.*
d *They **may** teach them about the dangers of a poor diet in those lessons, too.*
e *I've recently decided I'**m going to** learn one new recipe each week.*
f *My brother's **showing** me how to make vegetable lasagne at his house tomorrow.*
g *Next week, the podcast **goes** out at the same time and it's all about eating raw food.*

More explanation in Grammar reference on p. 110.

2 Complete the sentences with your own ideas so that they match the rules in exercise 1.

1 I'm not … this week. (rule 4)
2 My parents … next month. (rule 5)
3 I … . (rule 1)
4 I hope people … . (rule 3)
5 My teacher will be really proud … . (rule 6)

More exercises in Grammar practice on p. 111.
Do exercises 1–4.

3h/week • Student's Book ex. 1–4 p. 98 • If short of time, skip ex. 3.

5h/week • Workbook ex. 1–5 p. 86

7h/week • Extra online resources

Fast Finishers

Choose four words: two nouns for kitchen tools or appliances and two verbs describing food preparation and write definitions for each of these words.



1 What will you have for supper tonight? Who is going to make it for you?
2 Are you going to eat out any day next week? Where will you go?

3 Complete the second sentence so that it means the same as the first. Use the word in capitals. Do not change the form of this word. You may use between two and five words in each gap.

1 9 am is the starting time of my cooking workshop tomorrow.
STARTS
My cooking … tomorrow.

2 We have arranged to eat out next weekend.
EATING
We … next weekend.

3 Have you decided what to order for dessert?
GOING
What … order for dessert?

4 Choose the correct option to complete the comments.

According to a recent survey, 60% of today's 18- to 25-year-olds in Britain are leaving home without being able to cook five simple recipes.

Ana I don't want that to be me, because I think home cooking means a healthier diet, so (1) *I'm going to* / *I may* learn. My friend's aunt is a chef, and she's agreed to teach me. My lessons (2) *start* / *will start* next Thursday. She says she (3) *teaches* / *might teach* me spaghetti Bolognese. (4) *I'll* / *I might* probably ask her if we can do something vegetarian because I don't like touching raw meat.

Fumio I've never cooked in my life, and I'm never (5) *cooking* / *going to cook* either. (6) *I'm moving* / *I'll move* next week to live with friends at university, and they're all learning to be cooks. I'm sure (7) *they'll practise* / *they're practising* their skills on me when (8) *I'm* / *I will be* hungry.

Mike I've never thought about it, but I probably (9) *don't* / *won't* learn unless (10) *I'm needing* / *I need* to. Right now I live at home, but when I live on my own, (11) *I might* / *I'm going to* possibly get more interested in cooking. It doesn't look very hard, though, so I'm sure (12) *I'm picking* / *I'll pick* it up fast.

5 **MY PERSPECTIVE – SPEAKING**

Work in pairs. When you leave home, will you be more like Ana, Fumio or Mike? Why? Tell your partner.

6 Complete the text with correct form of the verbs in brackets. Use *will, may, going to* or the present simple.

People say that cooking is fun, but I (1) … (*do*) everything I can *not* to cook when I (2) … (*leave*) home. If, like me, you can't even cook an egg, you (3) … (*probably / be*) disappointed with anything you make at home. But, good news! Poor home cooking (4) … (*possibly / disappear*) in the near future. Moley Robotics have designed a kitchen robot that they believe (5) … (*cook*) any dish in the world as well as a professional chef.

It looks like two human arms and it works by 'learning' the hand and arm movements of professional chefs as they work in the kitchen. The company (6) … (*record*) celebrity chefs cooking fantastic meals and the arms can copy these instructions in people's homes.
You can start the machine before you (7) … (*get*) home by choosing what to eat from a menu of thousands of recipes on your phone. That's if you can afford it, of course – it (8) … (*go*) on sale soon at a cost of £10,000. Despite the price, the makers think that in years to come robots (9) … (*make*) all home food. Personally, I find the idea of robot arms in my house quite strange, so I think I (10) … (*spend*) my money on restaurants instead.

7 Work in pairs. Discuss the questions.

1 Do you think robot chefs will happen? If they do, will you use one? Why?/Why not?
2 Do you think they will help us eat more healthily?
3 How is your diet preparing you for a healthy future? Think of something you are going to eat less of, and something you are going to eat more of.

Exam guide

3 English in Use Transformations

3
1 workshop starts at 9 am
2 are eating out
3 are you going to

6
1 'm going to do (intentional plan) / will do (hope)
2 leave
3 will probably be
4 will (belief) / may (less confident) possibly disappear
5 will cook
6 is going to record / records (to refer to present time, i.e. they have started already)
7 get
8 will go (expectation) / is going to go (intention)
9 will (the makers say this, so a confident expectation) / may (if they are less confident) make
10 'll (after *I think* … – a belief, or perhaps a decision made at the moment of speaking) / may (possibly, not certain) spend

Life Skills guide

7 Creativity, Critical thinking, Mediation, Self-development

Technology guide

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

3h/week • Student's Book ex. 1–7 pp. 98–99, ex. 1–4 p. 111 • If short of time, skip ex. 5 and 7 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: Rozumienie tekstu o jedzeniu ulicznym.

1 What are some typical home-made Polish dishes?
2 What kind of snacks do you prefer: sweet-tasting or salty-tasting ones?

6D Reading



A food stall on Mactan Island in the Philippines.

WORLD FOOD BLOG

Could the best street food in the world be Filipino?

VOCABULARY BUILDING Compound adjectives

1 Read about compound adjectives. Then choose the correct option to complete the sentences (1–5).

Compound adjectives are formed with two words. They often have a hyphen (-). Many compound adjectives are formed from the past or present participles of verbs, e.g.

It's better to eat ***oven-baked*** *food that hasn't been fried in oil.* (The food has been **baked** in the **oven**.)

You'll keep coming back for more ***great-tasting*** *lemonade.* (The lemonade **tastes great**.)

1 I fried the chicken in deep oil.
It's *deep-fried* / *deep-frying* chicken.
2 That salad looks good.
It's a *good-looked* / *good-looking* salad.
3 What's the ingredient that tastes sweet?
What's the *sweet-tasted* / *sweet-tasting* ingredient?
4 The tomatoes are filled with rice.
They're *rice-filled* / *rice-filling* tomatoes.
5 I don't think they've cooked this chicken enough.
It's *undercooked* / *undercooking* chicken.

2 Complete the sentences with one of the compound adjectives in the box.

home-made | modern-looking | old-fashioned | overcooked | well-known

1 I've eaten in so many restaurants recently. It's great to get back to some good ... food. home-made
2 You've never heard of *tiramisu*? It's a ... Italian dessert. well-known
3 Be careful not to leave it in the oven for too long. It gets dry if it's ... . overcooked
4 The restaurant is quite traditional but it has a very ... menu. I'd love to go there one day. modern-looking
5 We had lunch in a lovely ... restaurant in the historic centre of town. old-fashioned

3 Complete the description of Polish *gołąbki* with compound adjectives in the box. Then choose another dish that is popular in Poland and write three sentences to describe it using compound adjectives.

sweet-tasting | home-made | rice-filled

Gołąbki are ... rolls made of cabbage leaves. Rice is first mixed with ground beef and pork. ... tomato sauce is often put on top of the rolls. This is a traditional Polish dish which tastes best when it's ... rather than cooked in a restaurant.

3 1 rice-filled
2 sweet-tasting
3 home-made

Life Skills guide
3 Mediation

3h/week • Student's Book ex. 1–9 pp. 100–101 • If short of time, skip ex. 9.

5h/week • Workbook ex. 1–5 p. 88

7h/week • Photocopiable vocabulary activities, TB pp. 350, 355 (6.4) • Extra online resources

47 Walk down the street in most big cities and you'll find a middle-eastern grill selling kebabs and falafel. Without a doubt, you'll also find a restaurant selling burgers. If you look for spicy food, there's a good chance you'll find Indian or Thai food. You might even find Mexican tacos or Vietnamese curry for takeout. But you probably won't find food from the Philippines. That's strange, because Filipinos make the best street food in the world.

One reason Filipino food is so good is that there's so much variety! You only have to look at the country's rich history to see why. The Philippines have been influenced by Chinese, Malay, Arab and Spanish cultures, to name a few. Filipinos took these influences and mixed them in their own way. A popular street breakfast illustrates this very well: take some Chinese rice porridge*; mix in some chocolate (the Spanish introduced cocoa to the islands); then add some 100% Filipino salted fish. That's *champorado* with *tuyo* and it'll wake you up! So, Filipino food is a wonderful mix of many countries' ingredients and styles.

You'll recognise many dishes for this reason. *Lumpia* are delicious spring rolls, very similar to the ones on a Chinese menu. However, there are a few characteristics of Filipino cuisine that distinguish it. Seafood is everywhere in this nation of 7,000 islands. *Ukoy* is a popular prawn dish; the prawns are mixed with vegetables in egg and flour, fried until they are golden, and served with spicy vinegar. You may discover that the food isn't as hot as in countries like Thailand, but it has flavourful dishes with many great-tasting ingredients in each bite. The best-known dessert of the islands is *halu halo* – it contains cooked banana, sweet beans, coconut, fruit, sweet milk, sugar and ice. A milkshake like no other!

You'll find the best *adidas* (grilled chicken feet) in Manila at a food stall called Maong's Grill. Filipinos don't let anything go to waste and make the most delicious snacks out of every part of the animal. At Maong's, for example, you can also get grilled chicken head and chicken intestine*. In many parts of the world, street food started as food for people who weren't wealthy enough to have their own kitchens, and here they do it best.

So why has the world not discovered Filipino street cuisine? Perhaps it's because some of its tastiest dishes are very unusual, so you need to want to try new things. But adventurous young people are exploring world food more than ever, so this is going to change and in a few years, we'll all be eating Filipino food. For now, though, the best place to experience it is still on the streets of Manila.

porridge *a soft food made with water or milk and grain, e.g. oats or rice, eaten hot for breakfast*
intestine *the part of an animal that processes and digests food*

READING

Understanding a text about street food

4 You and your friend are discussing whether 'street food' has more advantages or disadvantages. In your discussion, include the following aspects:

- price
- variety of food on offer
- health
- availability

5 Read about street food from the Philippines. What are two characteristics of the food that are mentioned?

varied and multicultural

6 Read the blog again. Match each dish (1–5) with the idea that it illustrates (a–e).

1 *champorado with tuyo* e
2 *lumpia* b
3 *ukoy* d
4 *halu halo* a
5 *adidas* c

a Filipino food often puts many flavours together.
b Some dishes are similar to dishes from other countries.
c The cuisine shows that the Philippines is not a rich country.
d A lot of Filipino food uses local ingredients, like seafood.
e The food shows the multicultural past of the country.

7 Work in pairs. Discuss the questions.

1 Have you ever tried Filipino food? What dishes would you like to try? Which ones would you avoid?
2 The writer believes that 'in a few years, we'll all be eating Filipino food'. Do you agree? Why?/Why not?
3 Are you an adventurous eater? What strange things have you eaten?
4 What other types of food are you interested in trying?

8 It is useful to increase your vocabulary by trying to understand new words in texts. For each definition (1–6) find the correct word in the text.

1 food that you buy in a restaurant but don't eat there (paragraph 1)
2 individual parts of a meal (paragraph 3)
3 animals from the ocean that we eat (paragraph 3)
4 an amount of food that you eat at one time (paragraph 3)
5 a place in the street used for selling food and other things (paragraph 4)
6 a style of cooking, such as a national style (paragraph 5)

9 What food would you use to promote your country or region? What makes this food different from dishes from other countries? Are there any dishes you would not mention because they might not sound attractive to tourists? What makes them unattractive?

Life Skills guide
7 Communication, Critical thinking, Mediation

Exam guide
4 Oral Matura

Life Skills guide
4 Critical thinking, Mediation

8 1 takeout
2 dishes
3 seafood (prawns)
4 bite
5 stall
6 cuisine

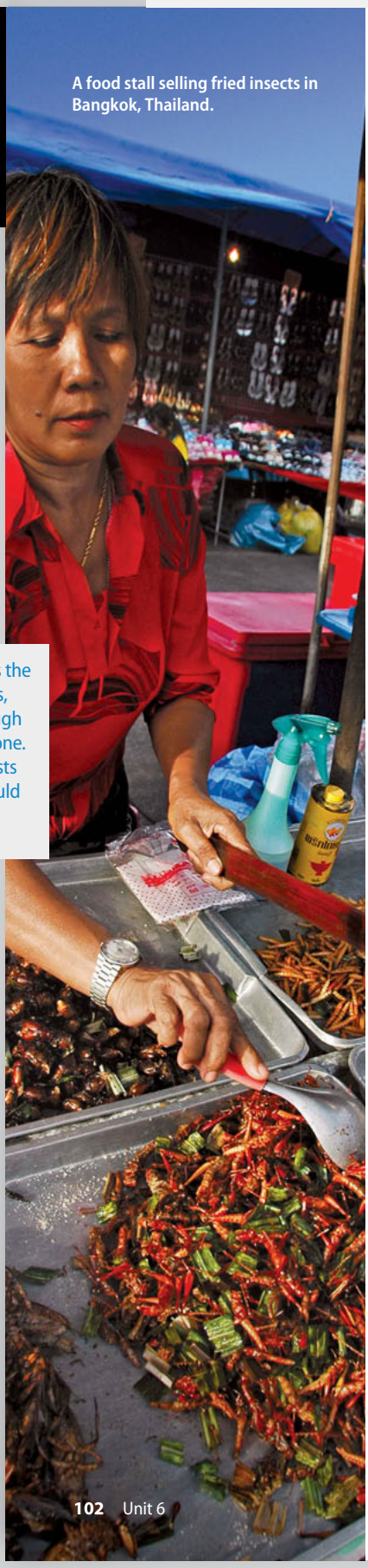
Life Skills guide
9 Critical thinking, Mediation

Fast Finishers

Write a short paragraph about some of the typical street food that can be found in Poland. Include some information on what it tastes like and where it originally comes from.

6E Cele lekcji: Stosowanie form przyszłych w celu wyrażania przypuszczeń i przewidywania.

1 Will you cook your own meals after moving out from home?
2 What exotic dishes would you like to try one day? Why?



A food stall selling fried insects in Bangkok, Thailand.

6E Grammar 2

Making predictions

Using different future forms to make predictions

1 Read the extracts (a–f) in the Grammar box. Use them to complete the summary below.

will, may/might, going to, future continuous, future perfect

a *By 2050 the human population **will almost certainly have grown** to nine billion*
b *we **may be able to find** our protein from somewhere else*
c *They think we **will run out of** food*
d *we **will** all soon **be eating** insects*
e *we can see that figure is **going to** rise*
f *we **won't have** enough of these resources*

More explanation in Grammar reference on pp. 110–111.

There are around eight billion people on the planet, and (1) e . (2) a , and experts are worried. (3) c . People in developed countries get most of their protein from animals like chickens and cows, but these animals need a lot of land, water and food to live, and (4) f as the world's population grows and more people want to eat this kind of meat. But (5) b . There's a chance that (6) d .

2 Exercise 1 talks about a problem. How could insects be the solution?

2 The problem is that as the world population rises, there will not be enough protein to feed everyone. The paragraph suggests that eating insects could be a solution to this problem.

3 How likely are the statements? Match them with the probabilities (a–c).

a **1** 'I'm sure this will be true in the future.' **a** certain – 100%
b **2** 'It's quite probable that this will happen.' **b** probable – 80–100%
c **3** 'I cannot be sure, but there is a chance it will happen.' **c** possible – 10–80%

4 How likely is it that the events in bold in the Grammar box will happen?

1 certain e, f
2 probable a, c
3 possible b, d

5 Complete the rules for making predictions (1–6) with the verb forms. Then match the rules with the extracts (a–f) in the Grammar box.

We use:

future continuous | future perfect | *going to* | *may/might* | *will* x 2

1 … to make predictions when there is a clear reason in the present for the prediction. Extract e
2 … to make predictions that we believe are true, often with verbs like *think*, *expect*, *imagine* and *know*, adverbs like *definitely*, and expressions like *I'm sure*. Extract c
3 … to talk about future things that are certain to happen. Extract f
4 … if we are less certain that the prediction is true. Extract b
5 the … to talk about an action that you know or think will be in progress at a certain point in the future. Extract d
6 the … to talk about an action that will be finished before a particular time in the future. Extract a

More exercises in Grammar practice on p. 111. Do exercises. 5–6.

5 **1** going to
2 will
3 will
4 may/might
5 future continuous
6 future perfect

3h/week • Student's Book ex. 1–11 pp. 102–103, ex. 5–6 p. 111 • If short of time, skip ex. 2, 10 and 11 pp. 102–103.

5h/week • Workbook ex. 1–9 pp. 90–91

7h/week • Photocopiable grammar activities, TB pp. 349, 353 (6.2) • Extra online resources (see Technology guide)

6 1 'll be doing
2 'll have tried
3 won't be eating
4 Will you be doing
5 'll have finished
6 won't have finished

6 **Complete the voicemail with either the future continuous or future perfect form of the verbs. Then listen and check your answers.** 48

'Just wanted to let you know what we **(1)** ... (*do*) this weekend. Remember the World Food Fair last year? We're going again! If it's like last year's, by the end of the weekend I **(2)** ... (*try*) all sorts of strange snacks. Apparently, this year, they're promoting insects, but I **(3)** ... (*not eat*) any ants, even if they are covered in chocolate! What about you? **(4)** ... (*you do*) your school project? Do you think you **(5)** ... (*finish*) before Monday morning? Good luck! I **(6)** ... (*not finish*) mine by then!'

7 **Read the instructions for a food processor which makes an insect salad. Then complete the sentences with the correct form of the verbs in brackets.**

time	instruction
8.10–8.15	fry the insects in oil
8.16	add salt and pepper
8.18–8.24	chop the insects into tiny pieces
8.24	sprinkle with vinegar
8.25–8.30	mix everything carefully

1 It's 7.50 am and the food processor ... (*start*) preparing a salad soon.
2 At 8.12, it ... (*fry*) the insects in oil.
3 By 8.17, it ... (*add*) all the necessary spices.
4 By 8.25, it ... (*chop*) the insects into tiny pieces.
5 It ... (*mix*) the salad for another 5 minutes.

8 **Read the text. Choose the correct form of each verb to complete the text.**

Researcher Marcel Dicke gives several reasons why insects (1) *are going to* / *won't* provide us with a lot of the protein we need. Firstly, farming insects is efficient: 'Give cows ten kilograms of food, and you will (2) *be getting* / *get* only one kilogram of beef, but locusts can give you nine kilograms of locust meat.

Second, you will (3) *be already eating* / *have already eaten* hundreds of meals containing insects in your life, whether you like it or not! Next time you eat processed food, you (4) *will* / *may* probably be eating insects. A lot of fruit gets damaged by insects, so it (5) *won't go* / *isn't going* to the supermarkets, but (6) *is going to* / *may* be used to make processed foods like tomato soup.

Thirdly, insects are already a popular form of good, healthy food. Up to two billion people in Asia, Africa and Latin America will (7) *be enjoying* / *have enjoyed* an insect recently. Even so, Dicke expects that other people will (8) *find* / *be finding* it hard to get used to the idea of eating insects. One possibility is that food manufacturers (9) *are going to* / *might* start introducing processed insect protein into their products. Dicke predicts that, by 2020, we (10) *are going to buy* / *will be buying* them, knowing that we are eating insects.

7 1 will start
2 will be frying
3 will have added
4 will have chopped
5 will be mixing

9 **MY PERSPECTIVE – SPEAKING**

Work in pairs. Discuss the questions.

1 What are the advantages of eating insects?
2 Do you think you will be eating them in the future?

Life Skills guide
9 Creativity, Critical thinking

10 **Work in groups. Use the prompts to create an insect-based dish.**

- Our dish is going to use ... (type of insect)
- It's going to be a ... (type of food)
- Other ingredients will include ...
- We think it will look more attractive if we ... (presentation)
- We'll be promoting it in ... (places)
- When you eat it, make sure you ...
- We're sure it will ... (predictions)

Life Skills guide
10 Collaboration, Creativity, Mediation

11 **CHOOSE**

1 Work in groups. Have a food invention competition. Persuade other groups to buy your dish in exercise 10.
2 Write the recipe and instructions for your dish in 10. You can use the instructions in exercise 7 as a model.
3 Find out how people around the world eat insects. Give a short presentation.

Life Skills guide
11 Collaboration, Creativity, Critical thinking, Mediation, Practical skills, Self-development


Crispy, fried insects.

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

Fast Finishers

Write three sentences about some of the things you hope to have achieved by the end of your high school education and three things that are likely to happen after leaving school.

Technology guide

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

LearningApps.org

Matura exercises to TED Talks video

Technology guide

Alternative lesson with TED Talks video for vocational schools: food technology specialist on **www.dlanauczyciela.pl**

TEDTALKS Why I'm a weekday vegetarian



> "If all of us ate half as much meat, it would be like half of us were vegetarians."
>
> **GRAHAM HILL**

AUTHENTIC LISTENING SKILLS

Using pauses in speech

Pausing

When people are speaking to an audience, they often pause to break their sentences up into short sections, or chunks. This makes it easier for the listeners to follow. Speakers often pause:

- at the end of sentences,
- where there is a comma or other punctuation,
- to separate adverbial phrases, e.g. expressions about time or place,
- before an important word or phrase,
- between the subject of a sentence and its verb when the subject is long.

1 Read the Authentic listening skills box. Then listen to the beginning of the TED Talk. Identify the pauses. 49

About a year ago, I asked myself a question: 'Knowing what I know, why am I not a vegetarian?'

Life Skills guide

2 Collaboration, Mediation

BEFORE YOU LISTEN

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

mere	cruelty	hypocritically
society	tuck into	stall
common sense	taste buds	culprit
red and processed meat	intake	lessen

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 6.0

green	log cabin	hippie
commit	emissions	footprint

4 Listen to part 1 of the talk. Put the problems with eating meat in the order that Graham mentions them. Which problem doesn't he mention? TED 6.1 p. 405

a It is bad for the planet. 3
b The animals suffer in poor conditions. 2
c It is expensive. not mentioned
d It is unhealthy. 1
e People are eating more and more meat. 4

5 Listen to part 1 of the talk again. Choose the correct option to complete each sentence. TED 6.1 p. 405

1 If you eat *one hamburger* / *three hamburgers* every day, it can increase the possibility of dying by a third.
2 We keep 10 *million* / *billion* animals for meat each year in factory-farm conditions.
3 Meat causes more emissions than *transportation* / *production* all together.
4 Beef production uses *10* / *100* times more water than most vegetables do.
5 We are eating *twice* / *three times* as much meat as in the 1950s.

3h/week • Student's Book ex. 1–10 pp. 104–105 + DVD • If short of time, skip ex. 8 and 10.

5h/week • Workbook ex. 1–4 p. 92

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



6 Listen to part 2 of the talk. Choose the correct option to complete each sentence. TED 6.2 p. 406

1 Which of these rules is part of Graham's solution?
a Only eat fish at the weekend.
b Don't eat meat on Saturdays and Sundays.
c Reduce the amount of meat you eat by 70%.

2 Which part of Graham's solution is he happiest about?
a He's not creating so much pollution.
b He's got more money.
c He's healthier.

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

risk	raise	combined
in conflict with	come up with	damage

8 Answer the questions. Compare answers in pairs.

1 Do you do any hobbies where there is a *risk* of hurting yourself?
2 What is the *combined* age of everyone in your home?
3 Do you ever want to do things that are *in conflict with* what you should be doing? What?
4 Have you ever *come up with* a way of making money? What?
5 Have you ever done any *damage* to another person's possessions?

AFTER YOU LISTEN

CRITICAL THINKING Persuading

There are many ways that speakers can use to persuade their listeners to do things. They can:
a describe personal experiences that others can relate to,
b offer choice and flexibility,
c point out the personal benefits of doing it,
d ask themselves and the audience questions,
e ask listeners to imagine a situation.

9 How does Graham try to persuade his audience? Match the extracts (1–5) with techniques (a–e) in the Critical thinking box.

1 Knowing what I know, why am I not a vegetarian? d
2 Imagine your last hamburger. e
3 I'd commit to doing it later, and not surprisingly, later never came. Sound familiar? a
4 On the weekend, your choice. Simple. If you want to take it to the next level … b
5 Best of all, I'm healthier, I know that I'm going to live longer, and I've even lost a little weight. c

10 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

1 Would you consider becoming a weekday vegetarian? Why?/Why not?
2 If you are a vegetarian, do you think part-time vegetarianism is a good thing?

Exam guide
6 Listening
Multiple choice

Life Skills guide
9 Critical thinking

Life Skills guide
8 Mediation

Life Skills guide
10 Critical thinking, Self-development

1 What are three things you're looking forward to doing this year?
2 What skills would you like to master? Why?

6F Speaking

Exam guide
1 Listening
Matching

Useful language

Talking about hopes and goals
I expect I will
I think I might
I'd really like to
I'm aiming to have … by next month.
I'm interested in -ing.
I'm looking forward to + - ing
I'm thinking about / of + - ing
In the long / short term, I'm going to / hoping to / planning to …
I wish I could

Talking about hopes and goals

1 Listen to four people talking about something they would like to change in their lives. Match each speaker (1–4) with the sentence (a–e) that best describes their view. There is one sentence that you do not need. 50 p. 388

Speaker 1 b
Speaker 2 a
Speaker 3 e
Speaker 4 c

a I don't have enough money.
b I should think of changing my diet.
c My relations with my schoolmates need to improve.
d I wish I could move away so much.
e My home life is not what I like best.

2 Listen again. Which of the expressions in the Useful language box can you hear? 50 p. 388

3 Work in pairs. Use expressions from the Useful language box to discuss some of your hopes and goals.

4 Look at the instructions for helping other people achieve their goals. What goals in exercise 3 could a classmate help you with?

1 Ask them to describe the problem as they see it. Ask what they want to change. Make sure they say exactly what their goal is, e.g. not *eat less chocolate*, but *eat no more than one bar of chocolate a day*.
2 Ask them what is stopping them from achieving their goal.
3 Ask them to set a time limit on their goal. How long do they need to achieve their goal?
4 Together, talk about what they will do to achieve their goal. Ask them to list the advantages of achieving their goal and to commit to them.

5 Work in pairs. Follow the instructions and take turns helping each other to achieve the goals you identified in exercise 4.

1 You want to eat more healthily. (What do you want to cut down?)
2 You think you and your family should eat more organic food, but your parents say it's expensive.
3 You want to give up a bad habit, e.g. biting your nails, drinking fizzy drinks.
4 You don't get on well with someone, and want to have a better relationship.
5 You want to go travelling (where to?) but need to save money for the trip. You find it hard to save.

Life Skills guide
2 **Speaker 1:** I'd really like to …, I'm hoping to …
Speaker 2: I expect I'll …, I'm aiming to …, I'm thinking of …
Speaker 3: I think I might …, In the long term, I'm aiming to …

Life Skills guide
4 Collaboration, Communication, Creativity, Critical thinking, Mediation, Self-development

Life Skills guide
5 Collaboration, Communication, Creativity, Critical thinking, Mediation, Self-development


La Boqueria food market, Barcelona, Spain.

3h/week • Student's Book ex. 1–5 p. 106 • If short of time, skip ex. 5.
5h/week • Workbook ex. 1–4 p. 93
7h/week • Extra online resources

6G Writing

A blog post – a social media update

Writing a social media update

1 Work in pairs. Look at the types of trip and discuss the questions.

a cooking holiday
a cycling holiday
a photography expedition
a study visit
a volunteering trip

1 What activities would you expect to do on these trips?
2 Which trip would you prefer to go on? Why?

2 Read the social media update below. Which of the activities has Lisa already done? Which is she hoping to do? Which is she going to do?

1 **get to** Leh *already done*
2 **quickly visit** the Red Fort already done
3 **walk around** Delhi's streets already done
4 **travel slowly** between Delhi and Leh already done
5 learn to cook **nice** food hoping to do

Finally reached Leh last night after three incredible days in Delhi! We rushed around the Red Fort, then wandered through the streets of the old city. What a beautiful place! It was boiling though, so we're all happy to feel the fresher weather of the Himalayas. The train to Leh crawled along but at least we could rest. Delhi is exhausting!

My homestay family here is super friendly and welcoming. Last night, they cooked a vegetable curry with delicious little dumplings called *momos*. Over the next week, we'll be learning to make some tasty local dishes. We'll have to buy the ingredients ourselves from local markets. But I also hope to take some photos for my culture project. Next week there's the Ladakh Festival – I can't wait to see it!

3 **WRITING TIPS** Interesting language

a Read the text in exercise 2 again. Find words that Lisa uses instead of the words in bold in exercise 2. Why does she use the words?

b Find the words in the update that Lisa uses instead of the words.

1 hot (line 4)
2 cooler (line 5)
3 tiring (line 7)
4 very (line 8)

4 You are going to write a social media update. Choose one of the trips below or a trip you would like to make one day.

1 a trip to a region in your country with its own special local cuisine
2 a visit to the house of a friend or relative where you tried a new dish
3 a trip abroad when you ate some interesting food

5 Write your social media update about the trip in exercise 4. Use phrases from the Useful language box. Make it interesting to read and try to answer the questions. Write between 80 and 130 words.

- What kind of trip is it and where are you?
- What have you already done?
- Describe one of the places you visited.
- What are you going to, or hoping to, do and see?

More about a blog post in Writing guide on p. 155.

6 Read your classmates' updates. Whose trips sound the most interesting? Whose food sounds the tastiest?

Useful language

Writing a social media update

We finally … after
What a beautiful place / long journey!
It's such a / an adjective + noun (noisy city, huge country).
The food was so + adjective (tasty, spicy, fresh, etc.).
The weather's wonderful / boiling / freezing.
I'm hoping to
I want to … while I'm here.
We might … if there's time.

1 How often do you post news of what you've been up to on social media? What do you usually write about?
2 Which aspects of your trip do you mainly talk about when you come back from holiday?

Life Skills guide
1 Critical thinking

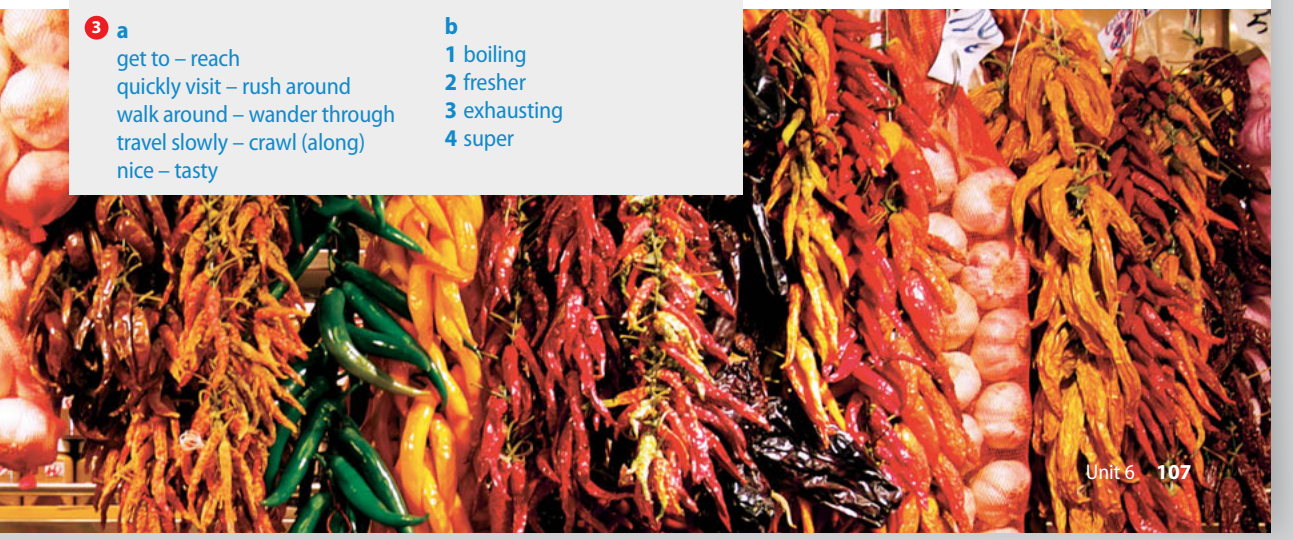
Exam guide
5 Writing
A blog entry

Life Skills guide
5 Creativity, Mediation, Practical skills

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

3 **a**
get to – reach
quickly visit – rush around
walk around – wander through
travel slowly – crawl (along)
nice – tasty

b
1 boiling
2 fresher
3 exhausting
4 super



3h/week • Student's Book ex. 1–6 p. 107
5h/week • Workbook ex. 1–5 p. 94
7h/week • Extra online resources

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 The food they serve in this bar is not ... for people with food allergies. suitable — SUIT
2 Harry is an ... young man, not afraid of taking risks. adventurous — ADVENTURE
3 The Japanese restaurant opposite my house offers a great ... of seafood dishes. variety — VARIOUS
4 David has a stomachache. ..., he ate supper late last night. Apparently — APPARENT
5 ..., I find the idea of eating fish for breakfast strange. Personally — PERSON

Exam guide
2 English in Use
Word formation

Exam guide
5 English in Use
Sentence formation

2 Przeczytaj zdania. Uzupełnij każdą lukę wyrazami z ramki przekształconymi w taki sposób, aby powstało spójne i logiczne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.
Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

put feed make spice serve high be

1 I always criticise my sister for buying ... processed food and giving it to her children. highly
2 The secret to ... a good chef is very simple: cook what people like. being
3 The onion soup my mum cooked was too ... for me. spicy
4 Jeff is a talented cook. He loves it and he ... his heart into it. puts
5 I had to return home earlier ... my dog. It was really hungry. to feed

5 1 will be flying to/from/over London
2 are going to break them
3 is going to make pizza
4 am seeing my/the doctor
5 will have found a recipe

Uzupełnianie luk

Exam guide
6 English in Use
Translations

Life Skills guide
6 Mediation

3 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 I won't eat this food. It looks ... junk food. like
2 Jack has a disgusting habit of talking ... his mouth full. with
3 My dad will never ... a cake because he doesn't know how to do it. bake
4 Fry the meat in the pan ... it becomes golden brown. until
5 I can't cook ... my mum has never taught me how to do it. because/since/as

Exam guide
3 English in Use
Gap-filling

Uzupełnianie zdań

4 Wybierz odpowiedź, która poprawnie uzupełnia zdania.

1 Pizza is a popular ... all over the world.
a recipe **b** ingredient **c** dish
2 Could you give me a simple ... for an Italian dish?
a receipt **b** recipe **c** reception
3 I ... the idea of eating red ants' eggs strange.
a believe **b** think **c** find
4 When potatoes are ..., they can be really mushy and tasteless.
a overcook **b** overcooking **c** overcooked
5 I love French, Italian, Chinese and Thai cuisines, to ... a few.
a name **b** call **c** say

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

1 At this time next month I ... (*fly / London*).
2 Don't play with those cups! You ... (*break / they*).
3 Look! Mum has bought some mozzarella cheese! She ... (*make / pizza*) for us.
4 I can't see you tomorrow. I ... (*see / doctor*).
5 By next Sunday my Mum ... (*find / recipe*) for my birthday cake.

Tłumaczenie fragmentów zdań

6 Przetłumacz fragment zdania w nawiasie na język angielski.

1 For years Mandy has been preparing meals made from (*surowych składników*) ... .
2 (*Warzywa gotowane na parze*) ... are recommended for those who want to lose weight.
3 Remember (*aby nie zostawiać*) ... meat in the oven for too long. It'll get dry.
4 (*Bez wątpienia*) ... Eve's Restaurant is overrated. The food they serve there is below standard.
5 Why don't you serve home-made cheesecake? It's (*łatwy do przygotowania*) ... .

6 1 raw ingredients
2 Steamed vegetables
3 not to leave
4 Without (a) doubt / No doubt
5 easy to make/to be cooked/prepared/made

3h/week • Student's Book ex. 1–9 pp. 108–109 • If short of time, assign ex. 9 for homework.

5h/week • Workbook ex. 1–9 pp. 96–97, ex. 1–5 p. 95 • If short of time, assign ex. 8 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

7 Przeczytaj teksty o zwyczajach żywieniowych w trzech krajach (a–c) oraz dotyczące ich zdania (1–4). Do każdego pytania dopasuj właściwy tekst.
Uwaga: jeden tekst pasuje do dwóch zdań.

In which country do the inhabitants:

1 have a varied breakfast? b
2 eat food from the same dish? c
3 eat out more often than they used to? b
4 stick firmly to eating main meals? a

a France
Despite the invasion of fast food chains, traditional French eating habits have not changed. The French have always stuck to eating three meals a day. Breakfast is a simple meal, usually including croissants, cereal, orange juice or coffee. Lunch, divided into several courses, is the main meal of the day. It consists of a starter, second course and dessert. Dinner, which is a light meal eaten late in the evening, brings the whole family together. Although the meals served in France may seem a bit heavy, they are very tasty.

b Vietnam
The Vietnamese usually have breakfast, lunch and dinner without a tea or coffee break in between. They start the day with breakfast early in the morning. It is as diverse as you can imagine. Lunch in Vietnam is quick, yet it is very nutricious. They choose fish, beef, pork, chicken or tofu with side vegetables and steamed rice. Dinner, which is the main meal of the day, usually includes one or two main dishes, such as stewed pork, steamed chicken or fried fish, boiled or fried vegetable and one bowl of broth. Dinner brings the whole family together. Eating out was not a Vietnamese habit until recently. Nowadays, it's getting more and more popular, especially in cities.

c Morocco
In Morocco breakfast, which is usually eaten any time in the morning, is the lightest meal of the day. It consists of bread, butter, and jam or olives. Lunch includes vegetables or salads, followed by a second course – stew or soup. It finally ends with a main course that includes hard boiled eggs, bread, lamb or chicken. For dinner, during the evening hours, Moroccans usually eat *tagine* – a thick stew of vegetables with some meat and spices. Moroccans usually eat together. Interestingly, it's part of the tradition for the Moroccan family to eat food from the same bowl.

SPEAKING

8 Popatrz na zdjęcia.

Wkrótce odwiedzą cię znajomi z Londynu. Wraz ze swoimi rodzicami zamierzasz zaprosić ich na obiad do restauracji. Masz do wyboru trzy restauracje.

- Wybierz restaurację, która twoim zdaniem będzie najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe restauracje.







Odpowiedz na pytania.

1 Do you like to try new restaurants or do you prefer going to those you have already been to? Why?
2 Do you eat different foods depending on the season of the year? Give some examples.
3 What are some ways to waste less food?
4 Why is eating out becoming more and more popular?

WRITING

9 **Na lekcjach języka angielskiego omawialiście temat dotyczący żywienia. W związku z tym zagadnieniem postanowiłeś/postanowiłaś z kolegami i koleżankami napisać książkę kucharską z przepisami waszych ulubionych dań. Napisz o tym na blogu kulinarnym.**

- Poinformuj o trudnościach przy pisaniu książki.
- Opisz wygląd książki.
- Napisz, jakie są zalety wynikające ze wspólnej pracy nad pisaniem książki.
- Przedstaw opinie odbiorców na temat tej książki.

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

Hi guys. Together with my schoolmates we've decided to write a cookbook with our recipes for our favourite food.
…
All in all, the book is a great success.

Exam guide
7 Reading
Matching paragraphs

Exam guide
9 Writing
A blog entry

Life Skills guide
9 Creativity,
Mediation,
Practical skills

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 6

GRAMMAR 1 future plans, intentions and arrangements

Present continuous i *be going to*

Czasu *present continuous* oraz konstrukcji „*be going to* + bezokolicznik" używamy w odniesieniu do planów na przyszłość.

__Are you having__ lunch with your uncle tomorrow?

I'__m going to have__ lunch with my uncle tomorrow.

Czasu *present continuous* używamy, gdy mówimy o konkretnych planach, co do których podjęto już działania i ustalenia oraz określono czas.

We'__re eating__ at Seafood restaurant tomorrow.
The table is booked for 7 pm.

Konstrukcji „*be going to* + bezokolicznik" używamy, gdy mówimy o planach i zamiarach, co do których jeszcze nie ustalono szczegółów i które mogą ulec zmianie.

I'__m going to prepare__ something delicious for lunch, perhaps home-made lasagne or spaghetti Bolognese.

Konstrukcji „*be going to* + bezokolicznik" używamy również do opisywania osobistych planów i zamiarów, gdy nie jest jasno określony czas ich realizacji. W tym wypadku nie możemy użyć czasu *present continuous*, ponieważ zmienia się znaczenie zdania.

I'm going to read this cookery book. (Planuję przeczytać tę książkę kucharską w przyszłości).

I'm reading this cookery book. (Czytam ją w tej chwili).

will + bezokolicznik

Konstrukcji „*will* + bezokolicznik" używamy, gdy mówimy o:

- spontanicznych decyzjach podjętych w chwili mówienia, często są to propozycje lub obietnice:

  A: *Are you going to the supermarket?*
  B: *Yes, I am.*
  A: *I'__ll give__ you a lift.*

  I __won't say__ anything about it to him, I promise.

- przewidywaniach dotyczących przyszłości, co do których mamy nadzieję, oczekiwania, przekonania. *Will* często używamy z takimi czasownikami, jak: *think*, *expect*, *imagine*, *know*, wyrażeniem *I'm sure* oraz *probably*, *maybe*, *perhaps*.

  I haven't decided who I'll invite. I'__ll probably ask__ Sam if he wants to come.

W zdaniach przeczących *not* zazwyczaj występuje obok pierwszego czasownika.

I do__n't__ think she'll eat it.

Nie: (*I think she won't eat it.*)

may/might

Innym sposobem opisywania planów i zamiarów, które nie są jeszcze ustalone, jest użycie czasowników modalnych *may* lub *might*.

She __may ask__ Sam.

I __might stay__ in tonight. It depends what's on TV.

Present simple

Czasu *present simple* używamy w odniesieniu do przyszłości, gdy opisujemy czynności i wydarzenia, które wynikają z rozkładów jazdy lub harmonogramów:

The restaurant __opens__ at six o'clock.

The train __leaves__ at 10.30.

Czasu *present simple* używamy w zdaniach złożonych po wyrażeniach czasowych, takich jak: *when*, *until*, *after*, *as soon as*, *if* oraz *unless*. *Will* występuje w zdaniu głównym.

__When__ you __speak__ to Hanna next week, will you say hello from me?

Ćwiczenia 1–4

GRAMMAR 2 making predictions

Istnieją różne formy wyrażania prognoz/przypuszczeń dotyczących przyszłości w zależności od tego, jaką mamy pewność, czy się wydarzą.

- ***will*** + bezokolicznik

Konstrukcji „*will* + bezokolicznik" używamy, gdy mówimy o przewidywaniach na przyszłość, co do których mamy dużą pewność, że się sprawdzą.

Dinner __will be__ ready in ten minutes.

I __expect__ he'__ll want__ a big dinner. He didn't eat at lunchtime.

I'm sure they'__ll prepare__ a delicious dessert.

- ***be going to*** + bezokolicznik

Konstrukcji „*be going to* + bezokolicznik" używamy zazwyczaj, gdy istnieją przesłanki ku temu, że dane wydarzenie nastąpi w bliskiej przyszłości.

This food is very hot. You'__re going to burn__ your mouth. Be careful!

- ***may/might***

Czasowników modalnych *may* lub *might* używamy, gdy mamy mniej pewności, że przewidywanie się sprawdzi.

It __might__ rain. If it does, we can eat indoors.

Future continuous i future perfect

Czasu *future continuous* używamy, gdy mówimy o czynnościach, które będą trwały w określonym momencie w przyszłości.

They __will be celebrating__ their anniversary tomorrow at 8 pm.

Zdania w czasie *future continuous* tworzymy za pomocą konstrukcji „*will* + *be* + czasownik z końcówką *-ing*".

Czasu *future perfect* używamy, gdy mówimy o czynnościach, które zakończą się do określonego momentu w przyszłości.

I __will have finished__ this work before 6 pm.

Zdania w czasie *future perfect* tworzymy za pomocą konstrukcji „*will* + *have* + *past participle*".

Ćwiczenia 5–6

Grammar practice

1 Choose the best option to complete each sentence.

1 I haven't written much of the essay yet, but I'm *working* / *going to work* on it soon.
2 What time *does the plane* / *is the plane going to* take off?
3 Those bags look heavy. *I'm going to* / *I'll* help you carry them to the car.
4 *I'll* / *I'm going to* make a sandwich. Do you want anything?
5 What *will you* / *are you going to* wear to the party?
6 I'll have a pizza. What *might you* / *are you going to* have?
7 *I spend* / *I'm spending* a few days with a friend after I *visit* / *will visit* my grandparents.
8 I don't know what to do. I have to study, but I *might* / *will* go to the park instead.

2 Complete the sentences using the pairs of verbs in the correct form.

call + give	find out + text	get + arrive
get + not be	understand + talk	

1 I imagine the audience ... very excited when he ... at the stadium in an hour.
2 Until Dad ... home with the shopping, there ... any lunch.
3 He ... the situation better after you ... to him.
4 When you ... what's happening, ... you ... me? You can't phone me at work.
5 I ... you as soon as they ... me the result.

3 Complete the offers and decisions using the correct form of the verbs.

be	call	carry	cook	help	make

1 A: These bags of shopping are heavy.
B: I *'ll carry* them for you.
2 A: Could you help me clean the kitchen in about an hour?
B: I'm sorry, I can't. I ... Beril with her computer then.
3 A: Make sure you get to the restaurant on time.
B: I ... late, I promise.
4 A: Where's Agata? She said she'd be here ten minutes ago.
B: I ... her.
5 A: I'm not going to have time to cook dinner today.
B: You told me that yesterday. I told you, I ... . I bought some fish this morning.
6 A: This coffee tastes horrible!
B: Oh, no! I put salt in it, not sugar! Sorry! I ... some more.

4 Use the prompts to write the questions or answers.

1 Q: ... ? (what / do / weekend)
A: I'm having my hair cut and going to a party.
2 Q: Can you let me know what the doctor says?
A: OK. ... . (I / text / you / after / speak / to her)
3 Q: ... ? (you / see / anyone / this evening)
A: Yes, Judit is meeting me after basketball.
4 Q: Could you try not to wake Olivia? She's sleeping.
A: ... . (I / not / make / a noise).
5 Q: So, ... ? (you / think / you / go back / to that restaurant)
A: I don't know. The food wasn't that good, but the atmosphere was fantastic.
6 Q: Please could you ask Tessa if she's coming on the trip?
A: Sorry, ... (I / not / see / her) until Tuesday, when we're having coffee.

5 Complete the sentences with the future continuous or future perfect form of the verbs in brackets.

1 Good evening, everybody. We ... (*eat*) in about twenty minutes, so you have time to get a drink.
2 This time next week, I ... (*pass*) my cookery diploma. I'm excited, but sad the course is ending.
3 Marc will stay in your bedroom. But don't worry – he ... (*not stay*) long. Just a few days.
4 By the time you get this note, I ... (*go*), so if you need anything from the shop, call me.
5 At the speed he's running, he ... (*not cross*) the finish line before it gets dark!
6 We've decided to go to the burger place this evening. ... (*you join*) us?

6 Complete the conversation with the correct form of the verbs in brackets.

A: I'm taking my brother to the park. Do you want to come?
B: What are you going to do there?
A: I'm not sure. I imagine Victor (1) ... (*want*) to go rollerblading.
B: In that case, I (2) ... (*definitely come*). (3) ... (*you leave*) in the next five minutes?
A: Victor has to get ready and put his rollerblades on. I think we (4) ... (*be*) ready in about ten minutes.
B: Oh! I've just remembered. Carrie's going to call me, so I (5) ... (*not be*) able to come with you.
A: Shall we just meet at the park?
B: Good idea. I (6) ... (*see*) you at the park gate. Tell Victor that when he sees me, I (7) ... (*wear*) my rollerblades, too.

4 1 What are you doing / going to do at the weekend?
2 I'll text you after I speak to her.
3 Are you seeing anyone this evening?
4 I won't make a noise.
5 Do you think you'll go back to that restaurant?
6 I'm not going to see / not seeing her

5 1 will be eating
2 will have passed
3 won't be staying
4 will have gone
5 won't have crossed
6 Will you be joining / Will you join

6 1 will want
2 'll definitely come
3 Are you / Will you be leaving
4 will be
5 won't be
6 will see
7 will be wearing

2 1 will get, arrives
2 gets, won't be
3 will understand, talk
4 find out, will (you) text
5 will call, give

3 2 'm helping / 'm going to help
3 won't be
4 'll call
5 'm cooking / 'm going to cook
6 'll make

Wordlist Unit 6 51

VOCABULARY p. 97

boil (v) /bɔɪl/ gotować (w wodzie)
chop (v) /tʃɒp/ siekać
cook (n, v) /kʊk/ kucharz/kucharka; gotować
cooker (n) /'kʊkə/ kuchenka
cutlery (n) /'kʌtlərɪ/ sztućce
delicious (adj) /dɪ'lɪʃəs/ pyszny
dietician (n) /ˌdaɪə'tɪʃn/ dietetyk/ dietetyczka
disgusting (adj) /dɪs'gʌstɪŋ/ wstrętny, niesmaczny
dish (n) /dɪʃ/ danie; półmisek
fat (n) /fæt/ tłuszcz
flavour (n) /'fleɪvə/ smak
food processor (n) /'fuːd ˌprəʊsesə/ robot kuchenny
fork (n) /fɔːk/ widelec
fresh (adj) /freʃ/ świeży
fry (v) /fraɪ/ smażyć
highly (adv) /'haɪlɪ/ wysoce
ingredient (n) /ɪn'griːdiənt/ składnik
junk food (n) /'dʒʌŋk ˌfuːd/ niezdrowe jedzenie
kettle (n) /'ketl/ czajnik
knife (n) /naɪf/ nóż
meat-eater (n) /'miːtˌiːtə/ osoba jedząca mięso
noisy (adj) /'nɔɪzɪ/ hałaśliwy
pan (n) /pæn/ rondel; patelnia
peel (v) /piːl/ obierać (ze skórki)
plate (n) /pleɪt/ talerz
pot (n) /pɒt/ garnek
process (v) /'prəʊses/ przetwarzać
processed (adj) /'prəʊsest/ przetworzony
raw (adj) /rɔː/ surowy
spicy (adj) /'spaɪsɪ/ pikantny
spoon (n) /spuːn/ łyżka
steam (v) /stiːm/ gotować na parze
steamed (adj) /stiːmd/ gotowany na parze
stew (n, v) /stjuː/ gulasz; dusić (potrawę)
stir (v) /stɜː/ mieszać
tasty (adj) /'teɪstɪ/ smaczny
unhealthy (adj) /ʌn'helθɪ/ niezdrowy
well-balanced (adj) /ˌwel'bælənst/ zrównoważony, urozmaicony
wheat (n) /wiːt/ pszenica

LISTENING p. 98

cookery (n) /'kʊkərɪ/ sztuka kulinarna; gotowanie
cuisine (n) /kwɪ'ziːn/ kuchnia (regionu)
deal (n) /diːl/ umowa
fill (v) /fɪl/ wypełniać, nadziewać
go out (phr v) /ˌgəʊ 'aʊt/ emitować
pancake (n) /'pænkeɪk/ naleśnik
recipe (n) /'resəpi/ przepis, receptura
roll (v) /rəʊl/ zwijać
slice (v) /slaɪs/ kroić w plastry
spice (n) /spaɪs/ przyprawa
tavern (n) /'tævən/ bar, tawerna
workshop (n) /'wɜːkʃɒp/ warsztat, zajęcia

GRAMMAR 1 pp. 98–99

can afford (v) /ˌkæn ə'fɔːd/ pozwalać sobie na coś (mieć pieniądze)
disappear (v) /ˌdɪsə'pɪə/ znikać
order (v) /'ɔːdə/ zamawiać
pick up (phr v) /ˌpɪk 'ʌp/ nauczyć się czegoś; rozumieć
schedule (n) /'ʃedjuːl/'skedʒuːl/ harmonogram
timetable (n) /'taɪmˌteɪbl/ plan, rozkład

READING pp. 100–101

adventurous (adj) /əd'ventʃərəs/ lubiący przygody; odważny
availability (n) /əˌveɪlə'bɪlətɪ/ dostępność
bean (n) /biːn/ fasolka
beef (n) /biːf/ wołowina
bite (n) /baɪt/ kęs
cabbage (n) /'kæbɪdʒ/ kapusta
cocoa (n) /'kəʊkəʊ/ kakao
coconut (n) /'kəʊkənʌt/ kokos
compound (adj) /'kɒmpaʊnd/ złożony
deep (adj) /diːp/ głęboki
deep-fried (adj) /ˌdiːp'fraɪd/ smażony w głębokim tłuszczu
distinguish (v) /dɪ'stɪŋgwɪʃ/ rozróżniać, odróżniać
dry (adj) /draɪ/ suchy
flavourful (adj) /'fleɪvəfl/ pełen smaku, smakowity
flour (n) /flaʊə/ mąka
good-looking (adj) /ˌgʊd'lʊkɪŋ/ atrakcyjny
ground (adj) /graʊnd/ mielony
home-made (adj) /ˌhəʊm'meɪd/ domowej roboty
intestine (n) /ɪn'testɪn/ jelito
leaf (n) /liːf/; (plural: leaves /liːvz/) liść
modern-looking (adj) /ˌmɒdn'lʊkɪŋ/ nowoczesny
multicultural (adj) /ˌmʌlti'kʌltʃərl/ wielokulturowy
old-fashioned (adj) /ˌəʊld'fæʃənd/ staromodny, staroświecki
oven-baked (adj) /ˌʌvən'beɪkt/ pieczony w piekarniku
overcook (v) /ˌəʊvə'kʊk/ rozgotować
pork (n) /pɔːk/ wieprzowina
porridge (n) /'pɒrɪdʒ/ owsianka
prawn (n) /prɔːn/ krewetka
rice-filled (adj) /ˌraɪs'fɪld/ z ryżem
roll (n) /rəʊl/ bułka
serve (v) /sɜːv/ podawać, serwować
stall (n) /stɔːl/ stoisko
sweet-tasting (adj) /ˌswiːt'teɪstɪŋ/ słodki
takeout (adv) /'teɪkaʊt/ na wynos
unattractive (adj) /ˌʌnə'træktɪv/ nieatrakcyjny
undercooked (adj) /ˌʌndə'kʊkt/ niedogotowany
variety (n) /və'raɪətɪ/ różnorodność
vinegar (n) /'vɪnɪgə/ ocet winny
waste (n) /weɪst/ odpady
wealthy (adj) /'welθɪ/ bogaty, zamożny
well-known (adj) /ˌwel'nəʊn/ powszechnie znany

GRAMMAR 2 pp. 102–103

ant (n) /ænt/ mrówka
billion (n) /'bɪljən/ miliard
certain (adj) /'sɜːtn/ pewny
crispy (adj) /'krɪspi/ chrupiący
fair (n) /feə/ targ; jarmark
figure (n) /'fɪgə/ liczba
land (n) /lænd/ ziemia
locust (n) /'ləʊkəst/ szarańcza
manufacturer (n) /ˌmænjʊ'fæktʃərə/ producent
prediction (n) /prɪ'dɪkʃən/ przewidywanie
protein (n) /'prəʊtiːn/ białko
rise (v) /raɪz/ podnosić się
run out of (phr v) /ˌrʌn 'aʊt ɒv/ zabraknąć, wyczerpać się
snack (n) /snæk/ przekąska
sprinkle (v) /'sprɪŋkl/ pokropić; posypać
tiny (adj) /'taɪnɪ/ malutki
voicemail (n) /'vɔɪsmeɪl/ poczta głosowa

TED TALK pp. 104–105

angle (n) /'æŋgl/ punkt widzenia, motyw
audience (n) /'ɔːdiəns/ widownia
binary (adj) /'baɪnərɪ/ podwójny
come up with (phr v) /ˌkʌm 'ʌp wɪð/ wymyślić
commit to (v) /kə'mɪt tʊ/ zobowiązywać się do
common sense (n) /ˌkɒmən 'sens/ zdrowy rozsądek
cruelty (n) /'kruːəltɪ/ okrucieństwo
culprit (n) /'kʌlprɪt/ winowajca/ winowajczyni
emission (n) /ɪ'mɪʃn/ emisja (gazów)
familiar (adj) /fə'mɪlɪə/ znajomy
flexibility (n) /ˌfleksə'bɪlətɪ/ elastyczność
footprint (n) /'fʊtˌprɪnt/ ślad
give a shot (phr) /ˌgɪv ə 'ʃɒt/ dać szansę
harvest (v) /'hɑːvɪst/ zbierać, łowić
hippie (adj) /'hɪpi/ hipis/hipiska
hypocritically (adv) /ˌhɪpə'krɪtɪklɪ/ obłudnie
intake (n) /'ɪnteɪk/ spożycie
lessen (v) /'lesn/ zmniejszać
log cabin (n) /ˌlɒg 'kæbɪn/ domek w górach
mere (adj) /mɪə/ jedyny
pollution (n) /pə'luːʃn/ zanieczyszczenie
raise (v) /reɪz/ hodować
society (n) /sə'saɪətɪ/ społeczeństwo
stall (v) /stɔːl/ powstrzymywać się
steak (n) /steɪk/ stek
swap (v) /swɒp/ zamienić
taste bud (n) /'teɪst bʌd/ kubek smakowy
tuck into (phr v) /'tʌk ˌɪntʊ/ obżerać się
veg (n) /vedʒ/ wegetarianin/wegetarianka
weekday (n) /'wiːkdeɪ/ dzień powszedni, od poniedziałku do piątku

SPEAKING p. 106

aim to (v) /eɪm tʊ/ mieć na celu
bite one's nails (phr) /ˌbaɪt wʌnz 'neɪlz/ obgryzać paznokcie (ze zdenerwowania)
cut down (phr v) /ˌkʌt 'daʊn/ ograniczać
fancy (v) /'fænsi/ mieć ochotę
farming (adj) /'fɑːmɪŋ/ gospodarski, hodowlany
fizzy (adj) /'fɪzɪ/ gazowany
get on well (phr v) /ˌget ɒn 'wel/ być w dobrych relacjach
impress (v) /ɪm'pres/ zrobić wrażenie
look forward to (phr v) /ˌlʊk 'fɔːwəd tʊ/ z niecierpliwością oczekiwać czegoś
make sth up (phr v) /ˌmeɪk sʌmθɪŋ 'ʌp/ nadrobić coś
meat-free (adj) /ˌmiːt'friː/ bezmięsny
move out (phr v) /ˌmuːv 'aʊt/ wyprowadzać się

WRITING p. 107

boiling (adj) /'bɔɪlɪŋ/ upalny
crawl (v) /krɔ:l/ wlec się
dumpling (n) /'dʌmplɪŋ/ pierożek
homestay family (n) /ˌhəʊmsteɪ 'fæməli/ rodzina goszcząca
update (n) /'ʌpdeɪt/ aktualizacja
volunteering (adj) /ˌvɒlən'tɪərɪŋ/ ochotniczy
wander (v) /'wɒndə/ wędrować

SKILLS REVIEW pp. 108–109

bowl (n) /bəʊl/ miska
broth (n) /brɒθ/ rosół
cereal (n) /'sɪəriəl/ płatki śniadaniowe
chain (n) /tʃeɪn/ sieć (sklepów)
cheesecake (n) /'tʃi:zkeɪk/ sernik
contain (v) /kən'teɪn/ zawierać
cookbook (n) /'kʊkbʊk/ książka kucharska
course (n) /kɔ:s/ danie
croissant (n) /'kwɑ:sɒŋ/ rogalik francuski
diverse (adj) /daɪ'vɜ:s/ zróżnicowany
firmly (adv) /'fɜ:mli/ mocno
inhabitant (n) /ɪn'hæbɪtənt/ mieszkaniec/ mieszkanka
mushy (adj) /'mʌʃi/ rozgotowany
overrate (v) /ˌəʊvə'reɪt/ przeceniać
starter (n) /'stɑ:tə/ przystawka
stick to (phr v) /'stɪk tʊ/ trzymać się (zasady)
tasteless (adj) /'teɪstləs/ bez smaku

(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 Translate the Polish fragments of the sentences into English.

1 I (*mam zamiar posiekać*) ... two onions and some garlic.
2 He is going (*zamówić krewetki*) ... and dumplings.
3 I think I (*zrezygnuje ze śmieciowego jedzenia*) ... before the holidays.
4 The unpleasant flavour (*może zniknąć*) ... when you add some spices.
5 They know that she (*nigdy nie zje surowego mięsa*) ... in any dishes.

2 Complete the sentences with the correct form of the words in capitals.

1 Junk food is quite an ... style of eating.
HEALTH unhealthy
2 How many ... have they received recently?
DELIVER deliveries
3 Unfortunately, she ... the potatoes. They looked like liquid.
COOK overcooked
4 It is ... inside our small kitchen when the oven is on.
BOIL boiling
5 He always orders a ... before the main course.
START starter

3 Complete each sentence with the word that best fits the gap.

1 I ... afford to buy these prawns. They are much cheaper now. can
2 We will run ... of eggs after we make this cake. out
3 We can be best friends when we get on ... with each other. well/better
4 Children always look ... to their birthday parties. forward
5 This salad will be easy to make with our new ... processor. food

4 Choose the correct option to complete each sentence.

1 You are a great cook. My ... is empty.
a plate
b kettle
c pot
2 You can ... your tea with this spoon.
a stew
b stir
c steam
3 Fresh fruits aren't only ... for vegetarians.
a tasty
b tasteless
c taste
4 Do you ... trying my new pasta dish?
a provide
b serve
c fancy
5 In my opinion, ... mixture of ingredients guarantees the best taste.
a processed
b well-balanced
c impressed

5 Translate the Polish fragments of the sentences into English.

1 Are you able (*zwijać naleśniki*) ... when they are hot?
2 I will have the prawns for my (*danie główne*) ... and ice cream for dessert.
3 We are worried about the (*dostępność tych składników*) ... .
4 I had a (*kęs duszonej wołowiny*) ... and enjoyed it very much.
5 Then they served (*smakowite przekąski*) ... to the guests.

Exam guide
1 English in Use Translations

Life Skills guide
1 Mediation

Exam guide
4 English in Use Multiple choice

Exam guide
2 English in Use Word formation

Exam guide
5 English in Use Translations

Life Skills guide
5 Mediation

Exam guide
3 English in Use Gap-filling

1
1 am going to chop (up)
2 to order (some) prawns
3 will give up junk food
4 might/may/can disappear / go away
5 won't eat raw meat / will never eat raw meat

5
1 to roll pancakes
2 main course/dish
3 availability of these/the ingredients
4 bite of the stewed beef
5 tasty, delicious/tasty appetisers/snacks/ starters

7A Cele lekcji: Rozmawianie o zakupach i wydawaniu pieniędzy.

1 Are designer clothes overpriced? Why / Why not?
2 Do you enjoy window shopping? Why / Why not?

7 Shopping around



Culture guide

Global context

The Train Night Market, or Talad Rot Fai in Thai, is one of many places to shop in Bangkok which open at night to avoid the heat of the day. Night shopping is an important cultural tradition in Thailand, as it is in many hot countries. Shoppers enjoy the great atmosphere while buying clothes, shoes, accessories, smartphone accessories, as well as getting a bite to eat and drink.

IN THIS UNIT YOU LEARN

VOCABULARY
- shopping
- buying and selling
- shops
- selling points
- services
- finance
- sales
- money

GRAMMAR
- the passive
- have/get someting done

SKILLS

Listening
- alternative shopping
- a newly-opened shopping centre
- matching

Reading
- buying nothing for a year
- adverbs

Speaking
- shopping for clothes

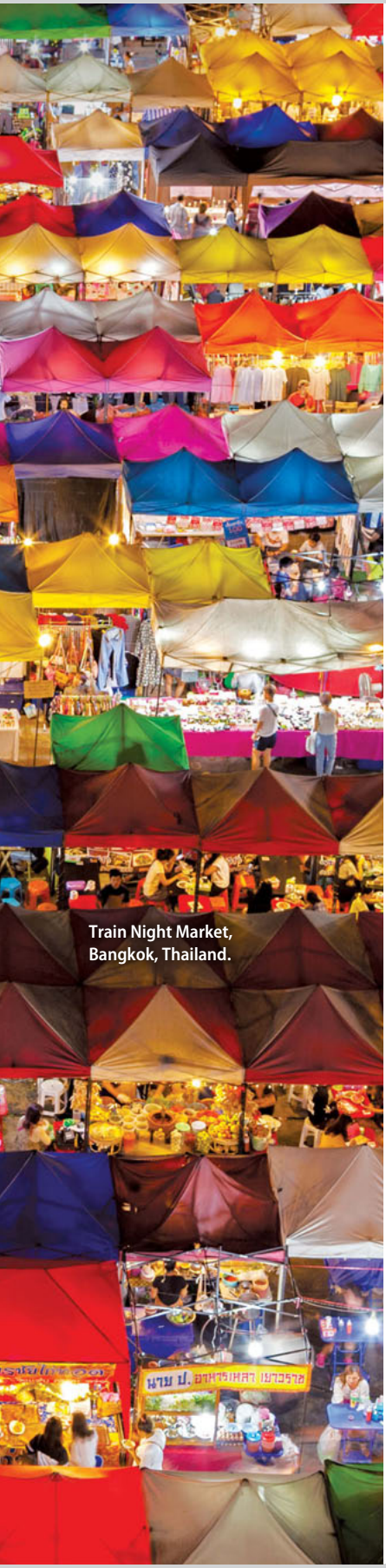
Writing
- announcement

CRITICAL THINKING
- reading between the lines

3h/week • Student's Book ex. 1–7 p. 115 • If short of time, skip ex. 7.

5h/week • Workbook ex. 1–10 pp. 98–99 • If short of time, skip ex. 9–10.

7h/week • Photocopiable vocabulary games and activities, TB pp. 361, 365 (7.3) • Extra online resources



Train Night Market, Bangkok, Thailand.

7A Vocabulary

Money and shopping

Talking about shopping and spending money

1 Work in groups. Name three things which you:

- have spent money on recently,
- don't enjoy buying,
- wanted to buy, but couldn't afford.

2 Work in pairs. You have both got your first salaries and you are going shopping for clothes. Discuss the following things:

- items of clothing you need/want
- prices
- manufacturers/brands
- quality

3 Work in pairs. Check that you understand the words and phrases in bold.

1 I'm careful what I **spend my money on**. I don't **waste** it on stuff I don't need.
2 I spend time **shopping around** online. I always try to get **a good deal**.
3 My family **donates** a little **to charity** each year but I can't **afford** to **give** money **away** yet!
4 Sometimes my sister **lends** me **money** when I need to **borrow** some. She knows I'll **pay** her **back**.
5 I hate **being in debt** to anyone. I prefer to **pay off my debts** as soon as I can.
6 I'll always visit a shop if it's having a **sale**. I love **browsing** for **bargains**.
7 If something I want is **on special offer**, I buy it quickly in case it **sells out**.
8 It's worth **paying more for** things if they're fashionable **brands**. **Logos** on clothes are worth a lot to me.
9 If I get a gift I don't like, I try to **take** it **back** and **get a refund**.
10 I'm more interested in finding a job I enjoy than one where I can **earn a lot**.

4 Work in pairs. Discuss the statements in exercise 3. How closely do they describe your or your family's attitude to money and shopping?

5 Work in pairs. Discuss the difference between the terms.

1 *spend* and *waste* money on something
2 *earn* and *win* money
3 *lend* and *borrow* money
4 *a sale* and *a bargain*
5 *shop around* and *browse*
6 a *brand* and a *logo*

6 Work in pairs. Complete the opinions about money and shopping with the correct form of one of the words or phrases in bold in exercise 3.

Alice: I try to get the best (1) ... I can, by waiting for (2) ... on the things I need, and always (3) ... around. I hate buying things then finding them on (4) ... in other shops. If that happens, I take them (5) ... and get a (6) ... . People who spend more on famous (7) ... are silly – it's such a waste of (8) ... ! I've been saving so I can pay (9) ... university without needing to pay off any (10) ... later.

Grant: Money's for (11) ... , not saving. Why waste half your life looking for (12) ... ? I love shopping, and I spend hours (13) ... in clothes shops but I won't worry if I don't get the cheapest deal before it (14) ... out. I borrow money from my parents (I usually (15) ... them back) but I also help my sister out by (16) ... her money. When I'm older, and (17) ... a salary, I want to continue being generous so I will (18) ... to my favourite charities.

7 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss whose attitude to money and shopping is better – Alice's or Grant's? Why?

Life Skills guide
1 Mediation

Exam guide
2 Oral Matura

Life Skills guide
2 Communication, Mediation

Life Skills guide
4 Critical thinking, Mediation

Life Skills guide
6 Collaboration

Life Skills guide
7 Critical thinking

6
1 deal
2 special offers
3 shopping
4 (special) offer / sale*
5 back
6 refund
7 brands
8 money
9 for
10 debts
11 spending
12 bargains
13 browsing
14 sells
15 pay
16 lending
17 earning/earn
18 donate

* 'on sale' and 'on offer' or 'on special offer' mean the same: the item is sold at a cheaper price than normal

7B Cele lekcji: Rozumienie ze słuchu tekstu o zamiennych sposobach kupowania oraz o centrum handlowym.

1 Which local shop do you visit most often? What do you buy there?
2 What should shops do with the food or any other products that they cannot sell?

7B Listening

Listening to texts about alternative shopping and a newly-opened shopping centre

1 Listen to three people talking about alternatives to normal shopping. What do the alternatives all have in common? 52 p. 389

(a) They mean spending less money.
(b) They benefit the environment in some way.
c They involve reusing things that people don't want any more.

2 Listen again. Which speaker or speakers (1–3) does each question describe? 52 p. 389

Who:

a doesn't want to create unnecessary waste? 1, 2
b doesn't have to leave the house to get what they want? 3
c finds the quality of what they buy is higher than normal? 1, 3
d has experienced negative attitudes to what they're doing? 1
e lives too far from the place to take advantage of it? 2
f mentions a disadvantage to their alternative way of shopping? 1, 3

Exam guide
3 Listening Matching

3 Listen to four people talking about a newly-opened shopping centre in the town. Match each speaker (1–4) with the correct sentence (a–e). There is one extra sentence that you do not need. 53 p. 389

Speaker 1 e
Speaker 2 d
Speaker 3 a
Speaker 4 b

a is especially glad about the services offered by the shopping centre
b has already bought something in the new shop
c isn't satisfied with the product they bought in the new shop
d sees some negative sides about the shopping centre
e likes to check the shops' products on the internet

Life Skills guide
4 Critical thinking, Mediation

4 MY PERSPECTIVE – SPEAKING

Work in pairs. Which of the things would you consider buying second-hand or borrowing? Why?/Why not?

art for your bedroom	books or magazines
clothes and shoes	computers and other electronics
music	presents for other people
sports equipment	other (what?)

1 1 Both are in the present simple.
2 *A driver* is the subject, *the food* is the object.
3 *The food* is the subject, there is no object.
4 In sentence b *the food* is emphasised.

7C Grammar 1

The passive

Using passive to talk about shopping

1 Read the sentences (a–b) and answer the questions (1–4).

a *A driver delivers the food right from the farm to our door.*
b *The food is delivered right from the farm to our door.*

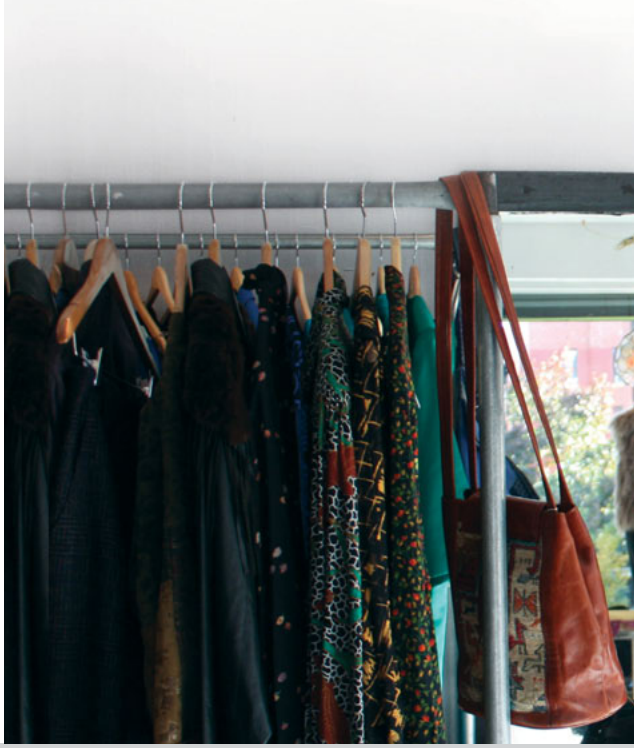
1 What tense are both sentences?
2 What is the subject of sentence a? What is the object?
3 What is the subject of sentence b? Is there an object?
4 What is emphasised in sentence b?

2 Look at more sentences in the passive in the Grammar box. What tense is each one?

The passive

a *People have told me a T-shirt I'm wearing is nice, but when I say I bought it in a second-hand shop, I've been given strange looks!* present perfect
b *Good quality, well-made things can be found.* present simple
c *These clothes weren't thrown away.* past simple
d *The way it works is the things in the shop are donated by the customers.* present simple
e *I wish a 'borrow shop' had been set up around here.* past perfect
f *We were shown at school how the environment pays a price for our food.* past simple

More explanations in Grammar reference on p. 126.
More exercises in Grammar practice on p. 127.
Do exercises 1–3.



3h/week • Student's Book ex. 1–4 p. 116 • If short of time, skip ex. 4.
5h/week • Workbook ex. 1–4 p. 100
7h/week • Extra online resources

Fast Finishers

Make a mini-poster that advertises a recently-opened shop in your area. Include information about the opening hours and any products on offer, special offers, etc.

1 How is your shopping delivered if you buy online?
2 Which types of products are most often advertised on TV?

3 Change the sentences into the passive. Leave out the agent if it's not important.

1 Second-hand shops have always bought and sold things people don't want any longer.
2 However, in the past, people found only the most common things in these shops.
3 Generally, only experts and collectors discovered specialist objects.
4 For example, where could you find second-hand camping equipment before computer engineers had invented the internet?
5 Now people use search engines to find the right thing at the right price, in the right place.

4 Use the correct active or passive form of the verbs to complete the text.

There are several advantages to buying and selling online. First of all, instead of visiting second-hand shops by car or on foot, searches (1) ... (*can make*) from the comfort of your living room. When the internet (2) ... (*invent*), sellers suddenly had buyers from around the world, whereas before, most goods (3) ... (*buy*) by people in the local area. Also, second-hand goods (4) ... (*not only sell*) by professionals with a business and a shop any more – anyone (5) ... (*can earn*) money from home. Since online selling began over twenty years ago, millions of items (6) ... (*send*) to people thousands of miles away.

Second-hand shopping is big business. Over the last 25 years, many websites (7) ... (*create*) just to re-sell unwanted things, but the most successful, eBay, is also one of the oldest; it (8) ... (*establish*) in1995 as AuctionWeb. An item (9) ... (*put*) up for sale and the person who (10) ... (*offer*) the most money for it is the 'winner'. Other websites show 'for sale' announcements, where things (11) ... (*advertise*) and an agreement (12) ... (*make*) between the buyer and seller.

5 Translate the Polish fragments of the sentences into English. Use the verbs in the box.

do	replace	accept	reveal	issue

Did you know?

1 The first credit cards (*były akceptowane*) ... only by the shops which issued them.
2 Almost two billion credit cards (*zostało wydanych*) ... in the world so far.
3 Online payment (*może zostać wykonana*) ... immediately.
4 Your credit card number (*nie powinno się nigdy ujawniać*) ... to other people.
5 Economists say that one day real money (*zostaną całkowicie zastąpione*) ... by electronic forms of payment.

6 Play in pairs. Think of examples for each of the categories. The pair with the most examples wins. Think of things that:

- have been borrowed.
- haven't ever been used.
- aren't sold any more.
- were made by hand.
- were made in another country.
- were designed for a different purpose to the one they are currently used for.

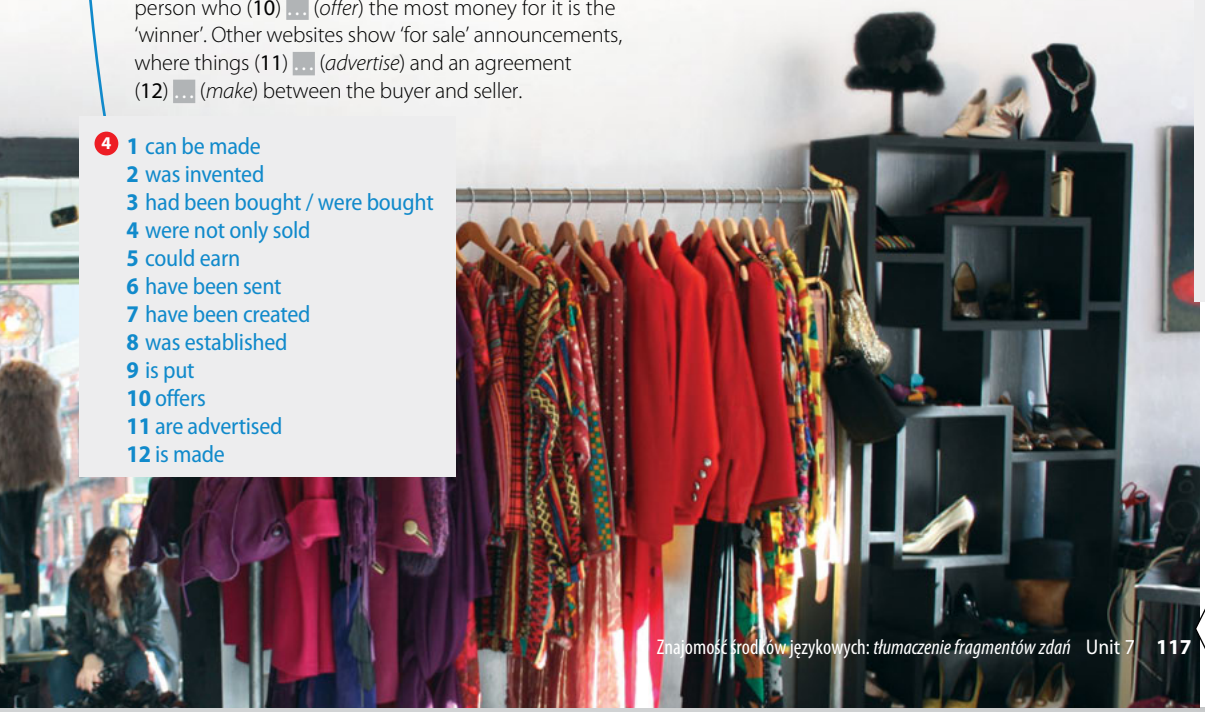
Life Skills guide
5 Mediation

5 1 were accepted
2 have been issued
3 can be made
4 should never be revealed
5 will be replaced completely

Life Skills guide
6 Collaboration, Creativity, Mediation

3 1 Things people don't want any longer have always been bought and sold by second-hand shops.
2 However, in the past, only the most common things were found in these shops.
3 Specialist objects were generally only discovered by experts and collectors.
4 For example, before the internet had been invented, where could you find second-hand camping equipment / where could second-hand camping equipment be found?
5 Now search engines are used to find the right thing at the right price, in the right place.

4 1 can be made
2 was invented
3 had been bought / were bought
4 were not only sold
5 could earn
6 have been sent
7 have been created
8 was established
9 is put
10 offers
11 are advertised
12 is made



Technology guide

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

3h/week • Student's Book ex. 1–6 pp. 122–123, ex. 1–3 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)

7D Cele lekcji: Rozumienie tekstu o ludziach, którzy nie kupowali niczego przez rok.

1 Is there anything you wanted to buy recently but changed your mind about for whatever reason?
2 Do you think you and your family sometimes buy things that you don't really need? What sort of unnecessary things do you buy?

7D Reading

Understanding a text about people who didn't buy anything for a year

1 Work in pairs. Discuss the questions.

1 What do you spend your money on that you consider essential? What are your luxuries?
2 What would you miss most if you didn't buy anything for a year?

Life Skills guide
1 Critical thinking, Mediation

2 Work in pairs. Student A, read about the roommates. Student B, read about the family. Answer the questions (1–4). Then tell your partner what you learnt.

1 Why did they decide to spend nothing for a year?
2 Did they really spend *nothing* during the year? What did they pay for?
3 What skills did they learn?
4 How difficult was it for them?

Life Skills guide
7 Critical thinking, Mediation, Self-development

3 Work in pairs. Answer the questions without looking at the text. Then read both stories to check your answers.

1 What do the roommates and the family have in common?
2 How were the two experiments different?
3 Both made use of the internet. How did this help them achieve their goal?

VOCABULARY BUILDING Adverbs

Adverbs are words which can modify a verb, an adjective or the whole sentence. They generally answer the question *how?*

4 Identify the adverbs in the sentences (1–4) from the article. Then answer the questions (a and b).

1 They stopped getting their hair cut professionally.
2 Jen also learnt how to create a website, where she met people who were similarly anti-consumerist.
3 They tried not spending temporarily for a month before deciding to do it for a whole year.
4 Jen had to work hard to think of ideas for the boys.

a Which adverbs are regular and which are irregular? How do you know?
b Which of the adverbs modify a verb, and which modify an adjective?

4 **a** The first three are regular; *hard* is irregular
b *professionally*, *temporarily* and *hard* modify the verbs; *similarly* modifies the adjective

Life Skills guide
8 Critical thinking

5 Make adverbs from the adjectives.

1 actual actually
2 busy busily
3 complete completely
4 eager eagerly
5 good well
6 fast fast
7 healthy healthily
8 independent independently
9 occasional occasionally
10 realistic realistically

Life Skills guide
9 Critical thinking

6 1 realistically
2 Actually
3 busily
4 fast/occasionally
5 occasionally

6 Complete the sentences with the adverbs in exercise 5.

1 I don't think I could stop buying clothes for a year. I think it would be ... impossible.
2 ..., I had enough cash to pay for the tickets, but I decided to pay with a credit card.
3 I spent most of last week ... . I was preparing for my final exams.
4 I'm not very keen on shopping, so I do it quite ... .
5 We love visiting the fair, which is organised ... in our town.

7 MY PERSPECTIVE – SPEAKING

Work in groups. Discuss the questions.

1 In your opinion, what were the best ideas from each 'buy nothing' experiment?
2 Do you think you could do what the roommates and Jen's family have done? Why?/Why not?
3 Do you think you would be more or less happy if you stopped spending? Why?

CRITICAL THINKING Reading between the lines

It is often possible to understand a lot of meaning from a text, even if it is not actually stated. For example, in the sentence *She asked her friend whether she liked her new dress, but her friend said nothing*, we understand that the friend probably didn't like the dress.

8 Work in pairs. Use the information in the stories and your own interpretation to discuss the questions.

1 Were the decisions to live without spending for a year a choice or a necessity?
2 What have the roommates and the family achieved for themselves as a result of their experiments?
3 What do you think has been the effect of their stories on other people?

9 Read the quotes. Who do you think said them, Geoffrey or Jen? How do you know?

1 'Everything in our life changed in the past year.'
2 'I found buying new clothes really easy to give up.'
3 'It's so useful to know that if your toaster stops working, you don't have to throw it away, you can repair it.'
4 'We even made our own Christmas tree.'
5 'Maybe we didn't save much money, but it's great that we have changed our consumerist lifestyle.'

9 1 Geoffrey (the changes seemed more significant for Geoffrey)
2 Geoffrey (new clothes may be more significant for young single people than parents of children)
3 Jen (they talked about repairing things)
4 Jen (they have children, more likely to make a Christmas tree)
5 Jen (£2,000 is not a large saving over a year).

3h/week • Student's Book ex. 1–9 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



NOTHING FOR A YEAR

54 **How hard is it to live without spending money? Read the stories of two Canadian roommates and a British family who decided not to buy anything for a whole year.**

THE ROOMMATES Geoffrey invited a friend to share his apartment. His new flatmate had to throw away a lot of things to squeeze into a smaller bedroom, and he, too, made room by getting rid of some of his possessions. They realised how much they owned and how little they actually needed.

They decided to do an experiment: could they live for a year without buying anything unnecessary? As well as having to create space, Geoffrey was worried about money, and they both felt uncomfortable with their consumerist* lifestyle. Would they be happier not buying so much? They started a blog to explain their plan and track their progress.

Of course, some things you just can't do without, such as food. But instead of occasionally going to a restaurant and having food prepared for them, now they always cooked at home. They stopped getting their hair cut professionally. And rather than taking public transport to work, they walked or cycled. They learnt how to grow vegetables so they could eat fresh food for free.

It wasn't always easy. Geoffrey says that after a long day at work, preparing dinner was sometimes the last thing he wanted to do. But by sharing the experience with Julie and their supporters online, and reminding themselves of the benefits of cooking, such as being creative and eating healthily, they learnt to enjoy it.

consumerist *buying and having lots of things, often things that are not necessary*

THE FAMILY By the time her son William was three, Jen noticed how many plastic toys he had and how often he wanted new things. At the shops, he looked eagerly for colourful toys, expecting to take them home. She realised that she and her husband needed to teach their children that there are alternatives to new. So, they stopped buying anything apart from food and essential household items like toothpaste. If they needed something, they could find it second hand or make it themselves.

Jen started repairing holes in trousers, knitting winter hats and even making soap. Her husband Ben busily fixed toys and other objects. Jen also learnt how to create a website, where she met people who were similarly anti-consumerist. They inspired her to keep going.

They tried not spending temporarily for a month before deciding to do it for a whole year. By doing this, they discovered that it would be easier than they expected. Ben already made his own bread and jam, so reducing what they needed from shops wasn't completely unfamiliar. They also agreed on a few exceptions to make things easier, like having the washing machine repaired if it ever broke down (it didn't). The hardest part was finding birthday presents for the children's friends. Jen found making bags and clothes for girls easy, but had to work hard to think of ideas for the boys.

They managed to save £2,000, and Jen says they are no longer 'drowning in plastic'. More importantly, they have changed their habits. She believes that 'Each time we make a more thoughtful choice, about what we buy, or don't buy, we are changing the world.'



Fast Finishers

Think of four products or devices that you use on a daily basis. Write down some ideas on how you would adapt in order to manage without these things.

7E Cele lekcji: Stosowanie formy *have/get something done* w rozmowie o usługach.

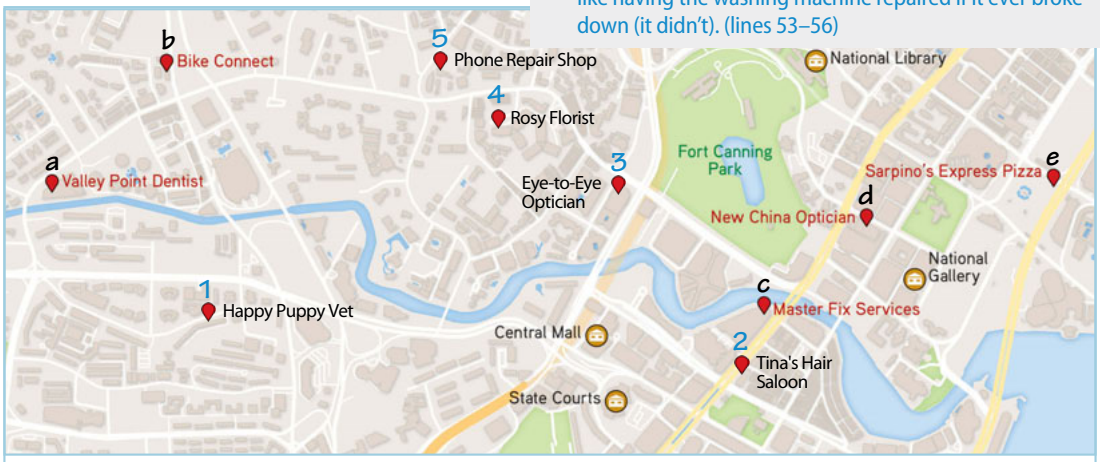
1 Which of the household chores would you most like to have done for you?
2 If your current phone broke, would you have it repaired or would you buy a new one?

7E Grammar 2

have/get something done

Using have/get something done to talk about services

4 But instead of occasionally going to a restaurant and having food prepared for them, now they always cooked at home. (lines 18–20)
They stopped getting their hair cut professionally. (lines 20–21)
They also agreed on a few exceptions to make things easier, like having the washing machine repaired if it ever broke down (it didn't). (lines 53–56)



a This is my dentist's. My brother and I have been going there all our lives.

b My bike often needs fixing. I usually do it myself, but if it's a big job, I go to Bike Connect. The last time I took it there, I had the brakes changed.

c I had a really nice pair of boots but the heel was broken. I took them here but they said they can't repair them.

d Last week I had an appointment at the optician, but there's nothing wrong with my eyes.

e We have a family tradition – pizza every Friday. It gives Mum a night off from cooking. Sarpino's pizza is great, but we never go to the restaurant – we always get it delivered.

Life Skills guide
1 Critical thinking, Mediation

5 1 She and her brother have their teeth checked every six months.
2 Last week, she got her eyes tested.
3 She wanted to have her boots repaired.

Life Skills guide
6 Mediation

7 1 You can have your pet vaccinated (at Happy Puppy Vet).
2 You can have your hair dyed (at Tina's Hair Saloon).
3 You can have your eyesight tested (at Eye-to-Eye Optician).
4 You can have flowers sent to anyone in the city (at Rosy Florist).
5 You can have a broken screen replaced in your phone (at Phone Repair shop).

1 Look at Emma's map of Singapore, where she lives. Find ways that her life is similar and different to yours.

Emma rides a bike, and so do I.

2 Look at the Grammar box and Emma's map. What does *it* refer to in each sentence?

have/get something done

a *We never go to the restaurant – we always get **it** delivered.* pizza

b *The last time I took **it** there, I had the brakes changed.* her bicycle

More explanation in Grammar reference on p. 126.

3 Look at the Grammar box again. Answer the questions about sentences a and b.

1 Do we know who delivers the pizza? Who asks them to deliver it? No. 'We' (her family) asks them.
2 Do we know who changed the brakes? Who asked them to do it? No. 'I' (Emma) asked them to do it.
3 Does *have/get something done* mean:
a someone does something by accident?
b you do something for yourself?
c you ask someone to do something for you?

More exercises in Grammar practice on p. 127.
Do exercises 4–5.

4 Look back at the text on page 119. Find three examples of *have/get something done*.

5 Use the prompts to write sentences about Emma's life.

1 She and her brother / have / their teeth / check / every six months.
2 Last week she / get / her eyes / test.
3 She wanted / have / her boots / repair.

6 Write sentences about the services you and your family use. Use the words in the box to help you, or think of your own ideas.

clean / your shoes	cut / your hair
fix / your laptop	wash / the car

My mum gets the car washed at the garage. She says they do it better than me!

7 Look at places 1–5 on the map above. What services can you get in those places? Make sentences using *have/get something done*.

1 your pet / vaccinate
2 your hair / dye
3 your eyesight / test
4 flowers / send / to anyone in the city
5 broken screen / replace / in your phone

3h/week • Student's Book ex. 1–11 pp. 120–121, ex. 4–5 p. 127 • If short of time, skip ex. 10 and 11 p. 121.

5h/week • Workbook ex. 1–10 p. 104–105

7h/week • Photocopiable grammar games and activities, TB pp. 360, 364 (7.2) • Extra online resources (see Technology guide)

9 1 have just had our car repaired
2 have/get your shopping delivered
3 can have them packed
4 had our hotel room cleaned
5 will have/get CCTV cameras installed

8 Complete the sentences with the correct form of the verbs in the box. Then, in pairs, answer the questions.

arrange	carry	cut	manage	plan	walk

Have you ever …

1 … your bag … to school for you? had ... carried
2 … your birthday party … professionally by an entertainer? had ... arranged
3 … your hair … by a hair stylist? had ... cut

Would you like to …

1 … your dog … ? have ... walked
2 … your social media … by online experts? have ... managed
3 … your holidays … by a personal travel agent? have ... planned

9 For each sentence 1–5, write another sentence with the same meaning. Use *have/get something done*.

1 They have just repaired our car at the garage.
We … at the garage.
2 This online store is great – they deliver your shopping within 24 hours.
This online store is great – you … within 24 hours.
3 If you buy our perfumes as a gift, we can pack them in a special box.
If you buy our perfumes as a gift, you … in a special box.
4 They cleaned our hotel room every day.
We … every day.
5 The security service will install CCTV cameras around our house next week.
We … around our house next week.

10 Work in groups. Discuss the questions.

1 Is there one service you couldn't do without? Why?
2 If you had a lot of money, what would you get done for you? What would you do yourself?
3 Discuss why these changes mean that people are using services more than they used to. Give examples to support your ideas.
- More of us are living in cities.
- People move because of their jobs and don't live so close to their families.
- Some people have more money to spend on luxuries.
- Social media means we are more connected than ever.
- Women's roles have changed in society.

If you live in a city, you can have more things done for you. For example, in our town you can have shopping delivered to your door. All the supermarkets do that.

11 There are lots of services offered to tourists in a place where they're on holiday. Look at the pictures. Which of the services would you decide to have done for you as a 'memory' of your holidays? Give reasons for your choice. Say why you reject the other options.







Answer the questions.

1 What are the reasons why people decide to get things done by others instead of doing them on their own?
2 Are there any services which you personally would like to have done for you? What kinds of things are they?

Exam guide
11 Oral Matura

Life Skills guide
11 Critical thinking, Self-development

Life Skills guide
10 Creativity, Critical thinking, Mediation, Self-development

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

Fast Finishers

You're on holiday in a luxurious hotel. The price includes five things of your choice that will be done for you. Write your list of wishes, using "I'd like to have …" (e.g. I'd like to have a newspaper brought to my room every day).

1 Which item of clothing do you think is the most difficult to buy? Why?
2 How much time do you spend in a changing room before buying a pair of trousers or a shirt?

7F Speaking

Life Skills guide
1 Critical thinking, Mediation

Talking about shopping for clothes

1 Work in pairs. Look at the photo and discuss the questions.

1 Does the shop in the photo look like your kind of shop?
2 What was the last item of clothing you bought?
3 Would you ever:
- buy clothes as a present for someone else?
- buy shoes online?

2 Listen to three conversations. Which takes place in a: 55 p. 389

a men's clothes department? 3
b women's clothes department? 1
c shoe department? 2

3 Listen again and complete the expressions. Then match each expression with the equivalent in the Useful language box. 55 p. 389

1 It's OK, I'm just ... .
2 Have you got these in a ... ?
3 I'm ... something more classy.
4 I'm a ... .
5 We ... it in red.
6 Where ... ?
7 Does ... ?
8 It really ... .
9 I'll ... it.

4 Match each sentence beginning (1–6) with the ending (a–f).

Have you got …

1 something like this shirt but with long d
2 a plain shirt? I don't like e
3 this in a darker shade of c
4 a size 42 of the dress in the f
5 this in a different a
6 any trousers without b

a colour?
b pockets?
c blue?
d sleeves?
e stripes.
f window?

5 Work in pairs. Think of some clothes you want to buy. Take turns to be a shop assistant and a customer shopping for different items.

6 Perform your conversations in front of another pair. Use *this* and *these* instead of *this jumper/pair of jeans*, etc. The other pair must guess what item of clothing you are talking about.

3 **1** looking
2 13
3 looking for
4 large
5 only have
6 can I try it on
7 it fit
8 suits you
9 get

Useful language

Shopping for clothes
It's OK, I'm just browsing.
I'm after something smarter.
I need a size 'L'.
Do you have these in a larger size?
Is it the right size?
It looks really good on you.
We've only got red ones.
Where are the changing rooms?
I'll buy it.

Life Skills guide
5 Collaboration, Communication, Creativity, Mediation

Life Skills guide
6 Collaboration, Critical thinking, Mediation



3h/week • Student's Book ex. 1–6 p. 122
5h/week • Workbook ex. 1–5 p. 109
7h/week • Extra online resources

7G Writing

An announcement

Writing an announcement

1 Work in pairs. Discuss the questions.

1 Do you ever buy or sell things online? What?
2 Do you have any possessions that you could sell second hand?

2 In a 'for sale' announcement, where would the information (1–9) come? At the beginning, in the middle, or near the end?

1 a description of the item, including size *at the beginning*
2 details about postage (how the item will be sent) at the end
3 the age and condition of the item in the middle
4 the name of the item at the beginning
5 the price at the beginning
6 the reason for selling the item in the middle
7 ways you can pay at the end
8 where the seller lives at the end
9 a photo of the item at the beginning

3 Read two announcements below. Which information in exercise 2 is included in the first announcement? What important information is missing from the second one?

Squier Affinity Telecaster
Payment: PayPal / cash on collection
Selling price: €90



Looking for an inexpensive guitar with a great rock and blues sound? Classic-looking electric guitar with 'Telecaster'-shaped body. Same yellow wood finish as the original 1950s Tele. Would suit a beginner or intermediate guitarist.
My first guitar. Had it for five years. Used, but in good condition with only a few scratches and marks on the body. Just bought a new guitar, which is why I'm selling this one. New one is a Squier Classic Vibe 50, a similar model but even better quality. Guitar currently sells for about €180 new, so €90 is a real bargain. Cost of delivery depends on where you are, or free local pick-up in the Opole area. Shipping within three days of receipt of payment.

Lady's bright red special occasion dress
Condition: good, second-hand
Starting bid: €50



Beautiful dress that is perfect for a party. It's got a lovely full skirt, a black flower pattern and long sleeves. My aunt gave it to me, but it doesn't fit. I'm disappointed because I absolutely love the colour. Hasn't been worn very often and has recently been professionally cleaned, so in very good condition. Global shipment (seller is in Poland), payment by bank transfer. Bidding closes soon (May 15th at noon) because I need the money to buy a new dress.

Writing strategies

Writing announcements

- Include all the relevant details the reader needs to decide if they want to buy the item.
- If any information is not relevant to the buyer, don't include it.
- Keep sentences short, e.g. instead of *This bike is a real bargain*, write *A real bargain!*
- Use rhetorical questions to attract the reader, e.g. *Looking for earphones with a perfect sound?*

4 WRITING TIPS Relevant information

a Look at the Writing strategies box. Read the announcements in exercise 3 again. Delete sentences in each announcement that do not give relevant information.

b Match the sentences from online announcements with the types of information in exercise 2 that they introduce.

1 Bought it new and have had it for …
2 Comes in its original packaging and with instruction manual.
3 Due to the size of the item, I cannot ship. Only bids from Rome area, please.
4 Measures … in length.
5 Only has … small scratches / marks …
6 Seller ships within one day of receiving payment.
7 Unfortunately, I can no longer use it because …
8 Will accept offers above …

5 Write an announcement for something you could sell. Use the Writing strategies box and phrases in exercise 4b to help you. In your announcement, include the following information:

- description of your item for sale
- its condition
- the reason you're selling it
- price and method of payment

Write between 80 and 130 words.

More about an announcement in Writing guide on p. 156.

6 Read your classmates' announcements. Which item would you most like to buy?

1 Imagine you want to sell the phone you're currently using. How would you let people know that you wanted to sell it?
2 What kind of second-hand items do people usually buy or sell?

Life Skills guide
1 Mediation

4 **a**
1 My first guitar … New one is a Squier Classic Vibe 50, a similar model but even better quality …
2 My aunt gave it to me … I'm disappointed because I absolutely love the colour … Bidding closes soon because I need the money to buy a new dress.

b
1 – (3) age and condition of item
2 – (1) description
3 – (2) details about postage / (8) where seller lives
4 – (1) description
5 – (3) age and condition of item
6 – (2) details about postage
7 – (6) reason for selling it
8 – (5) price

Life Skills guide
5 Creativity, Mediation, Practical skills

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

3 1 The first announcement includes all the information.
2 The second announcement is missing the size.

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

Słowotwórstwo

Exam guide
1 English in Use
Word formation

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

1 I ... take things back to the shop when, on second thoughts, I decide I don't want them. OCCASIONAL
2 Laura is a ... florist whose beautiful floral arrangements have brought her many customers. creative CREATE
3 There's a marketplace in my neighbourhood where you can see hundreds of ... carrying heavy bags full of fruit and vegetables. buyers BUY
4 After a long discussion about how much money we could spend, we finally came to an ... . AGREE
5 We need to make a ... choice about what to buy for Jack's eighteenth birthday. thoughtful THOUGHT

Uzupełnianie luk

Exam guide
2 English in Use
Gap-filling

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 There were some stains on my jacket, so I went to the cleaners' to ... them removed. get/have
2 If you owe your bank some money, you can negotiate the arrangements of how to ... your debts off. pay
3 ... cooking their meals at home instead of eating out, they managed to save quite a large sum of money. By
4 When we threw away some things from our flat, we realised ... many things we can live without. how
5 ... than doing his shopping in the supermarket, Robert shops online. Rather

Uzupełnianie zdań

Exam guide
3 English in Use
Multiple choice

3 Wybierz odpowiedź, która poprawnie uzupełnia zdania.

1 I don't ... my money on things I don't need.
a lose
b miss
c waste

2 I didn't steal the money. I just ... it.
a paid
b lent
c borrowed

3 I enjoy ... in the bookstore. I usually find a book I'd like to buy.
a browsing
b looking
c checking

4 My secret dream is to have an extra day ... from school.
a off
b out
c away

5 The car we bought last year breaks down very often and I have it ... at least once a month.
a to fix
b fixing
c fixed

6 Prices are very ... this year.
a big
b high
c expensive

Parafrazy 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 My dad didn't fix his motorcycle himself. He ... (*it / fix*) at the garage.
2 The manager didn't place the clothes in the shop window himself. He ... (*they / display*) by someone else.
3 His money ... (*already / transfer*) to his bank account.
4 She is too busy to do the shopping herself, so she ... (*get / it / do*) by her friend.
5 The latest edition of the dictionary ... (*can / buy*) in the bookshop round the corner.

Exam guide
5 English in Use
Transformations

5 Uzupełnij drugie zdanie tak, żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów.

1 I find many advertisements in my letterbox every day.
Many advertisements ... in my letterbox every day.
2 The shop offered Mrs Bux a decent discount on all of the articles.
Mrs Bux ... a decent discount on all of the articles.
3 The sales assistant took care of Mary the moment she entered the shop.
Mary ... the moment she entered the shop.
4 Customers should make complaints about poor service to the manager.
Complaints about poor service ... to the manager.

4
1 had it fixed
2 had them displayed
3 has already been transferred
4 gets it done
5 can be bought

5
1 are found (by me)
2 was offered
3 was taken care of
4 should be made
5 have/get the grass

3h/week • Student's Book ex. 1–9 pp. 124–125 • If short of time, assign ex. 9 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 I'm not going to water the grass myself. Someone else will do it for me.
I'm going to ... watered.

6 **Przeczytaj zdania. Uzupełnij każdą lukę, przekształcając jeden z wyrazów z ramki w taki sposób, aby powstało spójne i logiczne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.**
Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

shop	High	recent	open	buy	good	pay

1 Nowadays people are ready ... a lot more for products whose quality is higher than average. to pay
2 When the corner shop ... last year, it attracted hundreds of people. Now only few customers shop there. (was) opened
3 It's worth ... a new car because it's got a full warranty for a set period of time. buying
4 The police have been trying to find the stolen ..., but they haven't succeeded yet. goods
5 Cathy has bought a lot of new clothes ... . I'm sure she'll never wear some of them. recently

LISTENING

7 **Usłyszysz dwukrotnie cztery wypowiedzi na temat zakupów. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (a–e).**
Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. 56 p. 389

This speaker
a believes that shopping with friends is a waste of time.
b is attracted to other shoppers' appearance.
c mentions that some items won't be bought.
d wonders why he/she dislikes shops.
e buys only the items he/she can afford.

1	2	3	4
d	b	c	e

SPEAKING

8 **Opisz zdjęcie.**



1 Do you think many people come to this place to do the shopping?
2 Which do you prefer: buying for yourself or for other people? Why?
3 Tell me about the last time you bought something at a flea market.

WRITING

9 **Podczas pobytu w USA pomogłeś/pomogłaś znajomym w organizacji wyprzedaży garażowej. Napisz o tym na forum internetowym.**

- Opisz przygotowania do wyprzedaży.
- Poinformuj, jakie zainteresowanie wśród lokalnej społeczności wzbudziła wyprzedaż.
- Wyjaśnij, jak rozwiązaliście problem, który się pojawił podczas wyprzedaży.
- Podaj zaletę organizowania tego typu wyprzedaży.

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

Hi guys,
While in the USA this summer, I got involved in a garage sale that my friends organised.
...
Take care,
XYZ

Exam guide
6 English in Use
Word formation

Exam guide
8 Oral Matura

Life Skills guide
8 Critical thinking, Mediation

Exam guide
7 Listening
Matching

Exam guide
9 Writing
A blog entry

Life Skills guide
9 Creativity, Mediation, Practical skills

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

Grammar reference 7

GRAMMAR 1 the passive

Strony biernej używamy, gdy interesuje nas bardziej sama czynność niż fakt, kto ją wykonuje.

*Most sports trainers **are made** in China or other Asian countries.*

Jeżeli natomiast chcemy powiedzieć, kto wykonał daną czynność, używamy słówka *by*.

*X-rays were discovered **by** Roentgen.*

W zdaniu w stronie czynnej podmiot jest wykonawcą czynności.

***They** sold the last copy of the game yesterday.*

Przy zmianie strony czynnej na bierną dopełnienie staje się podmiotem i zazwyczaj nie podajemy, kto wykonał tę czynność.

***The last copy of the game** was sold yesterday.*

Tłumacząc zdania w stronie biernej z języka angielskiego na język polski, czasami używamy formy bezosobowej (np.: powiedziano, dano, mówi się, można, trzeba itp.).

*Smartphones **can be bought** in most countries.*
(Smartfony można kupić w większości krajów).

*We've **been given** a very expensive present.*
(Dano nam bardzo drogi prezent).

*They **were told** to leave the shopping centre immediately.*
(Powiedziano im, że mają natychmiast opuścić centrum handlowe).

Zdania w stronie biernej w poszczególnych czasach gramatycznych tworzymy za pomocą odpowiedniej formy czasownika *to be* oraz imiesłowu przymiotnikowego biernego (*past participle*).

*Most clothes **are sewn** in factories these days.*
(present simple)

*This jacket **was made** in Turkey.*
(past simple)

*Sorry, but all the small sizes **have been sold**, I'm afraid.*
(present perfect)

*The shoes **had been damaged** before the clothes arrived at the shop.*
(past perfect)

*We often shop in the January sales, when items **can be bought** at lower prices.*
(modal verb)

*New clothes **will be delivered** to all chain shops next week.*
(future simple)

Ćwiczenia 1–3

GRAMMAR 2 *have/get something done*

Konstrukcji *have/get something done* używamy, gdy mówimy o czynnościach, które zostały dla nas lub dla kogoś wykonane przez inną osobę.

*I **have shopping delivered** to my house every Saturday.*

*I **had my watch repaired** yesterday.*

*She **got some flowers delivered** to her grandmother.*

Have i *get* mają to samo znaczenie, ale *get* jest zazwyczaj mniej formalne.

*They **had** their house **valued** at $250,000.*

*Where do you **get** your hair **cut**?*

Pytania i przeczenia w konstrukcji *have/get something done* tworzymy odpowiednio do czasu, którego używamy dla czasownika *have/get*.

***Does** she **have** newspapers delivered every day?*

*He **doesn't have** his workshop painted every month.*

*They **didn't have** the clothes washed on time.*

***Are** you **getting** the photos attached right now?*

Konstrukcji *have something done* możemy również użyć, gdy opisujemy czynność, której nie spowodowaliśmy i której nie zlecaliśmy.

*She **had her wallet stolen**. There was a lot of money in it.*

***Have** you **had your email hacked**? I've just received a strange email from you.*

Ćwiczenia 4–5

Grammar practice

1 In which sentence (a or b) would you leave out the agent?

1 **a** The shoplifter was arrested by policemen after she stole a coat.
b The woman was spotted stealing clothes by 62-year-old store detective, Maureen Backwell.

2 **a** All of the cookies we made have been bought by people.
b I didn't bake them. They were baked by my sister.

2 Choose the correct option to complete each sentence.

1 We understand better now how the environment *affects* / *is affected* by the products that we buy.
2 In the past, most products, such as food, *are* / *were* produced locally, often just a few miles away.
3 Nowadays, products *are* / *had* transported over great distances, often from other countries.
4 Take the milk you had for breakfast. It *may be* / *may have been* driven the length of the country to get to your town.
5 What's more, it's possible that the carton that the milk comes in had been *made* / *making* even further away, on the other side of the world.
6 The environment *is* / *was* constantly damaged by pollution from all the transportation required to get our daily milk on the table.
7 We must also think about what happens to the carton after it *has been* / *was* thrown away.
8 If the carton *hadn't been* / *isn't* recycled, it will be buried under the ground or burned, which releases greenhouse gases. If you can get your food locally, do.

3 Read the sentences about 'supermarket science'. Complete the second sentence so that it means the same as the first. Use no more than three words.

1 Supermarket designers have designed every part of this shop to make you spend more money.
Every part of this supermarket ... to make you spend more money.
2 They have put products that they want us to buy on shelves at eye level so we can see them easily.
Products that they want us to buy ... on shelves at eye level so we can see them easily.
3 It was the same when we were children. They encouraged us to choose the expensive children's food in the same way.
It was the same when we were children. ... to choose the expensive children's food in the same way.
4 These days, they keep items like milk at the back of the shop so that you have to walk through the whole store to find them.
These days, items like milk ... at the back of the shop so that you have to walk through the whole shop to find them.
5 Shop owners had encouraged customers to spend more than they planned long before it became a 'science'.
Customers ... to spend more than they planned long before it became a 'science'.
6 For example, someone designed the shopping trolley in 1938 to make customers buy more.
For example, the shopping trolley ... in 1938 to make customers buy more.
7 Shopkeepers also placed the fruit, vegetables and fresh bread at the front of the shop to make customers want to come in.
The fruit, vegetables and fresh bread ... at the front of the shop to make customers want to come in.
8 They even trick our ears! They play slow music to stop people rushing, so they spend more money.
They even trick our ears! Slow music ... to stop people rushing, so they spend more money.

4 Put the words and phrases in the correct order. You will need to change the form of the verbs.

1 after / by a cleaning company / clean / have / the house / the party / we
2 before / fix / get / happens / please / the fire alarm / something terrible
3 change / from companies / have / he / he received / his phone number / so many unwanted calls / that
4 a new pair / buying / have / I / instead of / my old trainers / repair
5 can / clean / get / I / suit / this / where / ?
6 all the walls / before they moved in / have / paint / they
7 your car / every year / have / test / should / you
8 before you send it / check / for errors / get / your university application

5 Use an expression with *have* or *get* to replace the words in italics so the sentence means the same.

1 He left the car at the garage *for the mechanics to change the oil*.
2 The man took his suit to the drycleaner's *so they could clean it*.
3 She went to the florist's and *told the lady there to send some flowers* to her mother.
4 Once a month, my grandfather *goes to the barber's shop, where a man cuts his hair*.
5 Before we could go on holiday, I had to *pay a photographer to take a photo* for my passport.
6 They were so tired in the evening that they *phoned a restaurant to deliver some Chinese food* to the house.

3
1 has been designed
2 have been put
3 We were encouraged
4 are kept
5 had been encouraged
6 was designed
7 were also placed
8 is played

4
1 We had the house cleaned by a cleaning company after the party. / After the party, we had the house cleaned by a cleaning company.
2 Please get the fire alarm fixed before something terrible happens.
3 He received so many unwanted calls from companies that he had his phone number changed.
4 I had / I'm having / I'm going to have my old trainers repaired instead of buying a new pair.
5 Where can I get this suit cleaned?
6 Before they moved in, they had all the walls painted. / They had all the walls painted before they moved in.
7 You should have your car tested every year.
8 Get your university application checked for errors before you send it.

5
1 to get/have the oil changed
2 to get/have it cleaned
3 got/had some flowers sent
4 gets/has his hair cut
5 get/have a/my photo taken
6 got/had some (Chinese) food delivered

Wordlist Unit 7 57

VOCABULARY p. 115

bargain (n) /'bɑːgɪn/ okazja
borrow (v) /'bɒrəʊ/ pożyczać (od kogoś)
brand (n) /brænd/ marka
browse (v) /braʊz/ przeglądać strony internetowe; rozglądać się w sklepie
debt (n) /det/ dług
donate (v) /dəʊ'neɪt/ podarować, przekazać darowiznę
earn (v) /ɜːn/ zarabiać
generous (adj) /'dʒenərəs/ hojny
get a good deal (phr) /get ə ˌgʊd 'diːl/ zrobić dobry interes
give away (phr v) /ˌgɪv ə'weɪ/ rozdawać, dawać coś za darmo
lend (v) /lend/ pożyczać (komuś)
pay back (phr v) /ˌpeɪ 'bæk/ oddawać pieniądze, dług
pay off (phr v) /ˌpeɪ 'ɒf/ spłacać coś (kredyt, pożyczkę)
refund (n) /'riːfʌnd/ zwrot (pieniędzy)
sale (n) /seɪl/ wyprzedaż
sell out (phr v) /ˌsel 'aʊt/ wyprzedawać
shop around (phr v) /ˌʃɒp ə'raʊnd/ rozglądać się; porównywać
stuff (n) /stʌf/ rzeczy; ciuchy, ubrania
take back (phr v) /ˌteɪk 'bæk/ zwracać coś, oddawać

LISTENING p. 116

beyond (prep) /bɪ'jɒnd/ poza
blouse (n) /blaʊz/ bluzka
bowling alley (n) /'bəʊlɪŋ ˌæli/ kręgielnia
dry cleaner's (n) /ˌdraɪ 'kliːnəz/ pralnia chemiczna
mall (n) /mɔːl/ centrum handlowe (AmE)
pocket money (n) /'pɒkɪt ˌmʌni/ kieszonkowe
reuse (v) /ˌriː'juːz/ użyć ponownie
ridiculous (adj) /rɪ'dɪkjʊləs/ śmieszny, żałosny
second-hand (adj) /ˌsekənd'hænd/ używany, z drugiej ręki
set up (phr v) /ˌset 'ʌp/ otwierać, zakładać
suburbs (n) /'sʌbɜːbz/ przedmieścia
throw away (phr v) /ˌθrəʊ ə'weɪ/ wyrzucać

GRAMMAR 1 pp. 116–117

advertise (v) /'ædvətaɪz/ reklamować
announcement (n) /ə'naʊnsmənt/ ogłoszenie, obwieszczenie
collector (n) /kə'lektə/ kolekcjoner
establish (v) /ɪ'stæblɪʃ/ zakładać; ustanawiać
issue (v) /'ɪʃuː/ wydawać, publikować
object (n) /'ɒbdʒɪkt/ przedmiot
payment (n) /'peɪmənt/ płatność
put up (phr v) /ˌpʊt 'ʌp/ wystawiać (na sprzedaż)
replace (v) /rɪ'pleɪs/ zastępować
re-sell (v) /ˌriː'sel/ odsprzedawać
reveal (v) /rɪ'viːl/ ujawniać
search engine (n) /'sɜːtʃ ˌendʒɪn/ wyszukiwarka

READING pp. 118–119

actual (adj) /'æktʃuəl/ właściwy
alternative (n) /ɔːl'tɜːnətɪv/ alternatywa, inny wybór
be keen on (phr) /biː 'kiːn ɒn/ być chętnym do czegoś
do without (phr v) /duː wɪð'aʊt/ obyć się bez czegoś
drown (v) /draʊn/ tonąć
eager (adj) /'iːgə/ chętny; niecierpliwy
essential (adj) /ɪ'senʃl/ istotny
fix (v) /fɪks/ naprawiać
get rid of (phr v) /ˌget 'rɪd ɒv/ pozbywać się
hole (n) /həʊl/ dziura
household items (n) /ˌhaʊshəʊld 'aɪtəmz/ przedmioty gospodarstwa domowego
knit (v) /nɪt/ robić na drutach
luxury (n) /'lʌkʃəri/ luksus
modify (v) /'mɒdɪfaɪ/ modyfikować
possession (n) /pə'zeʃn/ własność
remind (v) /rɪ'maɪnd/ przypominać
room (n) /ruːm/ miejsce
roommate (n) /'ruːmmeɪt/ współlokator/ współlokatorka
supporter (n) /sə'pɔːtə/ fan
thoughtful (adj) /'θɔːtfl/ rozsądny
track (v) /træk/ śledzić (postęp)

GRAMMAR 2 pp. 120–121

brake (n) /breɪk/ hamulec
CCTV camera (n) /'siː siː tiː ˌviː 'kæmərə/ monitoring
dye (v) /daɪ/ farbować, barwić
entertainer (n) /ˌentə'teɪnə/ artysta estradowy
florist (n) /'flɒrɪst/ kwiaciarnia
garage (n) /'gærɑːʒ/'gærɪdʒ/ warsztat samochodowy
gift (n) /gɪft/ podarunek
heel (n) /hiːl/ obcas
install (v) /ɪn'stɔːl/ zainstalować; zamontować
optician (n) /ɒp'tɪʃn/ optyk
store (n) /stɔː/ sklep
vaccinate (v) /'væksɪneɪt/ szczepić
vet (n) /vet/ weterynarz

SPEAKING p. 122

changing room (n) /'tʃeɪndʒɪŋ ˌrʊm/ przebieralnia
classy (adj) /'klɑːsi/ z klasą, szykowny
clothing (n) /'kləʊðɪŋ/ ubranie
department (n) /dɪ'pɑːtmənt/ dział
fit (v) /fɪt/ pasować (rozmiarem)
jumper (n) /'dʒʌmpə/ bluza, golf
plain (adj) /pleɪn/ gładki
sleeve (n) /sliːv/ rękaw
stripe (n) /straɪp/ pasek
suit (v) /suːt/ pasować (wyglądem)
try on (phr v) /ˌtraɪ 'ɒn/ przymierzać

WRITING p. 123

bank transfer (n) /'bæŋk ˌtrænsfɜː/ przelew bankowy
bidding (n) /'bɪdɪŋ/ licytacja
condition (n) /kən'dɪʃn/ stan, kondycja
inexpensive (adj) /ˌɪnɪk'spensɪv/ niedrogi
mark (n) /mɑːk/ ślad
pick-up (n) /'pɪkʌp/ odbiór
postage (n) /'pəʊstɪdʒ/ przesyłka
receipt (n) /rɪ'siːt/ paragon
scratch (n) /skrætʃ/ zadrapanie; rysa
seller (n) /'selə/ sprzedawca
shipment (n) /'ʃɪpmənt/ przesyłka

SKILLS REVIEW pp. 124–125

aesthetic (adj) /iːs'θetɪk/ estetyczny
bookstore (n) /'bʊkstɔː/ księgarnia
complaint (n) /kəm'pleɪnt/ reklamacja; skarga
decent (adj) /'diːsnt/ przyzwoity, porządny
discount (n) /'dɪskaʊnt/ zniżka
flea market (n) /'fliː ˌmɑːkɪt/ pchli targ, targ staroci
footwear (n) /'fʊtweə/ obuwie
hang around (phr v) /ˌhæŋ ə'raʊnd/ włóczyć się
jewellery (n) /'dʒuːəlri/ biżuteria
letterbox (n) /'letəbɒks/ skrzynka na listy
remove (v) /rɪ'muːv/ usuwać
shop window (n) /ˌʃɒp 'wɪndəʊ/ wystawa sklepowa
stain (n) /steɪn/ plama
warranty (n) /'wɒrənti/ gwarancja

(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

1 1 the suburbs are treated/regarded
2 was borrowed
3 will be/are going to be advertised
4 hasn't been modified/changed
5 can't be vaccinated

LEXICAL EXERCISES

1 Translate the Polish fragments of the sentences into English.

1 Nowadays (*przedmieścia są traktowane*) ... as a better place to live.
2 The money which (*były pożyczone*) ... from your neighbour wasn't a large amount.
3 Such products (*będą reklamowane*) ... everywhere before winter.
4 This system (*nie był modyfikowany*) ... since the last century.
5 Your puppy (*nie może być zaszczepiony*) ... today.

2 Choose the correct option to complete each sentence.

1 You will get a ... if you buy three T-shirts.
a bargain
b discount
c refund

2 I must go to the ... to have my dog's eyes checked.
a optician
b vet
c florist

3 Good shop assistants are always ... to help customers.
a calm
b eager
c actual

4 That jacket didn't ... him. It was too tight.
a fit
b suit
c match

5 I can't ... this stain. I've tried everything.
a reject
b remove
c remind

3 Complete each sentence with the word that best fits the gap.

1 These T-shirts sell ... so quickly that we've almost run out of them. out
2 Why did you throw ... your old furniture? away/out
3 She paid her credit ... last year. off
4 They are going to set ... a travel agency. up
5 Customers shouldn't get rid ... their receipts. of

4 Complete the sentences with the correct form of the words in capitals.

1 His uncle is a keen ... of old computers.
COLLECT collector
2 Sorry, but your last ... was rejected.
PAY payment
3 She treats her car as her most important ... .
POSSESS possession
4 All the souvenir ... in this resort have increased their prices.
SELL sellers
5 Many buyers are ... by the efficient staff in our store.
ATTRACT attracted

5 Translate the Polish fragments of the sentences into English.

1 You should pay back your (*dług*) ... within ten days.
2 There is a (*dziura w rękawie*) ... of my new jumper.
3 We guarantee a (*zwrot pieniędzy*) ... within 30 days if you return the item to the shop.
4 I think that (*niedroga przesyłka*) ... can encourage buyers.
5 Think twice before you (*pożyczysz coś*) ... to my sister.

6 Complete each sentence with the word that best fits the gap.

1 You can get your clothes cleaned with chemicals at a ... cleaner's. dry
2 Customers can pay by bank ... or credit card. transfer
3 We bought a beautiful, old lamp at a ... market for a few pounds. flea/local
4 The ... engine is far too slow. search
5 Some parents regularly give ... money to their children. pocket

Exam guide
1 English in Use
Translations

Life Skills guide
1 Mediation

Exam guide
4 English in Use
Word formation

Exam guide
2 English in Use
Multiple choice

Exam guide
5 English in Use
Translations

Life Skills guide
5 Mediation

5 1 debt
2 hole in the sleeve
3 refund
4 inexpensive shipping
5 lend something

Exam guide
6 English in Use
Gap-filling

Exam guide
3 English in Use
Gap-filling

1 Which organs in the body can be affected by inappropriate eating habits or an unhealthy lifestyle?
2 When was the last time you spoke to a nurse / doctor? What advice did they give?

8 Superhuman



Culture guide

Interesting facts

For most of the 20th century, the only way to look inside the body was with X-ray technology (invented in 1895). X-rays are good for looking at the bones, but are not able to give much information about soft tissues. In 1971, the first Computed Tomography, or CT scan, of a patient's brain was made using a new technology that creates a threedimensional image of the internal structure of the body. Since then, this technology has developed enormously, helping us better understand how the body works and treat disease. This is a coloured 3D computed tomography of a human heart (lower left) with the aorta (red and yellow) and pulmonary blood vessels (blue) – the vessels that carry blood to and from the heart.

IN THIS UNIT YOU LEARN

VOCABULARY
- human body
- emergency
- first aid
- disability
- injuries
- physical challenges

GRAMMAR
- zero and first conditional
- second conditional
- *I wish, if only*

SKILLS

Listening
- radio programme about human body
- multiple choice

Reading
- using technological devices to extend human body
- verbs describing ability
- multiple choice

Speaking
- describing photos
- making guesses

Writing
- email describing people

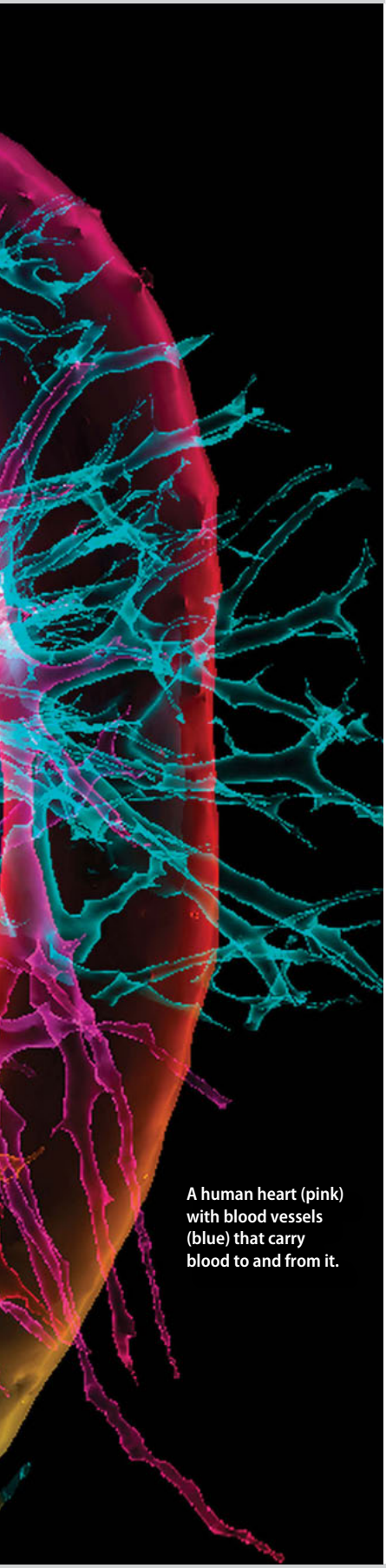
CRITICAL THINKING
- bold claims

TED TALK
- seeing disability in a different way

3h/week • Student's Book ex. 1–4 p. 131 • If short of time, skip ex. 10 and 11.

5h/week • Workbook ex. 1–13 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 human heart (pink) with blood vessels (blue) that carry blood to and from it.

8A Vocabulary

The human body

Talking about human body

1 Do you know any interesting facts about the human body? Complete the sentences with the words in the box.

jaw	tongue	muscles

1 Your ... will not taste any flavour if it is completely dry. tongue
2 The only bone in your head which moves is the ... . jaw
3 A smile involves 17 ... . muscles

2 Use the numbers in the boxes to answer the questions in the quiz. There is one number in each box that you don't need.

5	27	70	1,400	18,000	96,000	86,000,000,000

The heart and blood The heart moves blood and oxygen around the body.
1 How much blood passes through an adult heart each time it beats? (ml) 70 ml
2 How long are all the blood vessels in the body if you put them all in a line? (km) 96,000 km
3 What percentage of the oxygen we breathe in do the lungs absorb? (%) 27%

The brain and senses These tell us about our environment.
4 How many cells are in the human brain? 86,000,000,000 (86 billion) neurons
5 How much does an average adult brain weigh? (g) 1,400
6 What is an average surface area of the skin of an adult male? (sense of touch) (cm^2) 18,000 cm^2

9	17	50	206	300–1,000

The bones and skeleton The skeleton supports the body.
7 What is the difference in your height if you measure how tall you are in the morning and again in the evening? (mm) 17 mm
8 How many bones are there in an adult body? 206

Food and digestion Digestion is how we get nutrients from our food into the body.
9 How far does food travel through the body? (metres) 9 m
10 How many different types of bacteria live in our digestive system? 300–1000 species

3 Complete the sentences with the pairs of words.

bone + bacteria	breathe + lung	muscles + tongue
skeleton + cell	beat + skin	blood + oxygen

1 I enjoyed the biology exam. We had to label the bones on the human ... and draw a red blood ... . skeleton + cell
2 She's got a cough and she's finding it hard to ... . She may have a ... infection. breathe + lung
3 The doctor says I've broken the ... , but she's more worried that ... have got into the cut. bone + bacteria
4 It isn't true that the ... vessels under your skin look blue because they don't contain much ... . blood + oxygen
5 I know there are several places where you can feel your heart ... under your ... , but I can never find them! beat + skin
6 There are eight ... in the ... . They work together so we can speak and eat. muscles + tongue

4 MY PERSPECTIVE – SPEAKING

Work in groups. Which facts in exercise 2 did you find most interesting?

Life Skills guide
4 Critical thinking

8B Cele lekcji: Rozumienie ze słuchu quizu oraz wypowiedzi o ludzkim ciele.

1 What are your favourite weather conditions? What kind of weather affects your mood?
2 How many of your bones can you name?

8B Listening

Listening to quiz and texts about human body

1 Do the quiz below. Then listen to the recording and check your answers. 58 p. 390

1 A hip, an ankle and a wrist are parts of what?
a the head
b the skeleton
c the digestive system

2 What's the name of the medical treatment which protects the human organism from serious diseases?
a vaccination
b operation
c injection

3 Why is it much harder to breathe high in the mountains?
a the air is warmer
b the air is more humid
c there's less oxygen in the air

4 People in some parts of the world have darker skin than others. Which climatic conditions have caused this change in the process of evolution?
a strong winds
b strong sunlight
c high air pressure

5 What extreme living conditions make Oymyakon, a village in Russia, special?
a it's the coldest place where people live
b it's the hottest place where people live
c it's the windiest place where people live

2 Listen to a radio programme about the human body. Which areas do the speakers talk about? 59 p. 390

- ✓ the heart and blood
- the brain and senses
- ✓ the bones and skeleton
- ✓ food and digestion

3 Listen again. Choose the correct option (a–c) to complete each sentence. 59 p. 390

1 The backbone has changed over time
a so we can travel long distances.
b so it can hold our head up.
c in order to run, climb and swim better.

2 If you have a healthy diet, you may have ... bacteria in your body.
a more
b less
c no

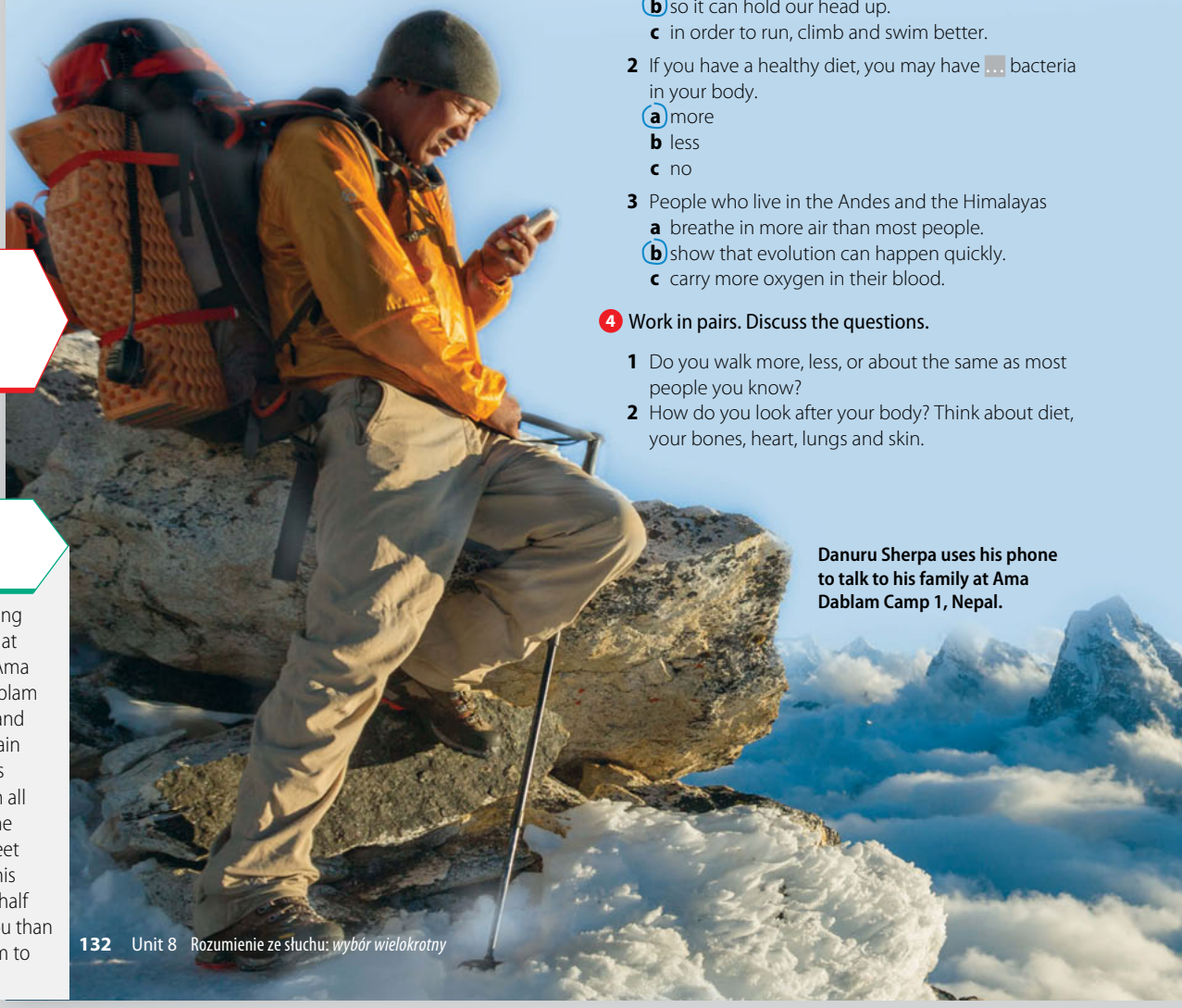
3 People who live in the Andes and the Himalayas
a breathe in more air than most people.
b show that evolution can happen quickly.
c carry more oxygen in their blood.

4 Work in pairs. Discuss the questions.

1 Do you walk more, less, or about the same as most people you know?
2 How do you look after your body? Think about diet, your bones, heart, lungs and skin.

Exam guide
3 Listening
Multiple choice

Life Skills guide
4 Critical thinking, Mediation, Self-development



Danuru Sherpa uses his phone to talk to his family at Ama Dablam Camp 1, Nepal.

Culture guide
Interesting facts

This is Danuru Sherpa talking to his family on his phone at Camp 1 of the mountain Ama Dablam in Nepal. Ama Dablam is close to Mount Everest and is another popular mountain to climb. The local Sherpas help visiting climbers from all over the world to get to the summit, which is 20,243 feet or 6,170 metres high. At this altitude, there is less than half the oxygen available to you than at sea level. It doesn't seem to be affecting Danuru!

3h/week • Student's Book, ex. 1–4 p. 132 • If short of time, skip ex. 4.

5h/week • Workbook ex. 1–5 p. 116

7h/week • Extra online resources

Fast Finishers

Think of five different types of doctors. Write definitions that describe what organs or diseases they specialise in.

8C Grammar 1

Zero and first conditional

Using conditionals to talk about health and giving advice

1 Look at the sentences in the Grammar box. Which of them are talking about possible future situations?

Zero and first conditional

a *Our bodies **don't look** very impressive if we **compare** them with other animals.*

✓**b** *If you **listen** to today's show, you'**ll find** out why the human body is extraordinary.*

✓**c** *Unless you **take** the car everywhere, you **might walk** up to 185,000 kilometres in your lifetime.*

✓**d** *You **will have** difficulty breathing if you **go** to high altitudes.*

e *If you **think** evolution always happens very slowly, **think** again.*

More explanation in Grammar reference on p. 144.

2 Look at the Grammar box again. Complete each sentence about zero and first conditional sentences.

1 Zero conditional sentences talk about *general facts* / *possible future situations*.
2 First conditional sentences talk about *general facts* / *possible future situations*.
3 Conditional sentences have *one clause* / *two clauses*.
4 Zero and first conditional sentences have a *present* / *future* tense in the *if*-clause.
5 In zero conditional sentences, we usually use the *present simple* / *future with 'will'* in the result clause, e.g. sentences a and e.
6 In first conditional sentences, we use a *present* / *future* form in the result clause, e.g. sentences b and d.
7 Not all conditional sentences use *if*. We can also use *however* / *unless* which means *if not*.
8 In zero or first conditional sentences we can also use an imperative, e.g. sentence e, or a modal verb, e.g. sentence c.

More exercises in Grammar practice on p. 145.
Do Exercises 1–2.

3 Choose the correct option to complete the paragraph.

There's so much health advice these days, how do you know what to believe? They say that if (1) *you're* / *you will be* worried about your heart, you (2) *should* / *will* exercise every day. But then again, you (3) *might* / *will* hurt yourself if you (4) *may do* / *do* sport. And they said that (5) *if* / *unless* you (6) *avoid* / *might avoid* eating fatty food, you (7) *get* / *will get* heart disease. But now it's sugar we should be worried about! (8) *If* / *Unless* we (9) *continue* / *will continue* to drink sugary drinks, (10) *do* / *will* we all get diabetes? I'm so confused!

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

1 You ... (*get*) ill if you ... (*keep*) having late nights.
2 Broken bones ... (*mend*) themselves if patients ... (*not move*) them for several weeks.
3 That cut looks bad. If you ... (*not clean*) it well, you ... (*get*) an infection.
4 Have you cooked that chicken for long enough? You ... (*not kill*) the dangerous bacteria unless you ... (*cook*) it well.
5 Diseases ... (*spread*) easily unless people ... (*wash*) their hands regularly.
6 If you still ... (*have*) a headache tomorrow, ... (*make*) an appointment with the doctor.

5 Translate the Polish fragments of the sentences into English.

1 (*Kiedy kichasz*) ..., air leaves your nose at speeds up to 100 kmph.
2 You'll have to visit the doctor tomorrow (*jeśli twoje ramię nadal będzie*) ... swollen.
3 You won't lose weight (*o ile nie zmienisz*) ... your eating habits.
4 Don't ignore any changes in your body (*jeśli pojawią się*) ... after an exotic trip.
5 I'm sure (*naukowcy znajdą*) ... a cure for cancer when Artificial Intelligence starts helping them in their research.

6 Work in groups. What should you do if:

1 you cut your finger?
2 you have a high temperature (38°+)?
3 a classmate feels sick?
4 a cyclist is hit by a car and cannot move?
5 you find someone in the street who is not breathing?

7 Work in groups. Imagine you are going camping, far from medical help. Plan your first aid kit. What will you include? Why?

We'll need plasters if someone cuts themselves.

1 How do you react when you feel the first symptoms of flu?
2 What might happen if you stop eating a sensible, balanced diet?

4 1 will/may/might/could get, keep
2 mend, don't move
3 don't clean, will/may/might/could get
4 will/may/might not kill, cook
5 spread, wash
6 have, make

Exam guide
5 English in Use Translations

Life Skills guide
5 Mediation

5 1 When you sneeze
2 if your arm is still
3 unless you change
4 if they appear
5 scientists will find

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

Life Skills guide
7 Collaboration, Creativity, Critical thinking, Mediation, Practical skills

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

3h/week • Student's Book ex. 1–7 p. 133, ex. 1–2 p. 145 • If short of time, skip ex. 6–7 p. 133.

5h/week • Workbook ex. 1–5 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 cyborgach.

1 Which organs or body parts would you most like to benefit from modern technology?
2 Do you think it will ever be possible to connect the human brain to a computer? Why / Why not?

8D Reading

Understanding a text about cyborgs

1 Read the definition of a cyborg. What cyborg technology can you think of, fictional and real?

> cyborg (n.) *a person who has added extra tools or machines to themselves so that they can improve their own abilities*

2 Read the article. Choose the best summary.

1 Cyborg technology is already used to help people with disabilities.
2 In the future, everyone will have cyborg superpowers.
3 Surprising as it may seem, cyborg technology is not new, and not unusual.

3 Read the article again. Answer the questions. Then compare your answers with a partner.

1 Why doesn't Michael Chorost like the word *cyborg*?
2 What unusual ability does Michael Chorost have? Why is it good?
3 Hugh Herr lost his legs. What two unexpected advantages of this are mentioned?
4 What technologies that many people already use does the writer mention?

4 MY PERSPECTIVE – SPEAKING

You're going to give a presentation about the technology which improves the performance of the human body. Choose one of the three aspects which you think is most important:

hearing sight walking

Give reasons for your choice. Also, say why you reject the other options. Then answer the questions:

1 What other aspects of human life will be improved by technology in the future?
2 Are there any disadvantages of using technology to improve human abilities?

VOCABULARY BUILDING Verbs describing ability

5 There are several verbs in the article that mean *make something easier/possible* or *difficult/impossible*. Use the clues to find the verbs in the article.

1 a l l o w (paragraph 1) line 2
2 l e t (paragraph 2) line 11
3 e n a b l e (paragraph 4) line 26
4 h e l p (paragraph 5) line 29
5 p r e v e n t (paragraph 5) line 30
6 s t o p (paragraph 5) line 31
7 s a v e (paragraph 6) line 36

6 Match the verbs in exercise 5 with their verb patterns. Use the article to help you.

make something easier/possible
(1) … / (2) … + someone + do
(3) … / (4) … + someone + to do
make something difficult/impossible or unnecessary
(5) … / (6) … / (7) … + someone + (from) + *-ing*

7 Put the words in the correct order. Add *to* and *from* if necessary.

1 enable / glasses / people with poor eyesight / see better
2 allows / go to school / have a cold / if / this medicine / you / you
3 disabled people / helps / the robot suit / walk again
4 doing exercise / prevents / putting on weight / you
5 becoming addicted / hopes / will stop / the advert / the government / to cigarettes / young people
6 having to train / in the rain / running machines / save / you
7 if / know / lets / the nurses / stops breathing / this machine / the patient

8 List six advantages of smartphones. Can you think of any disadvantages? Compare your list with a partner.

They let you stay in touch with your friends when they're far away.

CRITICAL THINKING Bold claims

9 Work in groups. Read about bold claims. Then discuss the questions.

> A bold claim is a statement that something is true, even if many people might not agree. Author needs to use a good argument to convince readers why it is true.

1 The article suggests that everyone is a cyborg. What is the writer's argument to claim this is true?
2 How could you argue that someone who wears glasses or carries a mobile phone is not a cyborg? Do you think 'we are all cyborgs'?
3 Discuss which of the other statements, if any, are bold claims.
   a Technology is very much part of who Michael Chorost and Hugh Herr are.
   b The first time a human used a rock as a tool to open a nut, they created an extension of their hand.
   c Writing is a cyborg extension of the brain.

Exam guide
3 Reading
Open-ended questions

Exam guide
4 Oral Matura

Life Skills guide
4 Creativity, Critical thinking, Mediation, Practical skills, Self-development

Life Skills guide
8 Creativity, Critical thinking, Mediation

Life Skills guide
9 Critical thinking

6 1 let
2 help
3 allow
4 enable
5 stop
6 prevent
7 save

7 1 Glasses enable people with poor eyesight to see better.
2 This medicine allows you to go to school if you have a cold.
3 The robot suit helps disabled people walk again.
4 Doing exercise prevents you from putting on weight.
5 The government hopes the advert will stop young people from becoming addicted to cigarettes.
6 Running machines save you from having to train in the rain.
7 This machine lets the nurses know if the patient stops breathing.

3h/week • Student's Book ex. 1–9 p. 134
5h/week • Workbook ex. 1–5 p. 118
7h/week • Photocopiable vocabulary games and activities, TB pp. 372, 377 (8.4) • Extra online resources

A world of cyborgs

60 Without technology, Michael Chorost wouldn't hear anything. Electronic implants* in his brain allow him to hear enough to have a phone conversation. Technically, Michael is a cyborg – part man, part machine – but he doesn't like that term: 'it brings up images of superhuman abilities.' In science fiction, the cyborg is stronger than normal humans; think about Robocop or Darth Vader, for instance. 'The future is not about giving our bodies ways to do things they already do,' Chorost says. 'It's about giving our bodies entirely new things.'

In Michael's case, for example, his disability has an unusual benefit. Thanks to his implants, he's able to turn his hearing off. This lets him concentrate better. If only the rest of us could do that!

Hugh Herr lost both legs in a mountaineering accident, but that didn't stop him from climbing. Artificial legs offer advantages he wouldn't have if he had his old legs. His small artificial feet can get into smaller gaps in the rock. And in normal life, when he's feeling small, he can make himself taller! Don't you wish you could change your height? Now Herr is working on how brain cells can communicate directly with electronics to control muscles.

This may sound like science fiction, but in a sense, we are all cyborgs, and always have been. Technology is very much part of who Michael Chorost and Hugh Herr are, but just because the rest of us don't have implants doesn't mean our gadgets* aren't an extension of our bodies. Would it make any difference if our smartphones were in our arms in the future, for example? The first time a human used a rock as a tool to open a nut, they created an extension of their hand. And glasses and contact lenses are technologies that many of us wear most of the time, and which enable us to see better.

Some experts claim that modern gadgets such as smartphones are different because they help us extend our brains, not just our bodies. For example, they prevent us from forgetting our friends' birthdays; they do difficult calculations for us, and they stop us from getting lost. However, haven't we been using technology to do our thinking for us for hundreds of years? Take a calculation like 312 ÷ 13. I'm sure you can do it in your head, but if you weren't able to, you could use a calculator, or you could also use a pen and paper if you needed to.

Writing is a cyborg extension of the brain that saves us from having to keep lots of information in our memory, and we've had it for a long time! So, next time you hear someone saying that cyborg technology is the future, tell them it's the past and present, too.

implants *things that have been put into the body in a medical operation*
gadgets *small machines with a particular purpose*



Hugh Herr climbing with the use of his artificial legs.

Fast Finishers

Make a list of five things that you would take with you to a desert island. Write how these things would help you survive.

8E Cele lekcji: Stosowanie drugiego okresu warunkowego w rozmowie o udzielaniu pierwszej pomocy.

1 Which sport would you like to try most?
2 How would you make your city safer if you were a member of the City Council?



Exam guide
1 Oral Matura

Life Skills guide
1 Communication, Critical thinking, Mediation, Self-development

8E Grammar 2

Second conditional, *I wish*, *If only*

Using second conditional to talk about first aid

1 Work in pairs. Describe the photo on the left and then answer the questions.

1 Do you think it is a serious injury? Why?/why not?
2 What first aid skills do you know? Do you think they are enough?
3 Tell your partner about a situation when you or someone you know was seriously injured and needed immediate help.

2 Listen to the radio report. Correct the false information in the sentences. 61 p. 390

1 Anmol saw a man lying in a park. on the ground / in a car park
2 Anmol was very nervous while trying to help the man. calm
3 Anmol learnt first aid at a camp. at school
4 Natasha hit the woman in her stomach. on the back
5 Natasha called an ambulance. The waiters

3 Read this sentence and answer the questions.

More lives would be saved if everyone learnt first aid at school.

1 Does everyone learn first aid at school? No.
2 Are all the lives saved that could be saved? No.
3 What verb form is used after *if*? past simple (*learnt*)
4 Is the situation in the past? No, the situation is talking about an imaginary present.

4 Read the sentences in the Grammar box. Choose the correct option to complete the paragraphs.

Second conditional

a *If I* ***did*** *a first aid course, I* ***would*** *know what to do.*
b *Anmol* ***wouldn't*** *know what to do in emergencies if they* ***didn't*** *teach first aid at her school.*
c ***If only*** *more of us* ***knew*** *what to do.*
d *The Red Cross wish more schools* ***taught*** *these essential skills.*
e *Could you help if you* ***saw*** *someone in trouble?*
f *If it* ***wasn't*** *for you, she* ***might*** *not be alive.*

More explanation in Grammar reference on p. 144.

The second conditional describes (1) *imaginary* / *real* situations or situations which are (2) *likely* / *unlikely* in the future. To form the second conditional, we use *would* in the (3) *result clause* / *if-clause* and the past simple in the (4) *result clause* / *if-clause*.

We can sometimes replace *would* with (5) *can* / *could* or (6) *may* / *might*.

When we want a present situation to be different we can use *If only* or *wish*. These are followed by verbs in the (7) *past* / *present* form.

More exercises in Grammar practice on p. 145. Do exercises 3–5.

3h/week • Student's Book ex. 1–10 pp. 136–137, ex. 3–5 p. 145

5h/week • Workbook ex. 1–9 pp. 120–121

7h/week • Photocopiable grammar games and activities, TB pp. 371, 375 (8.2) • Extra oline resources (see Technology guide)

5 Choose the correct option to complete this first aid advice.

What would you do if you (1)*saw*/ *see* someone in trouble in the street? Do you wish you (2)*knew*/ *know* more about first aid? Here are a few tips …

First, don't feel that just because you're not a doctor, you can't help. If it (3)*was*/ *would be* you in trouble, (4) *didn't* /*wouldn't* you want someone just to hold your hand and sit with you? Stay calm and try not to panic.

If you (5)*found*/ *might find* someone who was unconscious, i.e. you couldn't wake them up, you (6) *first* /*would first* need to check that their airway (mouth and throat) was clear, that they were breathing and that they (7) *have* /*had* a heart beat. Look up 'Airway, Breathing, Circulation – ABC first aid' to find out more. If you had a phone with you, the second thing to do (8) *was* /*would be* to call an ambulance.

Finally, do more than just read about it. (9) *Can* /*Would* you trust doctors if all their medical knowledge (10)*was*/ *would be* from books? Find a centre near you where they teach first aid. If someone's life was in your hands one day, you (11)*might*/ *would* have to act fast. Don't leave yourself thinking: (12) *'If* /*If only* I was a first aider!'

6 Work in pairs.

a Write sentences starting *I wish* and *If only* that are true for you.

1 an ability you wish you had
2 something you wish your parents let you do
3 a bad habit you wish a friend or family member didn't have
4 something you wish you could change about your town or country
5 something you wish you could do for someone else

b Tell your partner what would happen or change if your wishes came true.

1 *If I could sing better, I would have a chance to appear in 'Talent Show'.*

7 Complete the second sentence so that it means the same as the first. Use the word in capitals. Do not change the form of this word. You may use between two and five words in each gap.

1 You don't live in an exotic country; that's why high temperatures are so tiring for you.
LIVED
If … country, high temperatures wouldn't be so tiring for you.

2 I don't have enough time to go to the gym regularly, and I'm upset about it.
ONLY
If … to go to the gym regularly!

3 It worries me that people don't always listen to lifeguards on the beach.
WISH
I … lifeguards on the beach.

7 1 you lived in an exotic
2 only I had enough time
3 wish people (always) listened to

8 Complete the dialogues with a suitable ending.

1 A: Oh dear! Are you OK?
B: No. I've cut my knee.
A: Ooh, it looks bad! If only …

2 A: I've got really bad earache today.
B: Have you made an appointment to see the doctor?
A: Not yet. If my mum …

3 A: I feel sick. If only …
B: Oh no! Sit down and have a drink of water.
A: I wish …

9 Work in pairs. Practise the dialogues.

10 CHOOSE

1 Find out as much as possible about local first aid courses (what you learn, when you can do them, etc.). Tell the class what you found.

2 Research what to do in one of the emergencies. Then write an information poster about it.

bleeding	broken bones	burns
choking	insect stings	a sprained ankle

3 Imagine you are in an English-speaking environment and there is a medical emergency. Roleplay the situation in pairs or small groups.



8 Suggested answers:
1 … I had my first aid kit with me today. / … Olga was here, she'd know what to do.
2 … can't take me after school, I'll go tomorrow. / … was here, she'd say it was my fault!
3 … I could lie down. / … I hadn't eaten all those oysters! … I had my phone with me. I'd call my sister to pick me up. / … I didn't have such a sensitive stomach.

Life Skills guide
10 Collaboration, Communication, Creativity, Critical thinking, Mediation, Practical skills, Self-development

Life Skills guide
6 Creativity, Critical thinking, Mediation, Self-development

Exam guide
7 English in Use Transformations

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

Fast Finishers

Think of five things that could be improved either in your school or in the Polish education system. Use "If only …" and "I wish …".

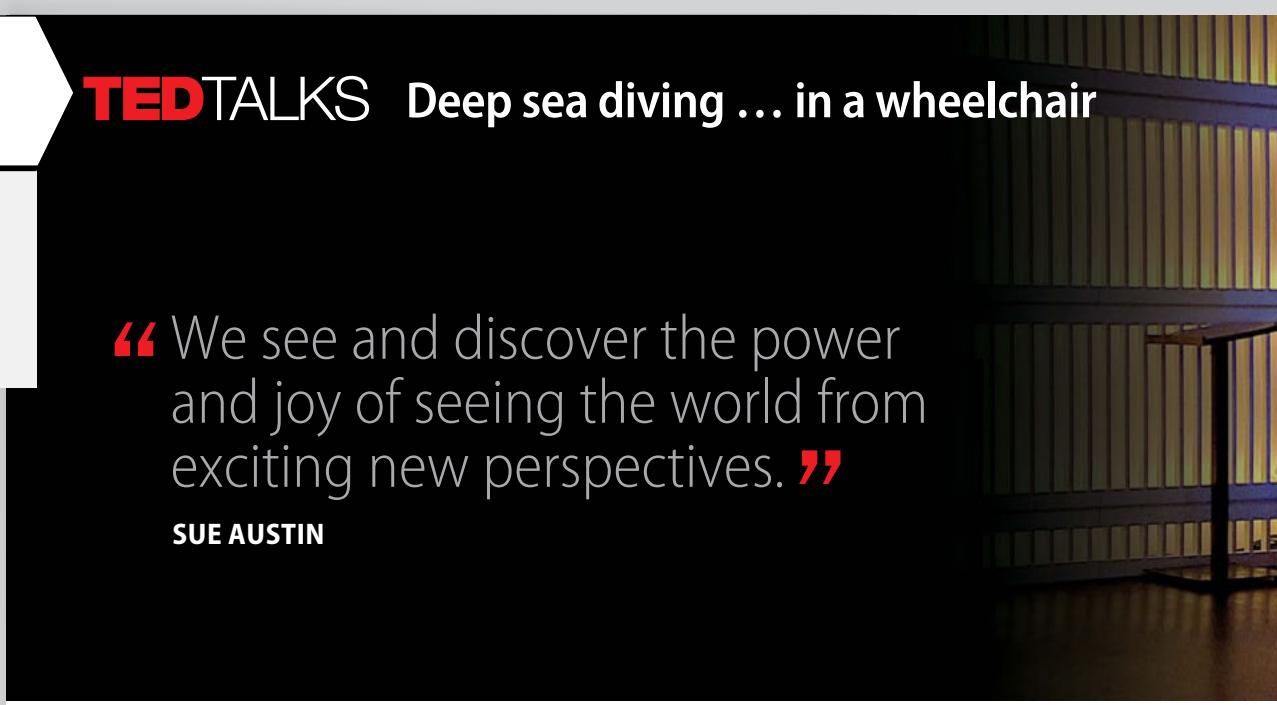
Technology guide

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

LearningApps.org

Matura exercises to TED Talks video

TEDTALKS Deep sea diving … in a wheelchair



> "We see and discover the power and joy of seeing the world from exciting new perspectives."
>
> **SUE AUSTIN**

Life Skills guide

3 Collaboration, Mediation

AUTHENTIC LISTENING SKILLS

Understanding speaker's argument

Following the argument

Certain words and phrases help us follow the speaker's argument. For example:

Learning to play the game was difficult. ***However****, I enjoyed it very much.* ***That's why*** *I decided to carry on.*

1 Read the Authentic listening skills box. Then listen to an extract from the TED Talk. Identify the words that help you follow the argument in the sentences. 62

When I started using the wheelchair, it was a tremendous new freedom … But even though I had this new-found joy and freedom, people's reaction completely changed towards me … As a result, I knew I needed to make my own stories about this experience, new narratives to reclaim my identity.

Exam guide

5 Listening True/false

2 Listen to two more extracts. Notice the words and phrases in bold. 63

1 **So when** I began to dive, in 2005, I realized scuba gear extends your range of activity in just the same way as a wheelchair does … **so I thought**, 'I wonder what'll happen if I put the two together?'

2 For me, the wheelchair becomes a vehicle for transformation. **And the other thing is**, that because nobody's seen or heard of an underwater wheelchair before, … now you have this concept in your mind.

BEFORE YOU LISTEN

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

wheelchair	slip away	restricted	enormous
whizz around		invisibility	limitation
pity	reclaim	identity	scuba gear
range	literally	spread	transformation

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 8.0

assumptions	perspective	spectacles
restriction	associations	exhilarating

5 Listen to part 1 of the talk. Are the sentences true (T) or false (F)? TED 8.1 p. 406

1 At first, Sue didn't enjoy her wheelchair. F

2 Other people felt that wheelchairs were a sign of a lack of freedom. T

3 Sue read a story that helped her to see things differently. F

6 Listen to part 2 of the talk. Choose the correct option to complete each sentence. TED 8.2 p. 406

1 With her wheelchair, Sue tried to communicate *happiness* / *strength* as well as freedom.

3h/week • Student's Book ex. 1–10 pp. 138–139 + DVD • If short of time, skip ex. 9.

5h/week • Workbook ex. 1–5 p. 122

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



2 Sue says that underwater scuba gear allows people to do things in more places. Wheelchairs are *different* / *no different*.
3 Sue wanted people to associate wheelchairs with *excitement and adventure* / *the underwater world*.

7 Listen to part 3 of the talk. Which results of her underwater adventures does Sue mention? TED 8.3
p. 407

✓**1** Other people are inspired to challenge themselves.
2 Wheelchair users can now buy an underwater wheelchair.
✓**3** She has experienced physical freedom.
4 She has learnt more about the problems that the ocean faces.

8 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 8.4

access	tremendous	extends
outcomes	light up	concept

9 Think of examples of the following things.

1 ways we can make it easier for wheelchair users to *access* buildings
2 times when you have experienced a *tremendous* sense of freedom
3 the last time you needed to ask a teacher to *extend* a homework deadline
4 the possible learning *outcomes* of this lesson, i.e. what you will learn
5 a reason your eyes would *light up*
6 a *concept* that young children find difficult to understand

Work in pairs. Compare your ideas. Which are the most interesting? Why?

AFTER YOU LISTEN

10 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

1 What ideas about wheelchairs and wheelchair users did you have before listening to Sue Austin's talk?
2 Why did Sue decide to go underwater with her wheelchair?
3 Is there anything in your life that people think is negative, but you don't think of it like that?

CHALLENGE

Sue says that when people see her achievements they think:
'If you can do that, I can do anything.'
Think of a challenge or goal that you would like to do. If Sue can dive underwater in a wheelchair, can you do your 'anything'?

Life Skills guide
10 Critical thinking, Mediation, Self-development

Life Skills guide
9 Creativity, Critical thinking, Mediation, Self-development

8F Cele lekcji: Opisywanie zdjęć oraz wyrażanie przypuszczeń.

1 Is it easy for you to guess what kind of person somebody is or who they are just by looking at them?
2 Look at other students in your class. How do you think they are feeling today? Make some suggestions.

8F Speaking

Describing photos, making guesses

Life Skills guide
1 Communication, Critical thinking, Mediation

1 Work in pairs. Look at the photo below and answer the questions.

1 What makes people take part in a sport like that?
2 How often (if ever) do you have a chance to do activities which require a lot of effort?
3 Tell your partner about a situation when you or someone you know did a dangerous or harmful activity.

2 Read the description below. Complete the text with the phrases in the box. Then find three sentences which are NOT true about the photo.

might be | as if | not be | obviously | seem to | must

This photo shows a group of five people running in a forest. The little girl (1) ... a daughter of the oldest man. This (2) ... be an organised event because they are wearing numbers on their T-shirts. And the T-shirts are the same colour, so it's (3) ... a team. It's a sort of cross-country run – behind the runners, there's nothing but trees. The runners (4) ... be enjoying the run, judging by the smiles on their faces. However, it obviously requires a lot of effort. You can see this in the face of the man on the left, who looks (5) ... he is concentrating hard on the run. Also, one woman seems to be crying. This may (6) ... the beginning of the race – their clothes, legs and arms are covered in mud.

3 Work in pairs. You and your friend have taken part in the race shown in the photo and are sharing your impressions and thoughts about it. In your conversation, include the following aspects:

- your general opinion about the organisation
- how you prepared for the event
- one thing you didn't enjoy during the run
- other kinds of extreme sports you could take part in

Useful language

Describing photos
This one shows
On the right, there's a
In the middle / background, there's a
Behind …, you can see

Making guesses
They look / seem … (+ adjective)
She looks like … (+ noun)
It looks as if … (+ phrase)
It must / might be
It's obviously

Being imprecise
It's some / a sort of

2 1 might be
2 must
3 obviously
4 seem to
5 as if
6 not be
False sentences:
1 The little girl might be a daughter of the oldest man.
2 And the T-shirts are the same colour, so it's obviously a team.
3 Also, one woman seems to be crying.

Exam guide
3 Oral Matura

Life Skills guide
3 Critical thinking, Mediation



3h/week • Student's Book ex. 1–3 p. 140
5h/week • Workbook ex. 1–3 p. 123
7h/week • Extra online resources

8G Writing

An informal email describing people

Writng an email

1 Read the email below. Answer the questions.

1 What's the relationship between Simon and Janek?
2 What does Simon want Janek to do?
3 Which information does Janek not provide in his email?
a What sports the sportsman has done in his career?
b What some of his successes are?
c What problems he has had in his career?
d What he looks like?
e What his private life is like?

Email Message

From: janek@.....

To: simon@.....

Subject: Re: Polish sportspeople – need help with project!

Hi Simon,

Thanks for your email. For sure, I'll be happy to help you with your project about famous Polish sportspeople!

Here's some info about Robert Lewandowski. He's often called 'Lewy' by his fans. He's one of the best Polish football players now, but it is interesting to know that he used to practise cross-country running and judo, too. As a footballer, he's mostly played for foreign teams (including Bayern Munich!), but he's also played over 100 matches with the Polish national team and scored more than 50 goals.

'Lewy' is tall and slim. And he's pretty handsome (my sister says so ☺). He got married in 2013. His wife, Ania, is a popular nutritionist and personal trainer. They have a daughter named Klara.

I'm attaching two photos of Robert Lewandowski. Hope you can use them in your project.

See you,
Janek

2 **WRITING TIPS** Informal language

a Match the words and expressions (1–9) with the more informal synonyms and abbreviations in the box.

ages	Dear	BTW	in a rush	loads
my place		my stuff	say hi to	thrilled

1 happy thrilled
2 a long time ages
3 in a hurry in a rush
4 send my regards to say hi to
5 a lot loads
6 Hi Dear
7 my house my place
8 by the way BTW
9 my bags, suitcases, etc. my stuff

b Rewrite the sentences so that they sound more informal and friendly. Use contractions where necessary.

1 Dear Mark, Thank you for your email. It has been such a long time since we spoke, so I was happy to get your news. How is life with you?
2 By the way, while I'm travelling I'll need somewhere to keep my bags and everything. I was wondering if I could keep them at your house. I should warn you – there's quite a lot!
3 Anyway, I must go now; I am in a hurry to finish an essay at the moment. I'll definitely write again soon. Give my regards to Kate when you see her. Yours, Anna.

3 Write a reply to Janek. In your email, describe someone you admire. Include information about the sports they have done and some of their successes and achievements. Also, say some facts about his/her private life. Use phrases from the Useful language box and informal language.
Write between 80 and 130 words.

More about emails in Writing guide on p. 157.

4 Read your classmates' emails. Who would you like to know more about?

Useful language

Ways of starting an email
Hi … / Hello …
How are things?
Sorry I haven't written for a while.
Thanks so much for your email.
It was great to hear about
It was great to get your news.

Ways of ending
Please write soon.
Don't forget to call me!
Anyway, I must go now because
Say hi to your brother for me.
Give my love to
Lots of love,
All the best,
Bye for now,
Speak to you soon!

1 1 They're probably friends.
2 Simon needs information about a Polish sportsperson for his project.

1
1 What are two interesting facts about your favourite singer or actor?
2 What kind of achievements usually make people famous or respected?

2 **b**
Suggested answers:
1 Hi Mark, Thanks for your email. It's been ages since we spoke, so I was thrilled to get your news. How are things with you?
2 BTW, while I'm travelling I'll need somewhere to keep my stuff. I was wondering if I could keep it at your place. I should warn you – there's loads!
3 Anyway, I must go now; I'm in a rush to finish an essay at the moment. I'll write again soon, for sure. Say 'Hi' to Kate when you see her. Bye for now, Anna.

Life Skills guide
3 Creativity, Mediation, Practical skills

Life Skills guide
4 Collaboration, Critical thinking, Practical skills

3h/week • Student's Book ex. 1–4 p. 141

5h/week • Workbook ex. 1–5 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 The doctor has just told me that I have problems with my ... system. digestive DIGEST
2 Simon's ... decision to swim across the English Channel surprised everybody. unexpected EXPECT
3 Regular training will ... the climber to reach the mountain peak. enable ABLE
4 Whether John will take part in the marathon or not will ... depend on his blood test results. ENTIRE entirely
5 The ambulance took the injured people ... to hospital. directly DIRECT

Parafrazy zdań

Exam guide
2 English in Use
Transformations

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 Harry doesn't have a yearly check-up because he isn't concerned about his health.
IF
... about his health, he would have a yearly check-up.

2 You won't get any better if you don't follow the doctor's advice.
UNLESS
... the doctor's advice, you won't get any better.

3 It's a pity I've got flu.
WISH
I ... flu.

4 Adam doesn't sleep well at night. Then he's tired in the morning.
BE
If Adam slept well at night, he ... in the morning.

5 I have no idea how to stop him from smoking cigarettes.
KNEW
I ... how to stop him from smoking cigarettes.

2
1 If Harry was/were concerned
2 Unless you follow
3 wish I didn't/did not have
4 wouldn't be tired
5 wish I knew

Uzupełnianie zdań

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 What would you do if you (*see / somebody / trouble*) ... ?
2 If only Sue (*know / what / do*) ... in an emergency. Unfortunately, she still has a lot to learn.
3 If it wasn't for his regular exercise, he (*not / run*) ... so fast.
4 I wish I (*be / not*) ... so busy now.
5 If you (*make / not / appointment*) ... yet, you must do it as soon as possible. You can't wait any longer.

3
1 saw somebody in trouble
2 knew what to do
3 wouldn't run
4 weren't
5 haven't made an/the appointment

4 Wybierz odpowiedź, która poprawnie uzupełnia zdania.

1 A 10- to 15-minute walk typically raises the heart rate to 110–120 ... per minute.
a hits
b strikes
c beats

2 It doesn't ... any difference whether you take the medicine or not. You still have to see your doctor.
a make
b do
c have

3 Knowing how certain diseases ... will help us protect ourselves from getting sick while travelling.
a run
b spread
c carry

4 The Browns don't allow ... in their house.
a smoke
b to smoke
c smoking

5 ... me if you were here?
a Have you helped
b Will you help
c Would you help

6 If it ... for this medicine, you would be still sick.
a isn't
b hasn't been
c wasn't

4
1 c
2 a
3 b
4 c
5 c
6 c

Uzupełnianie luk

Exam guide
5 English in Use
Gap-filling

5 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 I'd like to know how long the human brain can survive ... oxygen. without
2 Robert had an accident in the mountains, but ... didn't stop him from climbing that/it
3 I wish I ... as strong as my older brother. was/were
4 If ... my friend didn't call me every hour to ask me what I'm doing. only
5 Jack wishes he ... fly like a bird, but unfortunately he can't. could

5
1 without
2 that/it
3 was/were
4 only
5 could

3h/week
• Student's Book ex. 1–8 pp. 142–143 • If short of time, assign ex. 8 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)

READING

6 **Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu.**

The master of the Triple Ironman Triathlon

Robert Karaś, a triathlete from Elbląg, has won the Triple Ironman World Championship and set the world record with a time of thirty hours, forty-eight minutes and fifty-seven seconds.

Robert trained hard – in his hometown and also abroad. In the mornings, Robert ran twenty kilometres, swam five kilometres, and cycled for about four hours. In addition to this, he worked with his trainer, increasing the intensity of the training gradually over three weeks. The fourth week was for regeneration, meaning less intensive workouts.

The competition he took part in was tough. The swimming took place in an outdoor 50-metre pool in which the water was heated up to 30 degrees Celsius, which was too warm for many. It almost 'burned' the competitors swimming in wetsuits. That's why many of them had to drop out. Robert felt very good on the bike, however many flies got into his eyes and this was the worst part of the competition. Because the temperature and humidity of the air were deadly, every now and then Robert took two bottles of water – one to cool his body and the other one to drink. At some point, Robert had the feeling that he might not finish the competition because he had ridden the bike too fast. He worried about what could happen on each kilometre of the run. In his 113th kilometre he almost fainted, which happened to one of the leading competitors from Estonia. There were moments during which Robert even ruled out breaking the world record.

To become a champion, Robert has completely devoted himself to triathlon, giving up many things such as his work as a firefighter. However, he is not only a strong competitor, but also a coach. There are currently thirty-five students in his triathlon school. His success is also appreciated by a well-known clothing brand which has endorsed him.

1 While preparing for the competition Robert
- **a** spent some time relaxing in front of TV.
- **b** divided his training into weeks.
- **c** practised only one sport per day.
- **d** got no professional assistance.

2 What was the biggest inconvenience for Robert during the race?
- **a** humidity of the air
- **b** temperature of the water he swam in
- **c** lack of drinking water
- **d** excessive number of insects

3 During the race, Robert
- **a** thought about withdrawing from the competition.
- **b** lost consciousness but returned to the race.
- **c** felt unsure about completing the race in the shortest time in history.
- **d** helped another competitor who fainted.

4 Which is true about Robert?
- **a** He successfully combines professional life and sport.
- **b** He runs his own clothing company.
- **c** He trains triathlon students in the school he owns.
- **d** He is hoping to retire soon.

Exam guide
6 Reading
Multiple choice

SPEAKING

7 **Opisz zdjęcie.**



1 How do you think the emergency worker is feeling?
2 Would you like to be an emergency worker? Why?/Why not?
3 Tell me about a situation when you saw someone saving another person's life.

Exam guide
7 Oral Matura

Life Skills guide
7 Critical thinking, Mediation

WRITING

8 **Uczestniczyłeś/Uczestniczyłaś w kursie udzielania pierwszej pomocy. Napisz o tym na forum internetowym.**

- Poinformuj, kto zorganizował kurs i jak długo on trwał.
- Opisz przebieg zajęć.
- Podaj przykład wykorzystania w praktyce umiejętności zdobytych na kursie.
- Zachęć czytelników forum do zdobycia umiejętności udzielania pierwszej pomocy i uzasadnij, dlaczego warto je zdobyć.

Hi everyone!

Recently, I took part in a first-aid training course.

…

Take care,

XYZ

Exam guide
8 Writing
A blog entry

Life Skills guide
8 Creativity, Mediation, Practical skills, Self-development

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

Grammar reference 8

GRAMMAR 1 zero and first conditional

Zero conditional

Zerowy tryb warunkowy stosujemy:

- do wyrażania ponadczasowych prawd oraz zjawisk, które są stałe, jeśli spełnione są określone warunki:

  If you do physical exercises every day, you improve your fitness.

- do udzielania rad:

  If you want to win, you should practise every day.

Zdania w zerowym trybie warunkowym składają się ze zdania głównego i zdania podrzędnego (warunkowego) rozpoczynającego się od *if*.

Zdania warunkowego używamy, żeby opisać warunek, a zdania głównego, żeby opisać skutek realizacji tego warunku.

W zdaniu podrzędnym (warunkowym) używamy czasu *present simple*. W zdaniu głównym używamy czasu *present simple*, trybu rozkazującego lub czasownika modalnego.

Kolejność zdań może być dowolna. Jeżeli zdanie podrzędne (warunkowe) pojawia się przed zdaniem głównym, wtedy oddzielamy je przecinkiem.

*If you heat ice, it **melts**. (present simple)*

*If you have a headache, **take** an aspirin.*
(tryb rozkazujący)

*You **should** see a doctor if a headache doesn't go away.*
(czasownik modalny)

First conditional

Pierwszego trybu warunkowego używamy, gdy mówimy o sytuacjach i wydarzeniach, które mogą wystąpić w przyszłości, jeśli zostanie spełniony określony warunek.

W zdaniu głównym zazwyczaj używamy form „*will/won't*".

*The toothache **will stop** if you take painkillers.*

***If** you don't take these pills, you will feel some pain.*

Możemy również użyć trybu rozkazującego lub czasowników modalnych zamiast form „*will/won't*".

*If you go to the chemist's, **pick up** my prescription, please.*

*He **may** injure his feet if he keeps walking in those boots.*

*If your knee still hurts tomorrow, you **should** go to the doctor.*

unless

Unless oznacza *if … not* (jeśli… nie), i może zastąpić *if* w niektórych trybach warunkowych.

*You won't feel better **unless** you sleep enough.*

*I won't go to the dentist **unless** my tooth hurts.*

*The pain will go away **unless** you forget to take the medicine.*

Po *unless* nie używamy zdania przeczącego z *don't/doesn't*.

To samo znaczenie można wyrazić za pomocą *if … not*.

*The pain will go away **if** you **don't** forget to take the medicine.*

Ćwiczenia 1–2

GRAMMAR 2 second conditional

Second conditional

Drugiego trybu warunkowego używamy, gdy mówimy o sytuacjach i wydarzeniach, które są mało prawdopodobne, nierealne lub niemożliwe do spełnienia obecnie i w przyszłości.

*She **would help** if she **knew** what to do.*

W drugim trybie warunkowym w zdaniu głównym używamy konstrukcji „*would* + bezokolicznik", a w zdaniu podrzędnym (warunkowym) czasu *past simple*.

*He **would call** an ambulance if he **had** a phone.*

Zdanie warunkowe może się pojawić przed zdaniem głównym, ale oddziela je wtedy przecinek.

*If she **knew** what to do, she **would help**.*

Would jest często skracane do formy ***'d***.

*I**'d** help you if I could.*

W drugim trybie warunkowym po zaimkach osobowych *I, he, she, it* można używać zarówno formy *was*, jak i *were*. Forma *were* jest używana w wypowiedziach formalnych.

Często używamy wyrażenia *If I were you* do udzielania rad.

***If I were you**, I'd see a doctor.*

Would możemy zastąpić czasownikiem modalnym *could* lub *might*.

*I **could** come to the first aid lesson with you if I had some spare time.*

*He **might** feel better if he took some time off.*

I wish i *If only*

Konstrukcji „*I wish/if only + past simple*" używamy, gdy chcemy wyrazić odczucia (np. żal), że dana sytuacja ma miejsce lub nie ma miejsca w chwili obecnej.

***I wish** there was a lift – then wheelchair users would have access.*

***If only** the restaurant had a lift!*

Po wyrażeniach *I wish* oraz *if only* używamy czasowników w formie przeszłej.

Ćwiczenia 3–5

Grammar practice

1 1 wake up
2 shouldn't drink
3 continues
4 can/may pass
5 should cover
6 may/ can pass
7 have
8 can/may go
9 gets
10 look after

1 Complete the paragraph using the correct form of the verbs. Use the present simple, *will*, *can*, *should* or *may*.

If you (1) ... (*wake up*) with a sore throat, it may be the beginning of an infection. Salt water is a good way to stop the pain, but you (2) ... (*drink*) it, just hold it in your mouth. Take a paracetamol if it (3) ... (*continue*) to be sore. Be careful – you (4) ... (*pass*) your infection on to other people if you share drinks. And you (5) ... (*cover*) your mouth if you cough to protect other people. Wash your hands regularly. You (6) ... (*pass*) on infections if you don't. Unless you (7) ... (*have*) a temperature, however, you (8) ... (*go*) outside, but keep warm. Normally, a sore throat (9) ... (*get*) better in a few days if you (10) ... (*look after*) it.

2 Choose the correct option to complete each sentence.

1 If he *will feel* / *feels* sick, I'll make him some green tea.
2 The pain's gone now. I *don't take* / *'ll take* another pill if it comes back.
3 Unless the doctor *is* / *isn't* happy with your progress, you can't go home tomorrow.
4 *I phone* / *I'll phone* the school and tell them you are ill if your stomach ache gets worse.
5 Normally, the teachers let the children play outside unless it *will rain* / *rains*.
6 Many people think that you *should get* / *may get* a cold if you go out in wet weather.
7 If you *'re feeling* / *will feel* sick, go to a doctor.

3 Choose the correct option to complete each sentence.

1 If I could have any tattoo, I *chose* / *would choose* a tiger.
2 I wouldn't get a tattoo if you *paid* / *would pay* me. I don't like them.
3 If I *am* / *were* rich, I'd ask the dentist to fix my teeth so that they were perfect.
4 I *couldn't* / *can't* afford that much work on my teeth unless I won the lottery.
5 I wish my feet *weren't* / *wouldn't be* so big.
6 If I *had* / *have* more time, I'd learn to dance.
7 I'd love to go shopping. If only I *didn't have* / *had* that doctor's appointment!
8 If I became an actor or writer, I *will* / *would* change my name, but I'm not sure.

4 Complete the sentences about the imaginary situations.

1 The teacher is angry with him because he doesn't help his classmates.
If he ..., the teacher ...
2 I can't come out with you this evening because I have a lot to do.
I ... with you this evening if I ... a lot to do.
3 She has to look after her brother because their parents both work.
She ... her brother if ...
4 I'm afraid our printer's broken, so you can't print the photo here.
If only our printer ... – then you ... the photo here.
5 It's such a shame that they can't come to visit us any more.
I ... still come to visit us!
6 The library's closed, so I have to study at home.
If the library ..., I ...
7 A car is parked in front of our car, so Mum can't drive to work.
Mum would ... if ... in front of our car.
8 It's so sad that Peter doesn't live here any more.
If only ...

4 1 helped his classmates … wouldn't be angry with him
2 could come out / would be able to come out … didn't have
3 wouldn't have to look after … their parents didn't both work
4 wasn't broken … could print
5 wish they could
6 wasn't closed … wouldn't have to study at home
7 be able to drive to work … a car wasn't parked
8 Peter still lived here … Peter lived here still

5 Decide whether the situations are a real future possibility, an imagined present situation or an unlikely future situation. Then choose the correct option to complete each sentence.

1 He'll probably visit tomorrow. If I *saw* / *see* him, *I'd* / *I'll* let you know. real future possibility
2 What *will* / *would* you buy if you *win* / *won* £1 millon? an unlikely future situation
3 We can't help you, I'm afraid. If we *had* / *have* a car, *we'd* / *we'll* give you a lift to the station. an imagined present situation
4 What *will* / *would* you do to celebrate if you *pass* / *passed* your exams? I'm going to buy a new pair of trainers! real future possibility
5 It's a shame about the weather. If it *isn't* / *wasn't* raining, *I'll* / *I'd* take the dog for a walk. an imagined present situation
6 I can't believe you left your passport at home! We *will* / *would* be in Singapore now if you *aren't* / *weren't* so forgetful. an imagined present situation
7 I know you can't go to the cinema tonight, but what *will* / *would* you see if you *can* / *could*? an imagined present situation
8 I'm not sure if your magazine is in my bag. *I'd* / *I'll* bring it to school on Monday if it *is* / *was*. real future possibility

Wordlist Unit 8 64

VOCABULARY p. 131

bacteria (n) /bæk'tɪəriə/ bakteria
blood vessel (n) /'blʌd ˌvesl/ naczynie krwionośne
breathe (v) /briːð/ oddychać
cell (n) /sel/ komórka
cough (n) /kɒf/ kaszel
cut (n) /kʌt/ skalecznie
digestion (n) /daɪ'dʒestʃn/ trawienie
digestive system (n) /daɪ'dʒestɪv ˌsɪstəm/ układ trawienny
height (n) /haɪt/ wzrost
infection (n) /ɪn'fekʃn/ zapalenie, infekcja
jaw (n) /dʒɔː/ szczęka
lung (n) /lʌŋ/ płuco
oxygen (n) /'ɒksɪdʒən/ tlen
sense (n) /sens/ zmysł
skeleton (n) /'skelɪtən/ szkielet
skin (n) /skɪn/ skóra
superhuman (n) /ˌsuːpə'hjuːmən/ nadczłowiek
tongue (n) /tʌŋ/ język
weigh (v) /weɪ/ ważyć

LISTENING p. 132

adaptation (n) /ˌædæp'teɪʃn/ dostosowanie, przystosowanie (się)
air pressure (n) /eə 'preʃə/ ciśnienie atmosferyczne
altitude (n) /'ælтɪtjuːd/ wysokość n.p.m.
ankle (n) /'æŋkl/ kostka (u nogi)
backbone (n) /'bækbəʊn/ kręgosłup
evolve (v) /ɪ'vɒlv/ ewoluować, rozwijać się
extraordinary (adj) /ɪk'strɔːdnəri/ nadzwyczajny
hip (n) /hɪp/ biodro
humid (adj) /'hjuːmɪd/ wilgotny
injection (n) /ɪn'dʒekʃn/ zastrzyk
mammal (n) /'mæml/ ssak
treatment (n) /'triːtmənt/ leczenie, kuracja
vaccination (n) /ˌvæksɪ'neɪʃn/ szczepienie
wrist (n) /rɪst/ nadgarstek

GRAMMAR 1 p. 133

cancer (n) /'kænsə/ nowotwór
cure (n) /kjʊə/ lekarstwo
diabetes (n) /ˌdaɪə'biːtiːz/ cukrzyca
disease (n) /dɪ'ziːz/ choroba
fatty (adj) /'fæti/ tłusty
first aid kit (phr) /ˌfɜːst 'eɪd ˌkɪt/ apteczka
mend (v) /mend/ naprawiać, reperować
plaster (n) /'plɑːstə/ plaster opatrunkowy; gips
sneeze (v) /sniːz/ kichać
speed (n) /spiːd/ szybkość
swollen (adj) /'swəʊlən/ spuchnięty

READING pp. 134–135

addicted (adj) /ə'dɪktɪd/ uzależniony
bold claim (n) /ˌbəʊld 'kleɪm/ śmiałe twierdzenie
bring up (phr v) /ˌbrɪŋ 'ʌp/ przywoływać
calculation (n) /ˌkælkjʊ'leɪʃn/ obliczenie
contact lens (n) /'kɒntækt ˌlenz/ soczewka kontaktowa
cyborg (n) /'saɪbɔːg/ cyborg
disability (n) /ˌdɪsə'bɪləti/ niepełnosprawność
entirely (adv) /ɪn'taɪəli/ całkowicie
extend (v) /ɪk'stend/ rozbudować, powiększyć
extension (n) /ɪk'stenʃn/ przedłużenie
eyesight (n) /'aɪsaɪt/ wzrok
gadget (n) /'gædʒɪt/ gadżet
mention (v) /'menʃn/ wspominać
mountaineering (n) /ˌmaʊntɪ'nɪərɪŋ/ wspinaczka górska
performance (n) /pə'fɔːməns/ wyniki, (wydajność)
prevent (v) /prɪ'vent/ zapobiegać
put on weight (phr) /ˌpʊt ɒn 'weɪt/ przytyć, przybierać na wadze
superpower (n) /'suːpəˌpaʊə/ ogromna siła, nadludzka zdolność

GRAMMAR 2 pp. 136–137

act (v) /ækt/ działać
airway (n) /'eəweɪ/ drogi oddechowe
bleed (v) /bliːd/ krwawić
burn (n) /bɜːn/ oparzenie
calm (adj) /kɑːm/ spokojny
choke (v) /tʃəʊk/ dusić się, dławić się
circulation (n) /ˌsɜːkjʊ'leɪʃn/ krążenie
collapse (v) /kə'læps/ upaść
earache (n) /'ɪəreɪk/ ból ucha
first aid (n) /ˌfɜːst 'eɪd/ pierwsza pomoc
hold (v) /həʊld/ trzymać
imaginary (adj) /ɪ'mædʒɪnəri/ zmyślony, wyimaginowany
injured (adj) /'ɪndʒəd/ ranny
knee (n) /niː/ kolano
likely (adj) /'laɪkli/ prawdopodobny
save (v) /seɪv/ ratować
sprain (v) /spreɪn/ skręcić, zwichnąć
sting (n, v) /stɪŋ/ ukąszenie, ukłucie, użądlenie; ukłuć, użądlić
throat (n) /θrəʊt/ gardło
unconscious (adj) /ʌn'kɒnʃəs/ nieprzytomny
unlikely (adj) /ʌn'laɪkli/ nieprawdopodobny

TED TALK pp. 138–139

access (v) /'ækses/ mieć dostęp
artwork (n) /'ɑːtwɜːk/ grafika, ilustracje
association (n) /əˌsəʊsi'eɪʃn/ skojarzenie
assumption (n) /ə'sʌmpʃn/ przypuszczenie
cloak (n) /kləʊk/ peleryna, płaszcz
core level (n) /ˌkɔː 'levl/ główny poziom
deadline (n) /'dedlaɪn/ ostateczny termin
exhilarating (adj) /ɪg'zɪləreɪtɪŋ/ ekscytujący
gear (n) /gɪə/ odzież, sprzęt
identity (n) /aɪ'dentəti/ tożsamość
invisibility (n) /ɪnvɪzə'bɪləti/ niewidzialność, niewidoczność
lack (n) /læk/ brak
light up (phr v) /ˌlaɪt 'ʌp/ rozświetlać
outcome (n) /'aʊtkʌm/ rezultat, wynik
paradigm (n) /'pærədaɪm/ paradygmat, wzór
pity (n) /pɪti/ litość; współczucie
preconception (n) /ˌpriːkən'sepʃn/ uprzedzenie, przeświadczenie
range (n) /reɪndʒ/ zakres
reclaim (v) /rɪ'kleɪm/ odzyskać
remake (v) /ˌriː'meɪk/ utworzyć na nowo
restriction (n) /rɪ'strɪkʃn/ ograniczenie
slip away (phr v) /ˌslɪp ə'weɪ/ wymykać się, wyślizgnąć się
spectacle (n) /'spektəkl/ spektakl
towards (prep) /tə'wɔːdz/ w kierunku, wobec
trace (n) /treɪs/ ślad
tremendous (adj) /trə'mendəs/ wspaniały; ogromny
vehicle (n) /'viːɪkl/ pojazd
wheelchair (n) /'wiːltʃeə/ wózek inwalidzki

SPEAKING p. 140

background (n) /'bækgraʊnd/ tło
harmful (adj) /'hɑːmfəl/ szkodliwy
mud (n) /mʌd/ błoto
obviously (adv) /'ɒbviəsli/ oczywiście, najwyraźniej

WRITING p. 141

by the way (phr) /ˌbaɪ ðə 'weɪ/ na marginesie, przy okazji, a propos
in a rush (adv) /ɪn ə rʌʃ/ w pośpiechu
nutritionist (n) /njuː'trɪʃənɪst/ dietetyk
regards (n) /rɪ'gɑːdz/ pozdrowienia
suitcase (n) /'suːtkeɪs/ walizka
thrilled (adj) /θrɪld/ podekscytowany

SKILLS REVIEW pp. 142–143

check-up (n) /'tʃekʌp/ kontrola
complete (v) /kəm'pliːt/ ukończyć
devote (v) /dɪ'vəʊt/ poświęcać coś
drop out (phr v) /ˌdrɒp 'aʊt/ wycofać się; odpaść
endorse (v) /ɪn'dɔːs/ popierać
excessive (adj) /ɪk'sesɪv/ nadmierny
faint (v) /feɪnt/ zemdleć
flu (n) /fluː/ grypa
fly (n) /flaɪ/ mucha
gradually (adv) /'grædʒuəli/ stopniowo
humidity (n) /hjuː'mɪdəti/ wilgotność
inconvenience (n) /ˌɪnkən'viːniəns/ niedogodność, niewygoda
intensity (n) /ɪn'tensəti/ intensywność
peak (n) /piːk/ szczyt
regeneration (n) /rɪˌdʒenə'reɪʃn/ regeneracja, odnowa
tough (adj) /tʌf/ ciężki, wymagający
triple (adj) /'trɪpl/ potrójny
wetsuit (n) /'wetsuːt/ pianka pływacka
withdraw (v) /wɪð'drɔː/ wycofać (się)
workout (n) /'wɜːkaʊt/ trening
yearly (adj) /'jɪəli/ coroczny

(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 Translate the Polish fragments of the sentences into English.

1 We should (*zabrać apteczkę*) ... for the trip to the mountains.
2 I can't stop (*kichać i kasłać*) ... when I have a cold.
3 If I were you, I (*wspomniałbym*) ... your illness.
4 If your (*wzrok*) ... gets worse, you should go to the optician.
5 People (*którzy są nieprzytomni*) ... must be looked after.

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

1 Drink some coffee if your blood ... is low. PRESS
2 Obese people ought to avoid ... food. fatty FAT
3 Doctors thought that she was describing ... symptoms. imaginary IMAGINE
4 Injured patients need ... at a hospital. TREAT
5 The cure for Alzheimer's disease will be the greatest ... of any scientist. achievement ACHIEVE

pressure
treatment

3 Complete each sentence with the word that best fits the gap.

1 She often suffers from stomachaches, so her ... system doesn't work properly. digestive/immune
2 If you don't like wearing glasses, try ... lenses. contact
3 If she doesn't ... on weight, this dress will be too big. put
4 You can see some ... vessels under the skin of your hand. blood
5 The doctor put his broken leg in a ... for six weeks. plaster

4 Choose the correct option to complete the sentences.

1 The girl was asked by the doctor to stick her ... out.
a cell
b tongue
c lung

2 She reached for my ... to take my pulse.
a wrist
b ankle
c hip

3 After the crash, the ... runner was taken to hospital.
a swollen
b injured
c sprained

4 Healthy living can ... various diseases.
a evolve
b depend
c prevent

5 It was ... that they needed some legal advice.
a obvious
b solid
c tough

5 Translate the Polish fragments of the sentences into English

1 You should go for a (*regularną kontrolę*) ... at the doctor's.
2 A good (*dietetyk*) ... can recommend a proper, healthy diet for you.
3 Do you know (*ile waży kręgosłup*) ... ?
4 People's (*zmysł słuchu*) ... could be better, couldn't it?
5 Doctors will soon find a (*lekarstwo na nowotwór*) ... .

Exam guide
1 English in Use
Translations

Life Skills guide
1 Mediation

1
1 take a first aid kit
2 sneezing and coughing
3 would mention
4 eyesight/vision
5 who are unconscious

Exam guide
4 English in Use
Multiple choice

Exam guide
2 English in Use
Word formation

Exam guide
3 English in Use
Gap-filling

Exam guide
5 English in Use
Translations

Life Skills guide
5 Mediation

5
1 regular check-up
2 nutritionist/dietician
3 how much a backbone weighs
4 sense of hearing/hearing
5 cure for cancer

MY TALK

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 1

VISUALS IN PRESENTATIONS

1 Look at the list of visual elements which are often used in presentations. Below there are a few reasons why they might be useful. In pairs, discuss, which of the visuals matches each of the reasons.

illustrations, photos, your own pictures or drawings, signs, symbols, charts, maps, graphs, animations, memes, slides, video, word clouds, props (real objects)

- to show other aspects that may be related to the main topic
- to present statistical data
- to show what the person or object discussed looks like
- to present experts' opinions
- to make the presentation less serious and show the funny side of the topic

2 Work in pairs. For each of the speakers below, think of three types of visuals that would be best to use in their presentations. Give some details as to what the visuals will show.

- Betsy has to make a presentation about World War II for her classmates.
- Alan is talking about sports cars on his vlog.
- Mr Jenkins is training his workers on how to sell the products made by their company.
- An instructor is showing his class what they are going to do during their photography course.

3 Work in groups. Discuss how your visuals would differ depending on the audience. Are there any visuals that would be particularly suitable for:

- your classmates
- your teachers
- your parents
- any other groups (local community, local authority, university students, artists, etc.)?

4 Work in pairs. Decide which pictures you would choose to illustrate the presentation for your classmates.

Presentation 1 – social media in my life

Presentation 2 – my hobby






Make a list of other visuals.
When looking for visual elements to use, be careful to respect the copyright. Not all photos, pictures, or movies can be reused. Remember to mention the author/source of the copyright material in your presentation.

5 Prepare a presentation for your classmates. Choose relevant visuals (use at least three different types).

My Talk 2

SLIDES IN A PRESENTATION

1 Read the text below. Then, discuss the question in pairs.

Preparing an engaging and interesting presentation is not an easy task. Everything counts: the content of your talk, the structure, the style, body language, and visuals.

The audience is also very important. If you know the audience, you can tailor your presentation to their expectations and make it meaningful.

Many presenters use different types of visuals, including slides. The choice of slides and other visuals should be very carefully made. It can either reinforce your talk or make it a failure.

How can slides be beneficial for the presenter?

2 Work in pairs. Look at the Useful Tips list. Then look at the slide on the right and decide which of the tips have been followed and which have been ignored.

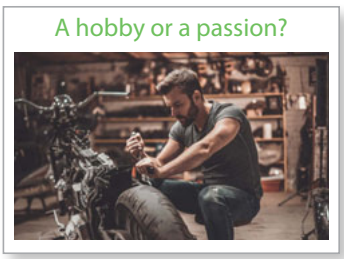
USEFUL TIPS

- ✓ Make your visuals meaningful
- ✓ Use a limited number of slides
- ✓ Use bullet points instead of sentences
- ✓ Use a maximum of 4-5 bullet points per slide
- ✓ Avoid long sentences, explanations, and too much information on a single slide
- ✓ Use large and legible font
- ✓ Use contrast: dark font on light background and light font on dark background
- ✓ Use photos and pictures instead of descriptions
- ✓ Use symbols and emoticons
- ✓ Use graphs and charts



3 Work in pairs. Look at the slides. Basing on the content of each slide (title + visuals), think of 3–4 sentences you could say to the audience if it was a slide in your presentation.







4 Work in groups. Choose one of the presentations in exercise 3. Discuss what 2–3 slides you could present next. What visuals would you include in the slides?

5 Think of a topic for your presentation. Design 5–6 slides and other visuals. Then prepare the presentation.

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 article

Life Skills guide

Creativity,
Mediation,
Practical skills

Artykuł z elementami recenzji

Jest to tekst publikowany w czasopiśmie, gazecie lub internecie. Celem artykułu jest rzeczowe przedstawienie problemu sformułowanego w poleceniu. Styl artykułu może być formalny, półformalny lub nieformalny. Artykuł może zawierać elemementy rezencji, opisu.

Struktura artykułu

1. Tytuł – powinien być chwytliwy, zaskakujący i przyciągać uwagę, tak żeby czytelnik chciał przeczytać artykuł. Tytuł powinien nawiązywać do jego treści.
2. Wstęp – to krótkie wprowadzenie do tematu, sugerujące czytelnikowi, jaki charakter będzie miał artykuł (relacja, recenzja, opis, opowiadanie, głos w sprawie itp.).
3. Rozwinięcie – powinno składać się z jednego lub kilku akapitów, w których przedstawione są logicznie różne aspekty głównego problemu poruszanego w artykule.
4. Zakończenie – konkluzja wynikająca z przedstawionych argumentów; podsumowuje problem i często stawia pytanie czytelnikowi.

Elementy recenzji filmu

- rodzaj filmu
- reżyser, obsada
- czas i miejsce powstania filmu
- zdobyte nagrody
- fabuła
- ocena (pracy reżysera, gry aktorskiej, scenariusza, kostiumów, efektów specjalnych, muzyki)
- opinia z rekomendacją

Modelowa wypowiedź

Napisz artykuł do gazetki szkolnej. Zachęć w nim czytelników do przyłączenia się do klubu filmowego i napisz recenzję filmu, który będzie prezentowany jako pierwszy.

ARE YOU INSPIRED BY GREAT CINEMA?
Do you prefer watching films alone or with a group of people you can share your emotions and opinions with afterwards? If you belong to the latter group, have a look at our proposal.
Why don't you join the Polish Film Club, which starts in our school on October 1st?
The club will meet every Friday afternoon. We're going to choose what films we'll be watching together. After every show we'll talk about the film and its background while having homemade cake and tea. The first film we are going to see is Blind Chance by Krzysztof Kieślowski.
Blind Chance is set in communist Poland and helps young people understand those complex times. The main character Witek, played by Bogusław Linda, is a Polish medical school student who faces a difficult decision after his father's death. It turns out that his future depends on whether or not he catches a train to Warsaw. The film tells three alternative stories, each of which show a dramatically different fate for Witek. Because of this, there are three optional endings for the film. One of the most amazing parts of the film is young Bogusław Linda's acting. He was so skilled at portraying some very extreme circumstances. When the movie was released, in 1981, it was originally suppressed for several years by authorities. The official release took place in 1987!
You can't miss this film or our discussion afterwards. I strongly recommend watching it.

Autor zachęca do przyłączenia się do klubu filmowego.
Pogłębiona realizacja:
The club will meet every Friday afternoon. We're going to choose what films we'll be watching together. After every show we'll talk about the film and its background while having homemade cake and tea.

Autor pisze krótką recenzję filmu.
Pogłębiona realizacja:
One of the most amazing parts of the film is young Bogusław Linda's acting.

Przydatne zwroty i wyrażenia

- The film is set in
- It tells a story of
- The film is based on
- It's directed by the famous director
- The cast includes famous actors such as
- It's probably the best film ever.
- The special effects are spectacular.
- The soundtrack fits the theme
- You can't miss this film.
- This film is worth seeing.
- I strongly recommend watching it.

Exam guide

Writing
A blog entry

Life Skills guide

Creativity,
Mediation,
Practical skills

Wpis na blogu z elementami opowiadania

Elementy opowiadania

- miejsce, czas akcji, główni bohaterowie
- ciekawa wartka akcja
- przebieg i konsekwencje wydarzeń
- uczucia i emocje towarzyszące bohaterom

Pisząc opowiadanie, należy pamiętać o używaniu przymiotników i przysłówków, dzięki którym wprowadzona zostanie dynamika i dramaturgia opowiadania. Wskazane jest zastosowanie różnorodnych czasów przeszłych. Dołączenie dialogów doda opowiadaniu autentyczności.

Modelowa wypowiedź

Przeżyłeś niecodzienną sytuację w drodze do szkoły. Opisz to na swoim blogu.

- Wspomnij o okolicznościach poprzedzających to wydarzenie.
- Opisz to wydarzenie.
- Wspomnij o czyjejś pomocy.
- Napisz o odczuciach ci towarzyszących.

Hi everyone,

You won't believe what happened to me recently.

We've just moved to a new city and, a few days ago, I ended up oversleeping and had to leave for my new school in a hurry. When I got on the bus, I wanted to check the school's address. Then I realised I had forgotten my mobile phone. I asked a girl sitting next to me if I was on the right bus to get to Greenfield High School. She said I wasn't and advised me to get off at the next stop. I got off feeling confused. Luckily, a tall boy appeared at that very moment. "Do you know how to get to Greenfield High School?" I asked. "Just follow me, I'm going there too," he answered with a grin.
I honestly felt saved. I was really grateful.

Autor wspomina o okolicznościach poprzedzających niecodzienną sytuację w drodze do szkoły.
Elementy rozwinięcia:
I ended up oversleeping and had to leave for my school in a hurry.

Autor opisuje to wydarzenie.
Elementy rozwinięcia:
sitting next to me; She said I wasn't; get off at the next stop

Autor wspomina o czyjejś pomocy.
Elementy rozwinięcia:
"Just follow me, I'm going there, too," he answered with a grin.

Autor pisze o swoich odczuciach..
Elementy rozwinięcia:
I was really grateful.

Przydatne zwroty i wyrażenia

- After I/we had
- Have you ever
- I've never been
- While I was, he/she
- To begin with,
- At first,
- At the beginning
- While
- When
- Just then
- Next
- After that
- Later
- Then
- In the end,
- At last
- Finally,
- Eventually,
- Fortunately,
- Suddenly,
- Immediately,
- Luckily,
- I/She/He realised/noticed/felt
- I/She/He refused/denied/advised
- It turned out/seemed

WRITING GUIDE UNIT 3

Exam guide

Writing
A formal letter

Life Skills guide

Creativity,
Mediation,
Practical skills

List formalny z zapytaniem

Struktura listu formalnego z zapytaniem

1. Zwrot grzecznościowy.
2. Wstęp – autor listu podaje powód, dla którego zwraca się do adresata; np. chce uzyskać więcej informacji i/lub wyraża zainteresowanie ofertą, ogłoszeniem.
3. Rozwinięcie – autor listu zwraca się z prośbą o dodatkowe informacje, dopytuje o szczegóły, warunki; wyraża wątpliwości, prosi o ich wyjaśnienie.
4. Zakończenie – autor listu prosi o odpowiedź.
5. Zwrot grzecznościowy, podpis.

Modelowa wypowiedź

Chcesz w wakacje podjąć tymczasową pracę u angielskiego pracodawcy. Napisz list, w którym poinformujesz o swoim zainteresowaniu ofertą pracy, wspomnisz o swoich kwalifikacjach oraz zapytasz o szczegóły związane z ofertą.

Dear Ms Taylor,

I am writing with reference to your job posting for receptionist at the Foxtrot Leisure Centre that I found online. While I was reading it, I realised that I am well-suited for the position.

I am an 18-year-old Polish secondary school student. I have been working for a local advertising agency as a hostess for two years. I speak fluent English and German. My interpersonal skills have always been rated highly. Additionally, I am very good on the computer and am quite tech savvy.

I am very interested in this job, however there are a few things I would like to know. First of all, what are your expectations as far as my skills and education are concerned? If there are areas in which I am lacking, I would be more than happy to look into additional courses so that I can be better prepared for the job. Also, I would like to know what sort of working hours you have and whether or not there is a shift system.

I am available to start work in July and would appreciate it if you could let me know when and where my job interview would be held. I am very motivated and know I would make a fabulous addition to your team.

Thank you for your assistance in this matter.

Yours sincerely,

Anna Polk

Autor nformuje o swoim zainteresowaniu ofertą pracy.
Pogłębiona realizacja:
While I was reading it, I realised that I am well-suited for the position.

Autor wspomina o swoich kwalifikacjach.
Pogłębiona realizacja:
My interpersonal skills have always been rated highly. I am very good on the computer and am quite tech savvy.

Autor pyta o szczegóły związane z ofertą.
Pogłębiona realizacja:
If there are areas in which I am lacking.

Przydatne zwroty i wyrażenia

Zwrot grzecznościowy otwierający
- Dear Mr Robinson/Dear Ms Taylor,
- Dear Sir or Madam,
- Dear Sirs,

Wstęp
- I saw/read your advertisement on the internet/in a local newspaper.
- I am writing to ask/enquire about
- I am writing with reference to
- I am writing in reply to

Wyrażanie zainteresowania
- While I was reading your job offer, I became interested in
- I am interested in one of the summer jobs you are offering.

Wyrażanie wątpliwości
- I still have some doubts concerning/in terms of
- I am not sure if I understand
- It is not clear to me if the offer includes

Dowiadywanie się o szczegóły
- I have some questions concerning your offer.
- I would like to ask for more information concerning.
- I would like to know/learn more details about
- Could you let me know if
- I wonder if

Zakończenie
- I would be grateful for a prompt reply.
- I look forward to hearing from you as soon as possible.
- Thank you in advance for all the information.

Zwrot grzecznościowy zamykający
- Yours faithfully,
- Yours sincerely,

Exam guide
Writing
A formal letter

Life Skills guide
Creativity,
Mediation,
Practical Skills

List formalny z sugestią

Struktura listu z sugestią

1. Zwrot grzecznościowy.
2. Wstęp – autor listu podaje powód, dla którego zwraca się do adresata.
3. Rozwinięcie – autor listu wyraża i argumentuje swoje zdanie, a następnie przedstawia sugestie i uzasadnia je.
4. Zakończenie – autor listu prosi o odpowiedź.
5. Zwrot grzecznościowy, podpis.

Modelowa wypowiedź

Dyrektor szkoły wprowadził zakaz używania słuchawek w czasie przerw. Napisz list, w którym wyrazisz swoje zdanie na temat tego pomysłu i zasugeruj inne rozwiązania.

Dear Mr Henning,

I am writing in reference to the most recent regulations that you have introduced at our school. I am concerned about the concept of a no-headphones rule during school breaks and I would like to address this issue here.

First of all, while I understand that using headphones during school breaks can interfere with the process of our integration, I don't see anything wrong with a few-minutes of relaxation while listening to our favourite music, especially when it does not disturb other people. While I admit that wearing headphones can block our ability to hear teachers' announcements or requests, it is possible to take the headphones off when necessary.

May I suggest that you improve the no-headphones rule by introducing some new ideas? For instance, you might ask students:

- not to use headphones during short breaks,
- to gradually limit the time they use their headphones at school,
- to take off the headphones when a teacher is approaching them.

These solutions would help encourage students to spend time together during the breaks, but at the same time they would not be deprived of relaxation between classes.

Thank you for considering my suggestions. I hope this new rule will be more easily accepted by students if you decide to improve it a little.

Thank you in advance for your understanding.

Yours sincerely,

John Nowak

Autor wyraża swoje zdanie na temat zakazu używania słuchawek w czasie przerw.
Pogłębiona realizacja:
especially when it does not disturb other people;
it is possible to take the headphones off when necessary.

Autor sugeruje inne rozwiązania.
Pogłębiona realizacja:
These solutions would help encourage students to spend time together during breaks but at the same time they would not be deprived of relaxation between classes.

Przydatne zwroty i wyrażenia

Zwrot grzecznościowy
- Dear Mr Henning/Dear Ms Ross,
- Dear Sir or Madam,
- Dear Sirs,

Wstęp
- I am writing in reference to
- I am writing to ask/enquire about

Wyrażanie własnego zdania
- I think that
- I consider these regulations
- I must admit that
- Even if I agree that, I think
- While I understand that, I believe /hope
- It is true that, however

Wyrażanie sugestii
- I suggest
- It might be possible to
- Another advantage I can see to that solution is
- I would also encourage
- I wonder if

Zakończenie
- I look forward to hearing from you soon.
- I would be grateful for a prompt reply.
- Thank you in advance for your understanding.

Zwrot grzecznościowy zamykający
- Yours sincerely,
- Yours faithfully,

WRITING GUIDE UNIT 5

Exam guide

Writing
An essay

Life Skills guide

Creativity,
Mediation,
Practical Skills

An opinion essay

Rozprawka typu *opinion essay* to wypowiedź pisemna, która ma na celu przedstawienie opinii autora, zgodnej z tezą lub odmiennej od tezy postawionej w temacie rozprawki.

Struktura rozprawki typu *opinion essay*

1. Wstęp – wprowadzenie tematu oraz tezy z własną opinią.
2. Rozwinięcie – ta część może być podzielona na kilka akapitów, w których:
   - znajdują się argumenty „za" lub „przeciw" w zależności od tego, czy autor zgadza się z postawioną we wstępie tezą czy nie,
   - mogą pojawić się argumenty przeciwstawne.
3. Zakończenie – podsumowanie i sformułowanie, inaczej niż wcześniej, własnej opinii.

Modelowa wypowiedź

Niektórzy uważają, że uprawianie sportu ma pozytywny wpływ na człowieka, jego sprawność fizyczną i osobowość. Napisz rozprawkę, w której wyrazisz opinię na ten temat.

It is believed that when someone does sports, it positively influences their personality. I must agree with this opinion and so I will try to support this with some arguments.

First of all, doing sports requires self-discipline, which can help people succeed in other areas of their lives. They are mentally strong and approach any difficulties they face with a fighting spirit.

Secondly, I think that regular physical exercise keeps our bodies in very good shape. This increases a person's well-being and self-esteem. An active person is generally cheerful and open-hearted and spreads this optimism to everyone around them.

Next, I would say that being involved in sporting activities often means that you meet people who enjoy the same sports. In team sports, you can't win without great teamwork, which helps build a network of trust between players. This trust often extends to other areas of life.

However, there are some sports like boxing or karate that could bring out aggression in some people because they are focused on fighting a rival. On the other hand, these sports may be good therapy for those who are shy or reserved.

In summary, doing sports seem to make people more strong-willed, healthier and more sociable. Athletic people have improved self-esteem and a general positive outlook. While there are always exceptions to the rule, if you don't practice a sport it is worth taking one up to see the positive impact it can have on your personality and life!

Autor przedstawia własną opinię

Autor popiera swoje zdanie argumentami.

Autor przedstawia argumenty przeciwstawne.

Autor podsumowuje swoją opinię.

Przydatne zwroty i wyrażenia

Wstęp
- It is believed/Some people believe that
- Many/ Some people think that

Wyrażanie opinii
- I must agree/disagree with this opinion
- I completely/entirely agree that/with
- I fully support the view
- I am totally against
- However, I am of a different opinion
- However, I think
- In my opinion it is
- According to me
- The most important advantage of… is
- I strongly believe/think
- Although many people/experts believe, I think
- As far as I am concerned
- It seems/appears to me that
- I definitely share the view of the supporters

Rozwinięcie
Dodawanie kolejnych argumentów „za"
- First of all/Firstly/Secondly/Thirdly
- In addition
- Moreover
- Besides/Also
- As a result
- Last, but not least
- Finally

Dodawanie argumentów „przeciw"
- However,
- Nevertheless,
- The main disadvantage of… is
- I think the opposite
- On one hand… On the other hand
- Contrary to
- Although

Zakończenie
- To sum up/In summary
- To conclude/In conclusion
- On the whole
- All things considered
- On the whole
- Taking everything into account
- Having considered both sides of the argument

Exam guide
Writing
A blog entry

Life Skills guide
Creativity,
Mediation,
Practical Skills

Wpis na blogu z elementami relacjonowania

Rodzaje blogów

- Prezentacja pasji, hobby autora (np. gotowanie).
- Relacje z życia prywatnego (np. podróże, imprezy i uroczystości).

Wpis na blogu może zawierać zwroty charakterystyczne dla opisu, opowiadania, ogłoszenia, zaproszenia, recenzji, raportu, wiadomości oraz listu.

Pisząc wiadomość na blogu, należy zadbać o konsekwencję w stylu (nieformalny, półformalny lub formalny) w zależności od tego, kim jest odbiorca.

Modelowa wypowiedź

Prowadzisz blog poświęcony podróżom i gotowaniu. Zamieść wpis z podróży, którą odbywasz.

- Napisz, jak znalazłeś/znalazłaś się w tym miejscu.
- Przedstaw sytuację, w której spróbowałeś/spróbowałaś nowego dania.
- Opisz wygląd i smak tego dania.
- Wspomnij, jak to doświadczenie wykorzystasz w przyszłości.

You won't believe what I've just eaten!

I went to Beijing for a charity conference that I help organise every year. Afterwards, I went to Hong Kong to visit my friend Kimberly. She had promised to make something special for me if I came to visit.

When I arrived, I could smell something amazing. The lunch looked incredible. There were small pieces of meat decorated with bamboo shoots, carrots and other vegetables. In addition, she placed some beautiful flowers on the plate. The dish tasted a bit spicy and sweet. When I asked about the ingredients, she smiled and said that I had just eaten insects.

I'll try to cook them myself! It's going to be the most sensational dish in my repertoire.

I hope you'll like it!

Autor pisze, jak znalazł się w tym miejscu.
Elementy rozwinięcia:
Afterwards, I went to Hong Kong to visit my friend Kimberly; promised to make something special for me

Autor przedstawia sytuację, w której spróbował nowego dania.
Elementy rozwinięcia:
The lunch looked incredible.

Autor opisuje wygląd i smak dania.
Elementy rozwinięcia:
some beautiful flowers on the plate

Autor wspomina, jak to doświadczenie wykorzysta w przyszłości.
Elementy rozwinięcia:
It's going to be the most sensational dish in my repertoire.

Przydatne zwroty i wyrażenia

Wstęp
- Hi there, / Hello everyone,
- You won't believe it!
- Guess what
- I've just

Rozwinięcie
- Eventually, after leaving… I arrived at/in/on
- I was invited to
- I realized that I had
- The dish was decorated with
- It looked tasty/amazing/disgusting
- It tasted a bit spicy/strange/sour/sweet
- My friend said that

Zakończenie
- I'll cook it myself!
- I'm going to use some of these ingredients
- Next time I am going to
- It's going to be my
- I hope you'll like

WRITING GUIDE UNIT 7

Exam guide

Writing
A blog entry

Life Skills guide

Creativity,
Mediation,
Practical Skills

Wpis na forum z elementami ogłoszenia

Elementy ogłoszenia

- nagłówek
- powód umieszczania ogłoszenia
- opis przedmiotu (nazwa, wygląd, wiek, stan)
- warunki nabycia/sprzedaży (cena, sposób płatności, dodatkowe akcesoria, itp.)
- sposób przekazania (rodzaj wysyłki, miejsce odbioru)

Modelowa wypowiedź

Jesteś na forum, na którym można wystawiać rzeczy na sprzedaż. Chcesz sprzedać niepotrzebne ubranie.

- Napisz, co chcesz sprzedać i zachęć do kupna.
- Podaj rozmiar i stan ubrania.
- Opisz wygląd ubrania.
- Zaproponuj cenę i sposób dostawy.

Men's Winter Anorak
Condition: New
Selling price: €80

Hi there,

Winter is coming and I have a warm, men's anorak that is ideal for mountain trekking. If you are size 40 and need a light, waterproof jacket, it will be ideal for you. The anorak is new. I bought it last year, but I didn't wear it at all. Now, it is too small for me. It is dark grey with an orange hood. It's got four secure pockets. This anorak cost €120 last season, so €80 is a real bargain. I can cover the cost of delivery if you decide to buy it by the end of this week. I can send it by courier within two days of receiving payment.

Let me know if you're interested.

Autor pisze, co chce sprzedać i zachęca do kupna.
Elementy rozwinięcia:
Winter is coming; warm, ideal for trekking

Autor podaje rozmiar i stan ubrania.
Elementy rozwinięcia:
I didn't wear it at all.

Autor opisuje wygląd ubrania.
Elementy rozwinięcia:
It's got four secure pockets.

Autor proponuje cenę i sposób dostawy.
Elementy rozwinięcia:
This anorak cost €120 last season; if you decide to buy it by the end of this week.

Przydatne zwroty i wyrażenia

Zachęcanie do kupna
- You'll enjoy it.
- It's good/ideal/perfect for you.

Wyjaśnienie powodu
- I bought it too small.
- I don't need it any more.
- I'm going to have… done

Opis przedmiotu
- It is/looks brand new.
- It isn't damaged.
- It's in its original packaging.
- It has a hood/four pockets.
- It only has some marks/a stain.

Sposób przekazania
- Free local pick-up in
- I can ship it within… of receiving payment.

E-mail z elementami opisu osoby

Exam guide
Writing
An email

Life Skills guide
Creativity,
Mediation,
Practical Skills

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 – rozwija różne tematy, w zależności od potrzeb.
4. Zakończenie – autor podsumowuje swój e-mail, prosi o odpowiedź.
5. Zwrot grzecznościowy, podpis.

Modelowa wypowiedź

Zdobyłeś/Zdobyłaś niedawno ciekawe informacje o człowieku, który zachwycił cię swoim uporem w dążeniu do celu. Napisz o tym w e-mailu do przyjaciela.

- Wspomnij, jak zdobyłeś/zdobyłaś te informacje.
- Opisz tego człowieka.
- Przedstaw jego/jej osiągnięcia.
- Napisz, jak postrzegają go/ją inni ludzie.

Hi Diana,

Many thanks for the article you shared with me in your last email. I'd like to tell you about someone I recently learnt about.

I saw a film about the Polish traveller and explorer, Marek Kamiński, so I looked him up online.

He is quite impressive physically as he is very tall and athletic-looking.

He holds the world record as the first person to reach both the North and South Poles in one year! Kamiński also took a teenager with disabilities, Jan Mela, on a polar expedition in 2004. He has a foundation that supports many educational activities and raises money for prostheses for those who need them.

People look up to him as a role model. He is a great explorer and he has really given back to his community.

What do you think?

All the best,

Frank

Autor wspomina, jak zdobył informacje.
Elementy rozwinięcia:
I looked him up online.

Autor opisuje człowieka, którego podziwia.
Elementy rozwinięcia:
quite impressive physically

Autor przedstawia jego osiągnięcia.
Elementy rozwinięcia:
that supports many educational activities; raises money for prostheses

Autor pisze, jak postrzegają go inni ludzie.
Elementy rozwinięcia:
He is a great explorer; he has really given back to his community

Przydatne zwroty i wyrażenia

Zwroty grzecznościowe/powitalne
- Hi/Hello Diana,
- Dear Diana,

Początek e-maila
- I haven't written to you recently
- How are you?
- Many thanks for your email.

Rozwinięcie e-maila
- He/She is
- He/She looks
- His/Her trustworthy… and sincere
- Due to his/her determination
- He repeated this success
- He/She is loved/admired/respected by
- People are fascinated/interested in

Zakończenie e-maila
- I can't wait to hear your opinion.
- Hope to hear from you soon.
- Please drop me a line.
- Write back soon.

Zwroty grzecznościowe kończące e-mail
- Best wishes,
- All the best,
- Love,
- Take care,
- Regards,

IRREGULAR VERBS

Infinitive	Past simple	Past participle	Meaning
be	was/were	been	być
beat	beat	beaten	bić, pokonywać (kogoś)
become	became	become	stawać się
begin	began	begun	zaczynać
bite	bit	bitten	ugryźć
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, spłonąć
buy	bought	bought	kupować
can	could	–	móc, potrafić
catch	caught	caught	łapać, chwytać
choose	chose	chosen	wybierać
come	came	come	przyjść, przyjechać
cost	cost	cost	kosztować
cut	cut	cut	ciąć, rozcinać
deal	dealt	dealt	radzić sobie
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, kierować
eat	ate	eaten	jeść
fall	fell	fallen	padać, upadać
feed	fed	fed	karmić
feel	felt	felt	czuć
fight	fought	fought	walczyć
find	found	found	znaleźć
fly	flew	flown	latać
forecast	forecast	forecast	prognozować
forget	forgot	forgotten	zapomnieć
get	got	got/gotten	dostawać, otrzymywać
give	gave	given	dawać
go	went	gone	iść
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	ranić, 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	udowodnić, dowieść
put	put	put	kłaść
read	read	read	czytać
ride	rode	ridden	jeździć (np. rowerem, konno)
ring	rang	rung	dzwonić
rise	rose	risen	wzrastać, wstawać
run	ran	run	biegać
say	said	said	powiedzieć
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	siadać
sleep	slept	slept	spać
smell	smelt	smelt	wąchać, pachnieć
speak	spoke	spoken	mówić
speed	sped	sped	pędzić, przyśpieszyć
spend	spent	spent	wydawać (pieniądze), spędzać
spill	spilt	spilt	rozlać
stand	stood	stood	stać, postawić
steal	stole	stolen	kraść
stick	stuck	stuck	przyklejać
stink	stank	stunk	cuchnąć
sweep	swept	swept	zamiatać
swim	swam	swum	pływać
take	took	taken	wziąć
teach	taught	taught	uczyć (kogoś)
tear	tore	torn	podrzeć
tell	told	told	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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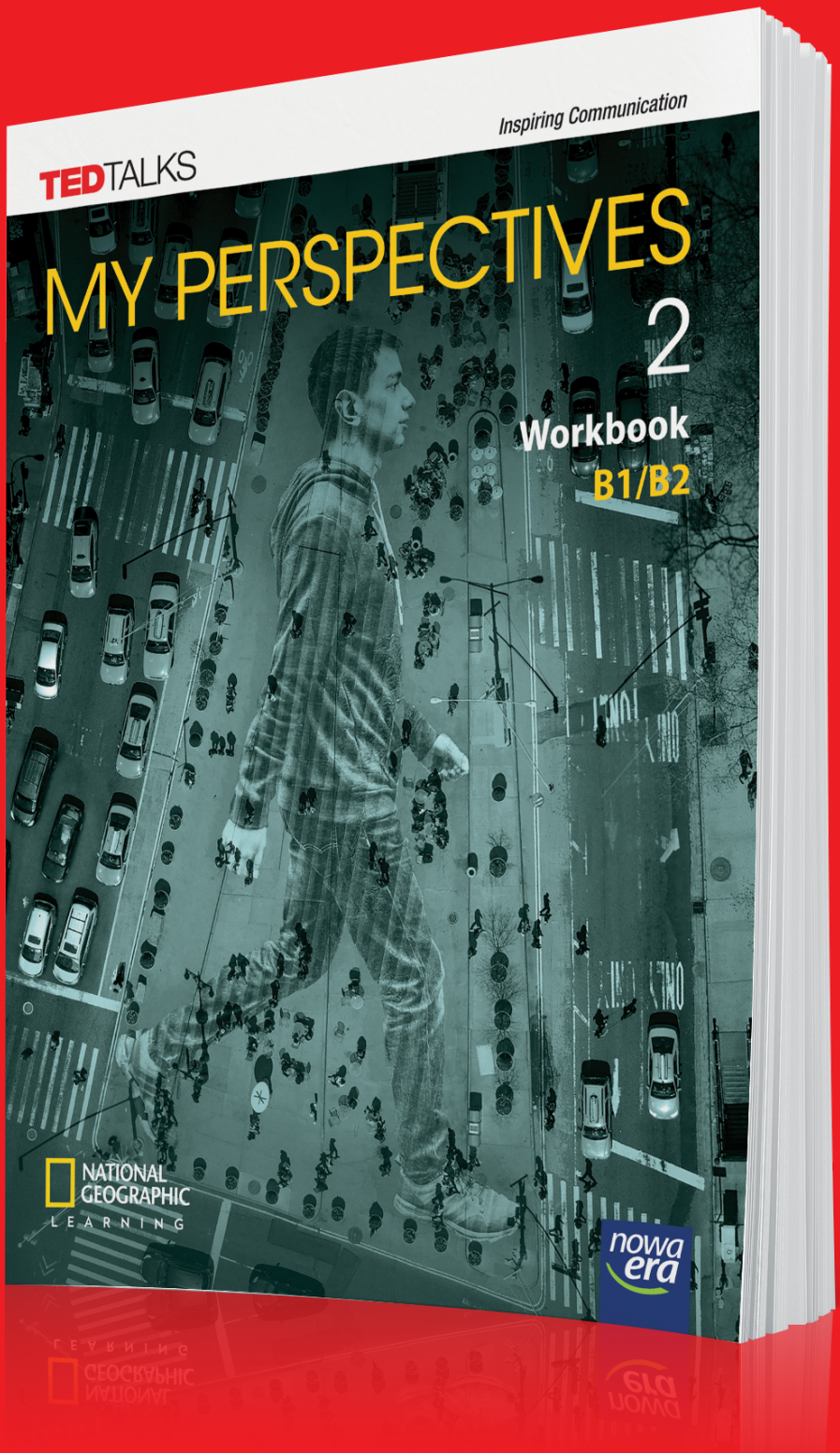
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Inspiring Communication
TEDTALKS
MY PERSPECTIVES
2
Workbook
B1/B2
NATIONAL GEOGRAPHIC LEARNING
nowa era

Workbook

Starter 1

1 Complete the sentences with the words in the box.

angry frightened lazy sad smart

1 Don't be so lazy, Frank! Get out of bed!
2 It was very smart of Wilma not to answer Mike's tricky questions.
3 A: Why is Becky so sad?
B: Her Grandma is very ill.
4 Please, don't be angry with me. I didn't break the vase on purpose.
5 My sister gets frightened every time she watches a horror film. Then, she cannot sleep at night.

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

1 My brother doesn't enjoy (*not / enjoy*) meeting new people; he's quite shy.
2 Gina's favourite subject is physics. She wants (*want*) to study engineering in the future.
3 I like thrillers very much. I am reading (*read*) a great thriller right now.
4 We love photography. We stay (*stay*) after school on Tuesdays and have a photography club.
5 It's Friday and Andrew is waiting (*wait*) for his bus to the city centre.

Exam guide
3 English in Use Translations

Life Skills guide
3 Mediation

3 Translate the Polish fragments of the sentences into English.

1 Hurry up, John! (*Czekamy na ciebie*) We're waiting for you!
2 What's wrong with Kate? (*Wydaje się zmartwiona*) She seems (to be) worried about something.
3 This was such a sad story! I just couldn't (*powstrzymać się od płaczu*) help crying.
4 Let's get back home. (*Robi się ciemno*) It's getting dark outside.
5 He always leaves home late; it's not surprising that he (*nie udaje mu się dotrzeć*) doesn't manage to arrive/come/get to school on time.

Exam guide
4 English in Use Translations

Life Skills guide
4 Mediation

4 Match the groups of words (1–5) with the categories (a–e). In each group, there is one word/phrase which does not match the category. Cross it out.

1 smart – relaxed – ~~nasty~~ – honest – kind c
2 afraid – upset – frightened – ~~excited~~ – bored b
3 ~~I can't stand~~ – I'm into – My favourite – I enjoy – I love d
4 consider – finish – suggest – avoid – ~~agree~~ e
5 promise – plan – ~~avoid~~ – agree – seem a

a verbs followed by 'to …'
b negative feelings
c positive personality adjectives
d phrases describing likes and interests
e verbs followed by *-ing*

Starter 2

1 Put the words into the correct category.

attic brick cellar concrete dishwasher neighbour oven resident roommate sink study timber

1 People: resident, roommate, neighbour
2 Parts of a house: cellar, study, attic
3 Equipment & furnishing: dishwasher, sink, oven
4 Building materials: brick, concrete, timber

2 Use one word from each category in exercise 1 to complete sentences 1–4.

1 My new neighbour is a young woman who moved into the house on the left a month ago.
2 Dad went upstairs to the attic to find his old photo album, which he kept there.
3 Mark, take those cups and plates and put them into the dishwasher, please. I'll turn it on in a while.
4 Most buildings in the Old Town were built from red brick, but there were also a few wooden houses.

3 Complete the sentence with the correct form of the verbs in brackets. Use the past simple, the past continuous, or *used to*.

1 Jenny was looking (*look*) for a new place to live when she found (*find*) this offer on a house in the suburbs.
2 Mike's parents used to live / lived (*live*) in an urban area for many years, but when Mike was born, they decided (*decide*) to move to the countryside.
3 Did you like (*you / like*) the design of your bedroom when you were a child?
4 The company delivered (*deliver*) the new sofa while I was shopping (*shop*) for some posters to decorate my flat.
5 The people who designed (*design*) this house didn't forget (*not / forget*) about the needs of children or older people.

4 Translate the Polish fragments of the sentences into English.

1 I couldn't spend so much money on a flat. (*To dlatego nie kupiłem*) That's why I didn't buy it, but decided to look for something cheaper.
2 James (*remontował swój dom na wsi*) was renovating his cottage at that time, so we couldn't stay with him there.
3 (*Miałem w zwyczaju robić*) I used to take a lot of photos of my old family house.
4 (*Kiedy sprzątaliśmy*) While we were cleaning the garden, we threw away those ugly plastic chairs.

Starter 3

1 Put the words in the box into the correct category. Then add one word to each category.

a broken arm | a cut | a headache | a high temperature | elbow | knee | painful | seasickness | sore | the flu

1 Body parts: elbow, knee
2 Injuries: a broken arm, a cut
3 Illnesses: seasickness, the flu
4 Symptoms: a headache, a high temperature
5 Words to express pain: painful, sore

2 Choose the correct option to complete each sentence.

1 Eating too much chocolate may result in a stomach *flu* / *ache* / *fever*.
2 I've got a *pain* / *sore* / *broken* throat. It might be a cold.
3 This is a very modern hospital with fantastic doctors. Patients have the best possible *illness* / *disorder* / *care* here.
4 Broken legs and sprained ankles are typical *illnesses* / *injuries* / *addictions* among footballers.
5 I took the prescription and went straight to *the pharmacy* / *check-up* / *hospital* to get my medicine.

3 Look at Peter's questionnaire. Choose the correct option to complete each sentence.

HEALTHY YOU:

1 A: How *much* / *many* / *lot* sleep do you get every night?
B: Too little.
2 A: Have you got *much* / *any* / *few* allergies?
B: Yes, hay fever.
3 A: Do you have a lot of stress every day?
B: No, only a *few* / *little* / *lot*.
4 A: How do you get fit?
B: I do *some* / *any* / *few* exercise every day.
5 A: Do you eat *much* / *many* / *few* sweets?
B: No, only sometimes.

4 Complete the sentences with the correct particle.

1 A lot of my friends belong to the gym, where they work out regularly.
2 Mrs Jennings decided to give up her job and take up something less stressful.
3 The doctor took some questionnaires out of his drawer and asked the patient to fill them out and hand them in to the nurse.
4 We had to put off the meeting because Jamie had to look after his younger brother while his parents were away.

Starter 4

1 Write the names of school subjects that can be associated with the groups of words.

1 algebra, calculator maths
2 dictionary, vocabulary English, Polish
3 gym, jogging PE
4 kings and queens, Middle Ages history
5 computer programming, webpage IT / computer studies

2 Complete the sentences with the words in the box. There are two words you do not need.

attend | canteen | gym | improve | interactive | primary | skills

Now that I'm in high school, I sometimes miss the times of my **(1)** primary education. My elementary school was a small building with less than two hundred students. You could **(2)** attend several different clubs. I was in the drama club and the photography club. We had a big **(3)** gym, where we could play basketball after lessons (and we had great dances there, too!). Some classrooms had **(4)** interactive whiteboards, which made it possible to play educational games and programmes during lessons. But my best memory is about the school **(5)** canteen – it served the best sandwiches for lunch!

3 Complete the sentences with the correct form of the adjectives in brackets.

1 Our maths tests are much harder (*hard*) than they were last year.
2 Gina is the most ambitious (*ambitious*) student in my class – she tries to do her best on tests.
3 My new school is farther (*far*) from my house than the previous one.
4 Our science lab is the largest (*large*) room in my school.
5 Mr Andrews is more demanding (*demanding*) than my other teachers.

4 Translate the Polish fragments of the sentences into English.

1 I didn't revise (*wystarczająco długo, żeby zdać*) long enough to pass this test.
2 Our computer lab (*nie jest tak nowoczesny, jak*) isn't as modern as we would like it to be.
3 The school club gave (*takie piękne przedstawienie*) such a beautiful show/performance that parents clapped their hands for a few minutes afterwards.
4 The new chairs (*były zbyt niewygodne, żeby siedzieć*) were too uncomfortable to sit on for the whole lesson.
5 The new programming course was (*taki interesujący, że*) so interesting that most of my class signed up.

Exam guide
4 English in Use Translations

Life Skills guide
4 Mediation

Starter 5

Exam guide
1 English in Use
Word formation

1 Match the words (1–5) with the definitions (a–e).

1 grandfather d
2 neighbour b
3 stranger c
4 classmate a
5 aunt e

a a person in the same class as you
b a person who lives in a flat or house next to you
c a person you don't know at all
d your mother's father
e your father's sister

2 Choose the correct option to complete each sentence.

1 Jamie noticed Maria on the other side of the street and *waved* / *shook* / *bowed* his hand to greet her.
2 My grandmother is the oldest *male* / *female* / *member* of my family.
3 Many countries have special rituals for young people when they come of *family* / *age* / *old*.
4 I'm going to a birthday party this Saturday. My cousin has just *gone* / *lived* / *turned* 18.
5 Most of my *relatives* / *teammates* / *grandmothers* are from my mother's side. My father's family is quite small.

3 Complete the sentences with the correct form of the verbs in brackets. Use the past simple or the present perfect.

1 The Johnsons celebrated (*celebrate*) their tenth wedding anniversary last month.
2 I don't know where my brother is. I think he has gone (*go*) to the shops.
3 Have you ever tried (*you / ever / try*) to draw your family tree?
4 When did you see (*you / see*) Uncle Simon last?
5 We haven't had (*not / have*) a family reunion for years. It's time to organise one at last!

Exam guide
4 English in Use
Transformations

4 Complete the second sentence so that it means the same as the first. Use the word in capitals. Do not change the form of this word. You may use between two and five words in each gap.

1 I first met my best friend in 2013. SINCE
I have known my best friend since 2013.
2 We finished my brother's birthday party a moment ago. JUST
My brother's birthday party has just finished.
3 Is the decoration ready in the party room? YET
Have you decorated the party room yet?
4 Last time Chris visited his grandmother was three years ago. FOR
Chris hasn't visited his grandmother for three years.
5 Mum wanted Lisa to send the invitations. They are in the post now. ALREADY
Lisa has already sent the invitations.

Starter 6

1 Complete each sentence with the correct form of the word in capitals.

1 Stephen King has been a successful author of thrillers for years. SUCCESS
2 It takes a lot of practice and effort before you can reach perfection. PERFECT
3 Don't give up! If you try again, you will finally succeed. SUCCESS
4 He wasn't very lucky in business. Most of his decisions were absolute failures. FAIL
5 When I sent my application letter, I hoped they would accept me. ACCEPTANCE

2 Complete each sentence with the word in capitals, using the correct prefix *im-*, *in-*, *un-* or *dis-*.

1 One disadvantage of living in the suburbs is that it takes too long to get to the city centre. ADVANTAGE
2 My neighbour had an unusual habit of singing out loud in his garden. USUAL
3 I was too impatient to stand in such a long queue, so I decided not to buy the tickets. PATIENT
4 The meeting is quite informal; you can easily wear jeans and a T-shirt for it. FORMAL
5 My first attempts at skiing were unsuccessful. It took me two seasons to learn to ski well. SUCCESSFUL

3 Choose the best option to complete each sentence.

1 I'm sorry, Sir, this is not a parking area. You ____ leave your car here.
a can **b** can't **c** should
2 I don't think you ____ give up the photography club. Your photos are pretty interesting!
a must **b** can **c** should
3 No, you ____ bring the book back today. I can wait a few more days.
a mustn't **b** should **c** don't have to
4 It is a secret. You ____ tell anyone.
a don't have to **b** can **c** mustn't
5 We ____ wear uniforms at our school. Luckily, they are quite comfortable and nice.
a have to **b** mustn't **c** should

4 Complete the sentences with the words in the box. There are more words than you need.

do doesn't don't if light lights should

1 When this red lamp lights up, the machine stops its operation.
2 If you don't study enough for a test, you get a poor grade.
3 Do you get stressed when you talk to strangers?
4 You should visit the Louvre when you are in Paris.
5 If you decide to make a career in the film industry, you should sign up for an acting course.

Starter 7

1 Fill in the missing letters to form words about food.

1 I don't want b e e f or pork for dinner. I prefer vegetarian dishes.
2 It is too s o u r. I want something sweeter.
3 We all ordered apple pie for d e s s e r t.
4 I'm allergic to products made of milk. That's why I cannot eat c h e e s e or drink yoghurt.
5 Mexican cuisine is really s p i c y. They add chilli and pepper to most of their dishes.

2 Complete each sentence with the word in capitals, using the correct suffix *-er*, *-ment*, *-ance* or *-tion*.

1 The manager of the restaurant offered us a table with the sea view. MANAGE
2 Preparation of this dish is quick and easy. PREPARE
3 Doctors often talk about the importance of a healthy, balanced diet. IMPORTANT
4 I'm not a good cook. My greatest achievement in the kitchen is scrambled eggs with bacon. ACHIEVE
5 They always bought fresh vegetables from a farmer who sold his products at the market. FARM

3 Choose the correct option to complete each sentence.

1 Look at this grey sky. It ____ rain later today.
a won't **b** is going to **c** is
2 I can't meet you tonight; I ____ shopping with my parents – we need some food for tomorrow's party.
a may go **b** will go **c** am going
3 Many farming areas ____ in the future because of pollution. It's a serious danger.
a may disappear
b are disappearing
c won't disappear
4 I talked to my parents a few days ago. They ____ the farm and move to the city.
a sell **b** are going to sell **c** will sell
5 Oh, are you hungry? Wait a second, I ____ some snacks.
a will bring **b** may bring **c** am bringing

4 Complete the sentences with the correct form of the words in brackets. Use 'first conditional'.

1 Jenny will try (*try*) some exotic food when she travels (*travel*) to Thailand next month.
2 What will you do (*you / do*) if they don't have (*not / have*) any vegetarian dishes in this restaurant?
3 Andrew is not really successful in the kitchen now, but if he practises (*practise*) long enough, he will become (*become*) a great cook.
4 When the population reaches (*reach*) eight billion, people will have (*have*) to find new sources of food.
5 If the waiter doesn't bring (*not / bring*) our food in a minute, I will complain (*complain*) to the manager.

Starter 8

1 Complete the text with the words in the box.

advertise design manufacture pick throw

Life cycle of your T-shirt

First, someone has to **(1)** design your T-shirt – they decide what shape it will have and what text or pattern will be on it. Then, there is a factory where workers **(2)** manufacture your T-shirt. Then, they **(3)** advertise new designs on TV and billboards, so that you can see them and say, 'Wow, I need that!'. You go to the shop and **(4)** pick this particular design from dozens of others. Then you wear your T-shirt until you get bored with it (or it wears out) so you decide to **(5)** throw it away.

2 In each sentence 1–5, make a compound noun by using two of the three given words in the correct order.

1 We could see lots of fishing nets (*nets / stores / fishing*) left by fishermen on the shore of the sea.
2 We've got new recycling bins (*recycling / throw / bins*) at school. We can finally sort our rubbish.
3 The woman took out a purse from her handbag (*bag / hand / wallet*) and paid for the shopping.
4 You cannot enter this area in a car, sir. It's a pedestrian zone (*zone / walk / pedestrian*).
5 Do you know that your skateboard (*net / skate / board*) was made from recycled plastic?

3 Use the prompts to write sentences. Use 'second conditional'.

1 where / you / buy food / they / close / your local store
Where would you buy food if they closed your local store?
2 the world / look / cleaner / we all / produce / less rubbish
The world would look cleaner if we all produced less rubbish.
3 the company / not be / criticised / they / care for the environment
The company wouldn't be criticised if they cared for the environment.
4 you / paint / these old chairs / you / can / still use them
If you painted these old chairs, you could still use them.
5 I / be / you / I / support / eco-friendly manufacturers
If I were you, I would support eco-friendly manufacturers.

4 Write definitions using relative pronouns.

1 shop assistant (person / sells products in a shop)
A shop assistant is a person who sells products in a shop.
2 cotton (material / clothing factories use)
Cotton is a material which/that clothing factories use.
3 busker (artist / performs in the street)
A busker is an artist who performs in the street.
4 leather (material / handbags are made of)
Leather is a material which/that handbags are made of.
5 attraction (activity / people enjoy doing)
An attraction is an activity which/that people enjoy doing.

Exam guide
2 English in Use
Translations

1 In touch with your feelings

1A Vocabulary

Describing emotions

1 **Revision** Unscramble the letters to make adjectives about emotions.

1	driafa	a f r a i d
2	yapnuhp	u n h a p p y
3	grayn	a n g r y
4	tupes	u p s e t
5	rodeb	b o r e d
6	dorweir	w o r r i e d
7	ladeeps	p l e a s e d
8	xeidetc	e x c i t e d

2 **Revision** Complete the sentences with the adjectives in exercise 1.

1 Have you always been afraid of spiders?
2 Max told me he's worried about failing the exam.
3 He hated the school and had a very unhappy childhood.
4 We're so pleased that you can come to the wedding.
5 The trip sounds amazing – are you getting excited about it?
6 I think he was quite angry with her for not offering to help.
7 Were you as bored as I was during that film? I almost fell asleep!
8 Anja was really upset when she heard that the dog had died.

Life Skills guide
3 Critical thinking

3 **Revision** Listen and choose the correct emotion.
2 p. 391

1	angry	afraid	worried
2	afraid	bored	pleased
3	bored	pleased	upset
4	afraid	excited	worried
5	worried	upset	angry
6	pleased	afraid	unhappy

4 Read the sentences (1–8) and match the words in bold with the definitions (a–h).

1 When it's very dark he sometimes gets **scared**. b
2 I was very **confused** when he started speaking in German. a
3 You must be **delighted** that you won! h
4 I was so **embarrassed** when Jack started to sing. g
5 Living here can be quite **lonely** at times. d
6 Please don't be **annoyed** – I'm sorry I forgot. e
7 I always feel **nervous** before job interviews. f
8 She was **relaxed** and enjoying the sunshine. c

a not able to understand
b frightened
c feeling happy and calm
d unhappy because you are not with other people
e angry or impatient
f worried
g ashamed or shy
h very pleased

5 Match the adjectives (1–5) with the synonyms (a–e).

1	embarrassed d	**a**	afraid
2	delighted e	**b**	angry
3	scared a	**c**	worried
4	annoyed b	**d**	ashamed
5	anxious c	**e**	pleased

6 Choose the correct option to complete each sentence.

1 I'm worried *about* / *for* / *with* failing the exam.
2 She was embarrassed *with* / *by* / *of* Richard's stupid comments.
3 Alfie seems very nervous *with* / *by* / *about* the interview.
4 There's no need to get annoyed *of* / *to* / *with* Jasmine – she was only trying to help.
5 Are you feeling anxious *over* / *about* / *of* your driving test?
6 You shouldn't have behaved so badly, I'm ashamed *by* / *for* / *of* you!
7 Don't be scared *for* / *of* / *with* Andy – he's quite nice when you get to know him.
8 I'm confused *of* / *by* / *from* your text. Can you call me?

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

1 My / makes / feel / me / stressed / job
My job makes me feel stressed.
2 scared / you / Are / heights / of / very
Are you very scared of heights?
3 lonely / be / your / on / own / Living / can
Living on your own can be lonely.
4 was / She / her / results / with / delighted / exam
She was delighted with her exam results.
5 about / I'm / the meaning / this / of / confused / word
I'm confused about the meaning of this word.
6 came / very / We're / that / pleased / you
We're very pleased that you came.
7 have / nothing / of / ashamed / to be / They
They have nothing to be ashamed of.
8 worried / moving / I'm / a / about / to / city / new
I'm worried about moving to a new city.

8 Choose the correct adjectives to complete the sentences.

1 I'm often really *nervous* / *embarrassed* at the start of an exam, but after I've answered a couple of questions, I begin to feel more *delighted* / *relaxed*.
2 We were so *excited* / *stressed* when we heard the news, you must be absolutely *ashamed* / *delighted*. Congratulations!
3 A: So was Jake *annoyed* / *pleased* with Eve for being so late?
B: Yes, and Eve was really *bored* / *upset* when he shouted at her.
4 With her family thousands of miles away, Amy often feels a bit *scared* / *lonely* at Christmas, so she's really *pleased* / *relaxed* that you invited her.
5 Sorry, I'm *delighted* / *embarrassed* to admit this but I'm *confused* / *worried* about what this sentence means.
6 Annie's working late – she's feeling quite *stressed* / *pleased* about getting everything finished on time and is rather *nervous* / *lonely* about doing the presentation.

9 Complete the sentences so they are true for you.

1 I got really angry when _____.
2 I sometimes get confused about _____.
3 _____ always makes me feel stressed.
4 One thing I'm pleased about is _____.
5 I felt so embarrassed when _____.
6 The time I feel most relaxed is _____.

10 **Extension** Complete the sentences with the words in the box. There are two adjectives you do not need.

cheerful	disappointed	grateful	impatient
jealous	proud	scared	selfish

1 I'm very jealous of Amy's new mobile phone – it's so much better than mine.
2 I'm really disappointed with my mark – I only got 48%.
3 We're extremely grateful to you for being so generous.
4 You mustn't be so impatient with him when he makes a mess – he's only four.
5 Javier has been incredibly successful, but we're very proud of all our children.
6 Pete never helps out with the kids. It's really selfish of him.

11 **Extension** Choose the adjective that can't be followed by the preposition.

1 *proud* / *jealous* / ~~*cheerful*~~ + **of**
2 *impatient* / ~~*selfish*~~ / *disappointed* + **with**
3 ~~*lonely*~~ / *worried* / *nervous* + **about**
4 ~~*upset*~~ / *ashamed* / *scared* + **of**
5 *annoyed* / *angry* / ~~*embarrassed*~~ + **with**
6 *excited* / ~~*proud*~~ / *pleased* + **about**

12 **Extension** Are the adjectives positive or negative? Complete the table.

angry	ashamed	bored	cheerful
confused	delighted	excited	grateful
impatient	lonely	pleased	relaxed
scared	selfish	upset	worried

Positive	Negative
cheerful	angry
delighted	ashamed
excited	bored
grateful	confused
pleased	impatient
relaxed	lonely
	scared
	selfish
	upset
	worried

Life Skills guide
9 Mediation

1B Listening

Exam guide
1 Listening
Matching

1 Listen and match the sentences (a–e) with the speakers (1–4). There is one sentence that you do not need. 3 p. 391

a This speaker was delighted by something.
b This speaker was bored by something.
c This speaker was confused by something.
d This speaker was ashamed of something.
e This speaker was jealous of someone.

1 d **2** a **3** c **4** e

Exam guide
2 English in Use
Multiple choice

2 Choose the correct words to complete the text.

I remember going on a school trip three or four years ago to a coal mine in a city not far away. It was an amazing trip because we went deep underground and the guide then switched off all the lights. It was really **(1)** a and I was relieved when he turned them back on again. I was a bit disappointed **(2)** a the rest of the trip, though, because there wasn't much to see. My mum was quite **(3)** c about us going underground, of course, so I had three missed calls on my mobile when the tour ended. She's always really stressed **(4)** b school trips, I don't know why. I was actually quite **(5)** b with her because it's embarrassing when she calls and I'm with my friends.

1	**a** scary	**b** scare	**c** scared
2	**a** with	**b** of	**c** about
3	**a** worry	**b** worrying	**c** worried
4	**a** of	**b** about	**c** with
5	**a** annoying	**b** annoyed	**c** annoy

Exam guide
5 Listening
Gap-filling

Life Skills guide
3 Mediation

3 Do you have a funny habit? Think of something about yourself that only a close friend or family member might know.

Footballer Wayne Rooney turns on a vacuum cleaner to help him fall asleep.
Author Stephen King eats a slice of cheesecake before writing.
Actor Jennifer Aniston touches the outside of a plane before getting on.

Exam guide
4 Listening
Multiple choice

4 Listen and choose the correct answer. 4 p. 391

1 In the show *Tell Me Straight* …
a Charlie talks to celebrities.
b Charlie talks to people who know celebrities well.
c Charlie talks to people who know a lot of celebrities.

2 Why does Sandra Rind eat a carrot?
a Because it makes her feel relaxed.
b Because she's hungry before she goes on stage.
c Because it's good for her voice.

3 Bruce Collins sometimes finds it difficult …
a to count to 100.
b to fall asleep.
c to know the difference between left and right.

4 Which celebrity sang in a car?
a Jamie Cawley.
b Gerri Pennington.
c Ralph Powell.

5 Who told a secret about Gerri Pennington?
a Her driving instructor.
b Her best friend.
c Her boyfriend.

6 Charlie thinks that …
a everyone has a few secrets.
b the celebrities feel very embarrassed.
c Fred is going to tell her a secret.

5 Listen again and complete each sentence. 4 p. 391

1 Fred is surprised to hear that a footballer is scared of spiders.
2 Ralph Powell was delighted that he passed his test.
3 Sandra Rind feels very nervous before she goes on stage.
4 Eating a carrot helps Sandra to be more relaxed.
5 If he says the wrong numbers, Bruce Collins feels annoyed and he becomes more stressed.
6 Gerri Pennington writes *left* and *right* on her hands so that she isn't confused.
7 Charlie is grateful to the celebrities and hopes they aren't too embarrassed.

6 Think about what you heard about the celebrities and decide who said the things below. There is one name you do not need.

Bruce Collins Gerri Pennington Jamie Cawley
Ralph Powell Sandra Rind

1 'Yes, I've finally done it – no more lessons!' Ralph Powell
2 'Sorry, did you mean this side of the street, or the other side?' Gerri Pennington
3 'A hundred, ninety-nine, ninety-eight, …' Bruce Collins
4 'Camp in the forest? No way – not with all those insects!' Jamie Cawley



1C Grammar 1

Subject/object questions

1 Match the questions (1–6) with the answers (a–f).

1 Who brought the chocolate cake? d
2 How much does Gary earn? c
3 Why was Jenny so angry? e
4 Who earns the most? a
5 Who was angry? b
6 What did she bring? f

a Gary does; he earns about £30,000.
b Jenny. She was angry because Pete was late.
c Gary earns about £30,000, I think.
d Anna brought it, she made it herself.
e Jenny was angry because Pete was late.
f Anna brought a chocolate cake.

2 Correct the mistakes in the questions. Each question contains one mistake.

1 What TV programmes ~~do~~ make you angry? do
2 Who you talk to when you are confused?
3 Who ~~does~~ laughs most in your family? do
4 Why they feel excited?
5 How many people ~~do~~ think this is wrong?
6 Whose cake ~~does taste~~ tastes the best?

3 Translate the Polish fragments of the sentences into English. Use up to four words.

1 A: (*Ile osób*) How many people came to the party?
B: There were about 25 of us all together.
2 A: (*Czy jesteś podekscytowany*) Are you excited about going to the USA this summer?
B: Oh yes, I can't wait for school to end!
3 A: (*Kto ci dał*) Who gave you that lovely bracelet?
B: My dad gave it to me for my birthday.
4 A: (*Dlaczego budzisz się*) Why do you wake up so early?
B: Because I go running for about an hour before breakfast.
5 A: (*Czyja jest*) Whose is the bag on the desk?
B: I think it's the teacher's bag.
6 A: (*O której kończysz*) What time do you finish school today?
B: I finish at 14.30.

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

1 look / Why / angry / so / Jo / does
Why does Jo look so angry?
2 food / did / eat / How much / they
How much food did they eat?
3 a / has / bike / puncture / Whose
Whose bike has a puncture?
4 What / them / did / Pepe / say / to
What did Pepe say to them?
5 swimming / go / do / How often / you
How often do you go swimming?
6 people / came / How many / the / party / to
How many people came to the party?

5 Read the answers and complete the questions.

1 A: How much money did they collect?
B: They collected more than £500.
2 A: Who gave you the flowers?
B: Kim gave us the flowers.
3 A: How often does she cry?
B: She cries every time she thinks of him.
4 A: What makes you feel stressed?
B: Work makes me feel stressed.
5 A: Why do you listen to music?
B: I listen to music to help me relax.
6 A: How many people did he invite?
B: He invited twenty people.

6 Write answers that are true for you.

1 What is your favourite type of movie?
2 How often do you go out to eat?
3 How many English classes have you taken?
4 When is your mother's birthday?
5 How many times have you seen your favourite movie?

Exam guide
3 English in Use Translations

Life Skills guide
3 Mediation

Life Skills guide
6 Mediation

1D Reading

VOCABULARY BUILDING Suffixes

1 How are nouns formed from the adjectives? Complete the table.

confused depressed disappointed embarrassed
excited exhausted friendly happy
lonely nervous sad selfish

+ment	+ness	+ion
disappointment	friendliness	confusion
embarrassment	happiness	depression
excitement	loneliness	exhaustion
	nervousness	
	sadness	
	selfishness	

Exam guide

5 Reading
True/false

2 Complete the sentences with nouns formed from the adjectives in bold.

1 Your happiness is what's most important. HAPPY
2 Not being picked for the team was a big disappointment. DISAPPOINTED
3 There seems to be some confusion about the result. CONFUSED
4 Having to wait only added to the excitement. EXCITED
5 It's with great sadness that we announce the death of Anna Jackson. SAD
6 John has always suffered from depression. DEPRESSED
7 She's such an embarrassment to her family. EMBARRASSED

READING

3 Read the text. What is the World Happiness Report?

a A description of how to make the world happier.
b A comparison of levels of happiness in different countries.
c A list of the 156 happiest places on Earth.

4 Look at the words in bold in the text. Write the correct word for each definition (1–8).

benchmark consistently corruption evaluation
imaginary life expectancy rank stark

1 in a way that does not change consistently
2 not real imaginary
3 a level used as a standard when comparing other things benchmark
4 the length of time that a person is likely to live life expectancy
5 obvious in an unpleasant way stark
6 to put something into a position on a list according to importance, success, size, etc. rank
7 dishonest or illegal behaviour corruption
8 the act of deciding how good or bad something is evaluation

5 Are the sentences true (T) or false (F)?

1 The World Happiness Report is only read by governments. F
2 In the survey, people are asked to decide how happy their life is. T
3 Dystopia is an imaginary country where people are extremely happy. F
4 Some people think that the number of people surveyed is too small. T
5 The World Happiness Report doesn't consider economic factors. F
6 In Iceland and Denmark, people don't pay for medical treatment. T

6 Look at the statements (1–8) and match them with the countries.

Australia Denmark Iceland Madagascar
Switzerland Togo United Kingdom United States

1 Most of its citizens know more than one language. Switzerland
2 It's ranked 13th in the 2016 World Happiness Report. United States
3 It's free to go to university here. Iceland
4 It's an island and one of the world's unhappiest countries. Madagascar
5 Its citizens live nine years longer than the global average. Denmark
6 It usually has pleasant weather. Australia
7 It has a lower than average life expectancy. Togo
8 It's ranked ten places lower than the United States. United Kingdom

The World Happiness Report

5 The World Happiness Report is a **survey** of happiness in different countries published by the United Nations. First produced in 2012, it **ranks** 156 countries by their happiness levels. The report is attracting increasing interest because many governments are now using happiness data to develop policies which support people more effectively.

In the survey, which is available to the public on the World Happiness Report website, leading experts in fields such as economics, psychology, health and statistics describe how measurements of happiness can be used to assess the progress of a country. The report reviews the state of happiness in the world today and explains national variations. For example in 2016, Denmark was the world's happiest country, with the US ranked 13th and the United Kingdom 23rd. The island country of Madagascar, with a ranking of 148, is among the world's unhappiest nations.

So, how do researchers decide on these rankings? They are in fact based on answers to a life **evaluation** question called 'the Cantril ladder'. People are asked to think of a ladder, in which the best possible life for them is ranked 10, and the worst 0, and decide where their current life is on this 0 to 10 scale. Their answers are then adjusted based on six other factors: levels of GDP (Gross Domestic Product, the value of goods and services that a country produces in a year), **life expectancy**, generosity, social support, freedom and **corruption**. The results are compared to Dystopia, an **imaginary** country that has the world's least happy people. Dystopia is the lowest **benchmark** of happiness, so that all other countries will be higher than it in relation to the six factors above.

One criticism of the report is that it only examines two to three thousand people per country, but researchers believe this is a large enough **sample**. They also think the report is helpful because, unlike many other world surveys, it doesn't only look at economic factors.

Why then is Denmark the world's happiest country? One thing is its life expectancy of 80 years, when the global average is only 71. It also has free health care and an excellent welfare system, which means that wealth is spread fairly across the population. Another country in the top ten is Australia, with its beaches and **consistently** warm temperatures – Melbourne has even been named the best city in the world to live in, because of low crime levels, good climate, medical care and transport systems. The country of Iceland came third, offering its citizens low taxes, free higher education and health care, and is also rated as the most peaceful nation on Earth. Switzerland, where the majority of citizens understand French, German and English, is currently in second place, enjoying healthy public finances, low taxes, an average life expectancy of nearly 83, and beautiful scenery connected by efficient railway lines. By **stark** contrast, African countries are among the least happy nations in the world, many affected by civil war and extreme poverty. The country of Togo, ranked in 155th place, has a life expectancy of just 58.



1E Grammar 2

Present simple, present continuous, present perfect

1 Match the rules (1–7) with the sentences (a–g).

1 Use the present simple to talk about things that are generally true. g
2 Use the present perfect to describe actions that started in the past and continue to the present. c
3 Use the present simple to describe habits and routines. f
4 Use the present continuous with *always* to describe actions that happen often and annoy the speaker. e
5 Use the present continuous to talk about actions happening at or around the present time. b
6 Use the present simple with state verbs, e.g. *enjoy*, *agree*, *think*. d
7 Use the present continuous to talk about changing situations. a

a We're sending cards less often these days.
b Karl is speaking to another customer at the moment.
c Louise and I have known each other for over 30 years.
d I definitely agree with your decision.
e Andy is always making stupid comments.
f She goes to a karate class on Tuesdays.
g Planets closer to the sun have shorter years than Earth.

2 Are the verbs in bold correct or incorrect? Correct those that are incorrect.

1 Water **is freezing** at 0 degrees Celsius. freezes
2 The phone **rings**. Can you answer it? is ringing.
3 If it's not raining she usually **walks** to work. ✓
4 I'm bored. I **am wanting** to watch TV. want
5 A: It's 6 o'clock already, we need to go. I'm coming.
B: Sorry, Freya, **I've come.**
6 Koala bears **sleep** for more than twenty hours a day. ✓
7 Dan's often confused. He's always **asking** questions. ✓
8 I **feed** the cat while John and Angie are on holiday this month. am feeding

3 Choose the correct option to complete each sentence.

1 Chris usually *reads* / *is reading* before going to sleep.
2 I often *am enjoying* / *enjoy* a cup of hot chocolate at bedtime.
3 *We're shopping* / *We've shopped* online for two years now.
4 Beth is so angry all the time. *She's always shouting* / *She's always shouted*.
5 The sun *doesn't set* / *isn't* setting in Iceland in June.
6 Some people *think* / *are thinking* this is a good idea.
7 They *never go* / *are never going* to bed before midnight.
8 *I laugh* / *I'm laughing* because you look funny!

4 Put the words in the correct order to make sentences and questions.

1 bakes / Anna / every / bread / day
Anna bakes bread every day.
2 long / How / you / have / truth / known / the
How long have you known the truth?
3 Jack / always / asking / me / to / help / him / is
Jack is always asking me to help him.
4 right / now / feeling / are / How / you
How are you feeling right now?
5 The / internet / changing / the / communicate / we / way / is
The internet is changing the way we communicate.
6 moon / The / at / per hour / ten / miles / rotates
The moon rotates at ten miles per hour.
7 become / recently / Life / very / has / difficult
Life has become very difficult recently.
8 usually / to / TV / I / watch / relax
I usually watch TV to relax.

5 Complete the conversations using *always* + the present continuous form of the verbs in brackets.

1 A: There's a problem with my car again.
B: No way! It's always breaking down. (*break down*)
2 A: Sarah finds it difficult to get up in the morning.
B: I'm not surprised. She 's always going to bed late to bed late. (*go*)
3 A: Amy was really angry with her parents.
B: I don't blame her. They're always interfering. (*interfere*)
4 A: Katy wants to borrow £20.
B: Typical. She's always asking for money. (*ask*)
5 A: I can't read the menu without my glasses.
B: Where are they? You're always forgetting to bring them. (*forget*)
6 A: It's going to be another long night at the office.
B: Really? You're always working late. (*work*)
7 A: Tyler has a stomach bug and can't come out tonight.
B: Poor Tyler! He's always feeling sick. (*feel*)
8 A: Dean is the worst roommate. He never helps with the cleaning.
B: Maybe you should move. You're always complaining about him. (*complain*)



6 Complete the text with the present simple, continuous or perfect form of the verbs in brackets.

Andy and I **(1)** have shared (*share*) a flat for about a year. He **(2)** enjoys (*enjoy*) exercise and every morning he **(3)** runs (*run*) around the park. He **(4)** is always asking (*always / ask*) me to go with him but I really **(5)** don't like (*not / like*) getting up early, so sometimes I **(6)** swim (*swim*) in the local pool after work. In the evenings, I usually just **(7)** watch (*watch*) TV but Andy is the sort of person who **(8)** reads (*read*) a book or **(9)** does (*do*) a crossword. He **(10)** is also learning (*also / learn*) German at the moment. Right now, he **(11)** is cooking (*cook*) a meal for the two of us and **(12)** (is) listening (*listen*) to the radio. He **(13)** finds (*find*) it very difficult to relax and so he often **(14)** cleans (*clean*) the kitchen after dinner, too. That's great for me though as I **(15)** have always been (*always / be*) very lazy.

7 Listen and choose the correct option. 6

1 Do you know Jason?
a Yes, we're knowing him for a couple of years.
b Yes, we've known him for a couple of years.

2 Are you ready yet?
a Almost, I just come.
b Almost, I'm just coming.

3 Is Simon angry about it?
a No, he agrees with my decision.
b No, he's agreeing with my decision.

4 What does she do at the weekend?
a She's usually gone shopping on Saturday morning.
b She usually goes shopping on Saturday morning.

5 Is Alex with you?
a No, he's playing tennis with a friend.
b No, he plays tennis with a friend.

6 Does Alice have a part-time job?
a Yes, she works in a bar.
b Yes, she's worked in a bar.

7 Is Erica still living in Spain?
a No, she lives in Portugal now.
b No, she's lived in Portugal now.

8 When do you go to the gym?
a I go before work.
b I am going before work.

Technology guide

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This app knows how you feel – from the look on your face



"I want to bring emotions back into our digital experiences."

RANA EL KALIOUBY

Life Skills guide

3 Creativity, Critical thinking, Mediation

AUTHENTIC LISTENING SKILLS

Content words

It is difficult to listen for every word a speaker says. When we listen, it is easier to understand the important content words, because these are usually stressed. Content words usually give enough information for us to understand the meaning of a sentence.

1 Read and listen to the first sentence in the TED Talk. Notice how many of the content words are stressed. 7

Our emotions influence every aspect of our lives, from our health and how we learn, to how we do business and make decisions, big ones and small.

Life Skills guide

2 Collaboration, Mediation

Exam guide

5 Listening True/false

BEFORE YOU WATCH

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

evolve	newly-wed	sense	enjoyment
empathy	smirk	recognise	genuine
indicator	confusion	disgust	suspect
expressive	emotive	visually impaired	binge eating

3 Look at the emojis. Then discuss the questions in pairs.



1 What emotions do these emojis express?
2 Do you ever use emojis? Which ones? Where do you use them, e.g. email, text messages, social media?
3 Is it sometimes difficult to find the right emoji to express how you are feeling? Why?
4 What other ways can you use to express your feelings online?

WHILE YOU WATCH

4 Watch the clip about the Speaker. Choose the correct definition of the words and phrases. 1.0

computer scientist	emotionally inteligent technology	
connect with	expressive	demonstrates

5 Watch part 1 of the talk. Are the sentences true (T) or false (F) according to Rana? 1.1 p. 402

1 At the moment it's difficult to connect emotionally with others in text messages, emails, etc. T
2 Rana was with her husband in Cambridge. F
3 The human face can show 45 emotions. F
4 It's hard to teach a computer the difference between a smile and a smirk. T
5 The computer studied lots of similar faces. T



6 Watch part 2 of the talk. Which emotions does Cloe demonstrate? ▶ 1.2 p. 402

1 a little bit happy	6 no emotion ('poker face')
2 angry	7 sad
3 confused	8 scared
4 disgusted	9 surprised
5 nervous	10 very happy

7 Watch part 3 of the talk. Choose the correct option to complete each sentence. ▶ 1.3 p. 402

1 Women in the *UK* / *USA* are more expressive than men.
2 The most expressive age group is people *older* / *younger* than 50.
3 People with learning difficulties could *use their phones* / *wear special glasses* to help them understand other people's emotions.
4 Rana *can* / *can't* think of many other ways her technology could be used.

8 **VOCABULARY IN CONTEXT**

Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases you see in the clip. ▶ 1.4

homesick curiosity genders wrinkles
characteristics joy

9 Complete the sentences in your own words. Then work in pairs and compare your sentences.

1 I felt *homesick* once when I …
2 I get a sense of *curiosity* when …
3 The person in my family with the most *wrinkles* is …
4 The *characteristics* of a good friend are …
5 *Joy* for me is …

Life Skills guide
9 Mediation

AFTER YOU WATCH

10 Work in groups. Think of different ways Rana's software could be used. Think about:

- advertising
- entertainment (TV, films, concerts, theatre, etc.)
- health and medicine
- people with physical problems and learning difficulties
- shopping and fashion
- social media
- other areas

Life Skills guide
10 Collaboration, Creativity, Critical thinking, Mediation, Self-development

11 **MY PERSPECTIVE – SPEAKING**

Work in pairs. Think about your ideas. Which ones could:

- make lots of money?
- help people with problems?
- be lots of fun?

Life Skills guide
11 Collaboration, Critical thinking, Mediation, Self-development

Technology guide

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

Technology guide

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TEDTALKS Practice

This app knows how you feel – from the look on your face

Rozwiąż dodatkowe zadania do filmu na LearningApps.org.

AUTHENTIC LISTENING SKILLS

1 Listen to part 1 of the TED Talk and underline the words which are stressed. 8

At Cambridge, thousands of miles away from home, I realised I was spending more hours with my laptop than I did with any other human.

2 Listen again and complete the extract with the words you hear. Listen and check – are the content words stressed? 9

I was homesick, I was lonely, and on some days I was actually crying, but all I had to communicate these emotions was this.

WATCH p. 402

3 Look at the words and choose the correct emoji.

1 confused
2 angry
3 embarrassed
4 scared
5 delighted

Exam guide

4 Listening
Multiple choice

4 Watch part 1 of the TED Talk and choose the correct option to complete each sentence.

1 Rana says that our emotions influence …
a what we learn.
b how we shop.
c everything about our lives.

2 Fifteen years ago, Rana …
a got married.
b went to live in the UK.
c became a computer scientist.

3 Rana was frustrated because …
a her laptop couldn't understand her feelings.
b she spent a lot of time alone.
c she felt homesick.

4 Action unit 12 is …
a a facial muscle.
b a smile.
c an emotion.

5 A smirk and a smile …
a look the same, but mean different things.
b look different, but mean similar things.
c look similar, but mean different things.

6 A computer learns to recognise different expressions by …
a looking at thousands of pictures.
b learning about the characteristics of a face.
c storing information about emotions.

5 Read the extracts from part 3 of the talk. Match the paraphrases in bold with the original versions in the box. Then watch and check your answers.

down the line		especially close to my heart
fighting a losing battle		golden opportunity
tracked your mood	visually impaired	want to share

Where is this data used today? I **would like to tell you about (1)** want to share some examples that are **very important to me (2)** especially close to my heart Emotion-enabled wearable glasses can help individuals who are **not able to see very well**. **(3)** visually impaired read the faces of others …

What if your wristwatch **knew how you were feeling (4)** tracked your mood, or your car sensed that you're tired, or perhaps your fridge knows that you're stressed, …

I think in five years **from now (5)** down the line, all our devices are going to have an emotion chip …

As more and more of our lives become digital, we are **failing when (6)** fighting a losing battle trying to curb our usage of devices in order to reclaim our emotions.

And by humanising technology, we have this **important chance (7)** golden opportunity to reimagine how we connect with machines …

VOCABULARY IN CONTEXT

6 Complete the sentences with the words in the box.

characteristics curiosity gender homesick joy wrinkles

1 There are several characteristics of a leader.
2 There were tears of joy in her eyes as she held her grandson for the first time.
3 Talking to my parents on the phone sometimes makes me feel a bit homesick.
4 Despite his age, he was very good-looking, with just a few wrinkles around his eyes.
5 A: Why do you want to know?
B: Oh, just curiosity – it's not important.
6 The competition is open to everyone, regardless of race, age or gender.

1F Speaking

1 Read and complete the conversation. Then listen and check your answers. 10

Tom: I've just been to see *Scarlet's Destiny*.
Paul: Oh, I've not heard of that. **(1)** What sort of film is it?
Tom: It's a sci-fi film, it's got great special effects.
Paul: **(2)** When did it come out?
Tom: It was released about a week ago, I think.
Paul: **(3)** Who's in it? Any well-known actors?
Tom: Well, there's Jake Pomfroy and Sara Linnett – she's really beautiful …
Paul: I'm not sure I know who you mean. **(4)** What else has she been in?
Tom: She was in that film with Matt Grieve about Mars.
Paul: Oh, yes, I remember the one. So **(5)** what's it about?
Tom: It's about a woman who gets more intelligent every time she sleeps.
Paul: Sounds interesting. **(6)** Where is it set?
Tom: In London in 2070. I really loved the plot – a bit weird but fascinating.
Paul: Oh, OK. So **(7)** would you recommend it?
Tom: Yeah, I would – there were some pretty good scenes in it and the ending was amazing.
Paul: Right, thanks. I'll give it a try.

2 Listen to the questions in exercise 1 and underline the words that are stressed. Then listen again and practise. 11

3 Put the words in the correct order to make questions. Then match the questions (1–7) with the answers (a–g).

1 did / come / When / out / it __g__
When did it come out? ?
2 it / directed / Who __f__
Who directed it? ?
3 it / So / about / what's __d__
So what's it about? ?
4 like / the / What's / acting __c__
What's the acting like? ?
5 recommend / Would / it / you __e__
Would you recommend it? ?
6 set / it / Where's __b__
Where's it set? ?
7 sort / What / film / it / of / is __a__
What sort of film is it? ?

a An action adventure.
b In New York.
c Some characters aren't well played.
d It's a battle to save the Earth.
e I'm not sure – it's not the best film I've seen lately.
f Jack Peterson.
g Last month.

4 Choose three of the types of film in the box and give your own answers to the questions in exercise 3.

comedy drama horror musical sci-fi thriller

5 Read the review and listen to the conversation that follows it. Then answer the question below. 12 p. 391

Can sequels ever be a good thing? Although the quality of the second film in this superhero movie series is good, it's like a repeat of something that was magical the first time but isn't quite so wonderful anymore. *Cosmic Cops 2* has a fantastic plot and special effects, great characters and excellent performances, but it simply doesn't have the same impact as the first film.

While they are protecting space and delivering vital top-secret supplies to a research facility, the team meet a space thief who steals the supplies and flies across the planets. They then chase after him. Add to this a subplot of an older officer returning to duty, and an accident that leaves the team stuck on an alien world, and this is classic science-fiction.

Though we've seen it all before, the special effects, characters and acting are all very high quality, and the whole audience loved the film's excitement and wonderful soundtrack.

Question: The woman expresses her opinion of the film *Cosmic Cops 2*. State her opinion and explain the reasons she gives for having that opinion.

6 Translate the Polish fragments of the sentences into English. Use up to four words.

1 (*Właśnie byłem*) I've just been to see the new Tom Barker film.
2 What (*ci się podobało*) did you like about the film?
3 So, (*poleciłbyś*) would you recommend the film?
4 Have you read (*jakieś recenzje*) any reviews of the film?
5 It was great. The (*zakończenie było*) ending was really exciting.
6 The plot is really (*poruszająca*) moving.

Life Skills guide
4 Mediation

Exam guide
6 English in Use Translations

Life Skills guide
6 Mediation

2
1 What sort of film is it?
2 When did it come out?
3 Who's in it?
4 What else has she been in?
5 So what's it about?
6 Where is it set?
7 Oh, OK. So would you recommend it?

1G Writing

A review

1 Put the parts of the film review in the correct order.

a 3 *The Pursuit of Happyness* is a **moving** film, telling the story of a single father struggling to create a better life for himself and his son. Based on the real-life experiences of Chris Gardner, the film explores the bond between father and son who find themselves homeless. The two move from place to place, even spending one night in a subway bathroom. But despite such extreme hardships, Gardner continues to pursue his dream, eventually securing the job he really wants at a successful stockbroker firm.

b 6 This is not a **feel-good** movie, but a real **tearjerker**, a touching portrayal of a true story. It might not be **action-packed** or make you smile, but it's a film you won't quickly forget – definitely one to watch.
Rating ****

c 1 *The Pursuit of Happyness*

d 5 However, though the story is very moving, it's also quite depressing. We see Gardner face one problem after another in his struggle for financial stability. One thing I found myself wanting to know more about was what happened in the later part of Gardner's life. Although we find out he got the job, we never get to see the joy and success that come from his earlier struggles.

e 4 In my opinion, it's the emotional connection between the two stars, Smith and his real-life son Jaden, that is the main strength of this film. Jaden gives a brilliant performance as a child whose life and economic background are so very different from his own. The film is also a **thought-provoking** portrayal of homelessness and the problems faced by many in our society every day.

f 2 2006, Drama/**Biography**, 117 minutes
Starring Will Smith, Jaden Smith, Thandie Newton

Life Skills guide

5 Creativity, Mediation, Practical skills

2 Read the review again. Does the writer like the film? Yes

3 Complete the text in exercise 1 with the headings.

a recommendation | a description of the plot | basic information | title | what the writer liked | what the writer didn't like

3 **a** description of the plot
b a recommendation
c title
d what the writer didn't like
e what the writer liked
f basic information

4 Complete the definitions with the words in bold in the review.

1 A tearjerker is a sad film or story that makes you want to cry.
2 A feel-good movie makes you feel happy.
3 A biography is a book or film about someone's life.
4 If something is thought-provoking, it makes you think a lot about a particular subject.
5 If a film is action-packed, it is full of exciting events.
6 If a film is moving, it makes you feel emotional.

5 Write a review of the last film you saw. Include at least one sentence that starts with *One thing I didn't like/really loved* … Answer the questions.

- What type of film is it?
- Who's in it?
- What's it about?
- What was good/bad?
- Where/When is it set?
- Would you recommend it?

6 Rewrite the sentences to add emphasis.

1 I really loved the ending.
The thing that I really loved was the ending.

2 I found the special effects a bit disappointing.
What I found a bit disappointing were the special effects.

3 I didn't like the soundtrack.
One thing that I didn't like was the soundtrack.

4 The portrayal of the prison wasn't very realistic.
It was the portrayal of the prison that wasn't very realistic.

5 I enjoyed the song and dance scenes the most.
What I enjoyed the most were the song and dance scenes.

Tip box

- Include introductory sentences that give basic information about the film or book.
- Provide a short description of the plot.
- Say the good and bad things about the book.
- Give your opinion and emotional response to the book.
- Include a sentence that tells the reader to read it (or not).

Lexical Review 1

1 Complete the crossword, using the clues, and write the keyword below.

			1 E	X	C	I	T	E	D
			2 P	H	A	R	M	A	C	Y
3 I	M	P	A	T	I	E	N	T		
			4 C	E	L	L	A	R	
		5 S	M	A	R	T			
		6 C	O	N	F	U	S	E	D
			7 S	T	U	D	Y		
			8 R	E	L	A	X	E	D

Keyword: cheerful

1 interested and very happy about a future event
2 the place where you buy medicine
3 when you don't like waiting for anything
4 the room under your house
5 intelligent
6 when you don't understand what to do
7 a room in your house used as an office
8 not stressed or busy; calm

2 Choose the correct option to complete each sentence.

1 She's very _____. She wants to study two subjects at university and work as a top manager.
a demanding **c** (c) ambitious
b lazy **d** interactive

2 The woman felt so _____ when her daughter won the competition.
(a) proud **c** scared
b confused **d** nervous

3 He never thinks of other people. He's always really _____.
a relaxed **c** ashamed
b angry (d) selfish

4 A broken finger is a typical _____ among volleyball players.
a treatment **c** ache
b exhausted (d) injury

5 Julie suffered from _____ after she lost her job last year.
(a) depression **c** excitement
b happiness **d** friendliness

6 I'm so _____ to see you! It's great to meet up after so many years.
a nervous (c) delighted
b worried **d** bored

7 When you are in Japan, you _____ your head when you meet people.
a raise **c** shake
(b) bow **d** wave

3 Match the words (1–8) with the definitions (a–h).

1 neighbour d
2 bin g
3 embarrassed h
4 leather a
5 dessert e
6 afraid f
7 grateful b
8 disappointed c

a animal skin used to make shoes, belts, etc.
b when you are happy that someone has helped you
c feeling unhappy because something wasn't as good as you expected
d a person who lives in the house next to yours
e something sweet that you eat after your main course
f when you feel frightened
g something you throw your rubbish in
h when you feel silly because you did something stupid

4 Write one word in each gap to complete each sentence. The first letter is given.

1 My grandma has an a**ttic** full of antiques at the top of the house.
2 I felt really j**ealous** when I saw him with a new smartphone. I wish I had one!
3 The presentation wasn't interesting at all. I was b**ored** after only 15 minutes.
4 If you have an a**ddiction** to cigarettes, it's very difficult to stop smoking.
5 The film was fantastic! I really r**ecommend** that you go see it.
6 She felt very l**onely** because all her friends were away. She had no one to talk to.
7 That lemon is so s**our**! I need a drink of water to wash away the taste.
8 If you don't s**ucceed** in winning a medal the first time, keep trying.

5 Choose the right synonym of the word/phrase in bold.

1 It was very **nice** (*grateful* / (*kind*) / *pleased*) of you to help me.
2 She was really **unhappy** (*polite* / *horrible* / (*sad*)) when her dog died.
3 You can **pick** (*improve* / *succeed* / (*choose*)) any dessert you want.
4 I hope the weather **gets better** ((*improves*) / *suffers* / *surprises*) before our holiday starts.
5 Winning the gold medal was a fantastic **achievement** (*trip* / (*success*) / *happiness*).
6 He has a really **unusual** (*annoyed* / *upset* / (*strange*)) haircut.
7 My feet are **painful** (*ache* / *broken* / (*sore*)) after that long walk.
8 Why is she always so **horrible** (*pleased* / (*nasty*) / *anxious*) to other people?

Exam guide
2 English in Use
Multiple choice

Skills Review 1

ENGLISH IN USE

Exam guide
1 English in Use
Word formation

Słowotwórstwo

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

1 He would like to invite her on a date, but he's too ___embarrassed___ to do that. EMBARRASS
2 I don't like spending time passively. I'm ___relaxed___ when I'm running or cycling. RELAX
3 My instructor said that I seemed to be too ___impatient___ during my first driving lessons. I just wanted to learn as fast as possible. PATIENT
4 Despite being ill, the singer gave an amazing ___performance___. PERFORM
5 Betty could hardly contain her ___excitement___ about getting a new job. EXCITE

Exam guide
4 English in Use
Sentence formation

Exam guide
2 English in Use
Gap-filling

Uzupełnianie luk

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 I was ___so___ happy when I got a new job that I was jumping for joy.
2 ___Unlike___ most of his friends, Robert isn't keen on football. That's why he never plays with them.
3 Mr Brown used to be ___jealous/envious___ of his neighbour's big fortune. He simply wanted to have the same things.
4 ___Although___ he was born in Spain, he can hardly speak any Spanish.
5 I felt proud ___of___ my younger brother when he won the school spelling bee.

Exam guide
5 English in Use
Multiple choice

Exam guide
3 English in Use
Transformations

Parafrazy zdań

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 My job isn't exciting enough. It is really boring.
BORED
My job makes ___me (feel) (really) bored___.
2 Children shouldn't talk while their teacher is explaining the new material.
QUIET
Children ___should be quiet___ while their teacher is explaining the new material.
3 It is very rare for me to drink coffee.
HARDLY
I ___hardly ever drink___ coffee.
4 It surprises Bill that Sandra passed the test.
IS
Bill ___is surprised___ that Sandra passed the test.
5 I was really disappointed when I failed this test because I had been studying all night.
DISAPPOINTMENT
Failing this test ___was a (big) disappointment for___ me because I had been studying all night.

Uzupełnianie zdań

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

1 Susan ___finds it difficult to understand___ (*find / difficult / understand*) Italians because she has been learning Italian for only half a year.
2 Dan really irritates me. He ___is always asking me___ (*always / ask / I*) personal questions.
3 Mr Glenn normally travels to work by car, but his car is broken, so he ___is riding his/a bike___ (*ride / bike*) this week.
4 ___The sun rises in the east___ (*sun / rise / east*). This is the law of nature.
5 ___Not being / having been chosen___ (*not / be / choose*) for the school performance made me feel unhappy.

5 Wybierz odpowiedź, która poprawnie uzupełnia zdanie.

1 Scientists emphasise the fact that polar ice ____ fast.
a melts
b is melting
c has melted

2 When Sheila has got enough time, she ____ her dog for a walk.
a takes
b is taking
c has taken

3 Many governments ____ their citizens in various aspects of life.
a support
b include
c provide

4 Whenever I watch a horror movie, I ____ scared.
a begin
b get
c make

5 Charlie always turns on his CD player to help him ____ asleep.
a come
b jump
c fall

Tłumaczenie fragmentów zdań

6 **Przetłumacz podane w nawiasach fragmenty zdań na język angielski.**

1 New medications improve the quality of life and increase (*średnią długość życia*) life expectancy/span.
2 (*Wiedza studentów*) Students' knowledge depends on how much they study.
3 The results of the survey (*są dostępne*) are available on the internet.
4 (*System opieki społecznej*) The welfare system is well developed in rich countries.
5 Jane was (*wdzięczna nam*) grateful/thankful to us for our help in her preparations for the trip.

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 PAY ATTENTION TO HOW YOU SHOW YOUR EMOTIONS
b DIFFERENT REPLIES TO THE SAME KIND OF IMPULSE
c EMOTIONS WILL SHOW THE REAL YOU
d EMOTIONS SPREAD FROM ONE PERSON TO ANOTHER
e YOU CAN'T GET AWAY WITH YOUR EMOTIONS
f NEGATIVE FEELINGS ARE NECESSARY FOR OUR WELL-BEING

AMAZING FACTS ABOUT THE SCIENCE OF EMOTIONS

1 d

Researchers have proved many times that we can learn a lot about a person by paying close attention to the person's emotional reactions. Yet, while we're busy concentrating on the emotional states of others, we usually don't focus on something equally important – our own emotional reactions to these social encounters. We unconsciously mimic the emotional expressions of the people around us.

2 f

Experiencing emotions such as fear, anger, sadness or bitterness is important for our mental health. It helps us evaluate our experiences in a positive way. Someone who only experiences positive emotions runs the risk of becoming carefree and paying no attention to the issues that are really important. Since all emotions are perfectly natural, it's important not to hide them. They help us maintain balance in our emotional lives.

3 e

When people experience a strong emotion, but try to hide their feelings, they show a microexpression. It is a short-lasting, unintentional expression of emotion that occurs so fast most people cannot see or recognise it in real time. It is so rapid that if you blinked, you could miss it. When microexpressions are recorded and then analysed, they provide information about a person's real emotional condition.

4 b

Colours can significantly influence emotional responses. While not everyone experiences the same emotion in response to a particular colour, most people find red and orange stimulating and blue peaceful. In contrast, grey, brown, black or white tend to be emotionally tiring. Studies have revealed that children playing in an orange room were friendlier and less irritable than those that played in rooms painted white or black.

Exam guide
6 English in Use
Translations

Life Skills guide
6 Mediation

Exam guide
7 Reading
Matching headings

WRITING

8 **Zmieniłeś/Zmieniłaś swój tryb życia. Napisz o tym na forum internetowym.**

- Wyjaśnij, co wpłynęło na podjęcie przez ciebie takiej decyzji.
- Poinformuj o zmianach, jakich dokonałeś/dokonałaś.
- Opisz towarzyszące ci obecnie emocje.
- Przedstaw opinie znajomych na twój 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 guys, Guess what? I decided to change my lifestyle. I made this decision half a year ago.

...

Exam guide
8 Writing
A blog entry

Life Skills guide
8 Creativity,
Mediation,
Practical skills

SPEAKING

9 **Rozmawiasz z kolegą/koleżanką z Anglii na temat poczucia szczęścia.**

Poniżej podane są cztery kwestie, które musisz omówić w rozmowie z egzaminującym.

- posiadanie rzeczy materialnych
- relacje z ludźmi
- zajęcia czasu wolnego
- bycie niezależnym

Rozmowę rozpoczyna egzaminujący.

Exam guide
9 Oral Matura

Life Skills guide
9 Communication,
Creativity,
Critical thinking,
Mediation,
Self-development

2 Enjoy the ride

2A Vocabulary

Travel

1 Revision Choose the correct option to complete each sentence.

1 The *airport* / *fly* was crowded, and the queue for security was enormous.
2 I always enjoy *visiting* / *getting to* my family in Spain during the summer.
3 Some *visits* / *tourists* are respectful travellers, and some are not.
4 The *plane* / *bus* station is in the city centre – 500 metres from the train station.
5 I prefer to stay in *hotels* / *stations* when I travel to new countries.
6 She *drives* / *flies* too fast, so she sometimes gets speeding tickets.
7 He's an experienced *travel* / *traveller* – he's seen over twenty countries.
8 I want to visit Jamaica for my next *holiday* / *visit*, but my sister wants to go to Brazil.

2 Revision Read the clues and complete the words about travel. The first letter is given.

1 I'm afraid of flying, so I prefer to travel on this.
t r a i n
2 Planes arrive and depart from this place.
a i r p o r t
3 This person visits new places and goes sightseeing.
t o u r i s t
4 Buses arrive and depart from this place.
s t a t i o n
5 Many people stay here at night when they are travelling.
h o t e l
6 If you're going to take a car on holiday, you'll need to do this.
d r i v e
7 This is usually a piece of paper that you pay for and use to travel.
t i c k e t
8 If it's too far to walk, I usually take one of these.
t a x i

3 Revision Listen to the sentences. Choose the correct option. 13 p. 392

1 *train* / *plane*
2 *visitors* / *visits*
3 *traveller* / *travelling to*
4 *fly* / *drive*
5 *hotel* / *station*
6 *train* / *bus*

4 Unscramble the letters to make words about travel.

1 tmcoume c o m m u t e
2 tuore r o u t e
3 egoyva v o y a g e
4 csueir c r u i s e
5 oiteedixpn e x p e d i t i o n
6 drei r i d e
7 pcbakcaignk b a c k p a c k i n g
8 gfihlt f l i g h t

5 Complete the sentences with the correct form of the words in exercise 4.

1 The ship made the voyage from London to New York in six days.
2 The car ride through the jungle was long and uncomfortable.
3 My friends are going backpacking this summer.
4 We really enjoyed the flight. It actually left on time!
5 I took a different route home from the restaurant and got lost.
6 I'd like to take a cruise, but I often get seasick.
7 My Dad usually commutes to work. The journey takes over an hour.
8 She went on an expedition to central Africa to study lions.

6 Match the verbs (1–5) with the nouns and phrases (a–e) they collocate with.

1	get to the ___e___	**a**	the train
2	go for a ___d___	**b**	to know Shanghai
3	catch ___a___	**c**	house to school
4	get from my ___c___	**d**	long ride in the car
5	get ___b___	**e**	restaurant

7 Complete the sentences with the correct form of the words and phrases in the box.

get (x2)	get off (x2)	get to (x2)	get to know (x2)

1 I ___got off___ the bus just in time – I almost missed my stop!
2 I love ___getting to know___ new cities and new people.
3 What time should we ___get to___ the airport before our flight?
4 I ___got to___ school late because my train was delayed.
5 I'm always worried about ___getting___ lost, so I carry my phone everywhere.
6 ___Get off___ the road! There's a car coming!
7 She ___got/gets to know___ her way around by talking to the locals.
8 How do I ___get___ from the port to the town centre?

8 Complete the sentences with the words in the box. There are two words you do not need.

cruise	destination	excursion	expedition
flight	lift	ride	route

1 I'm planning to take a ___cruise___ to the Caribbean this summer if I can save enough money.
2 On Saturday, we're going on an ___excursion___ to a chocolate factory.
3 We need to take another ___flight___ to Mexico City. Ours has been cancelled.
4 Would you like to go for a bike ___ride___ this weekend? We could go to Dalby Forest.
5 According to Paul, they should reach their ___destination___ by about 5 pm tomorrow.
6 We're going on an ___expedition___ into the Amazon for six weeks – we can't wait!

9 **Extension** Match the words (1–6) with the synonyms (a–f).

1	arrive ___d___	**a**	leave
2	depart ___a___	**b**	visitor
3	tourist ___b___	**c**	journey
4	excursion ___f___	**d**	land
5	route ___e___	**e**	way
6	voyage ___c___	**f**	outing

10 **Extension** Choose the correct option to complete each sentence.

1 Hurry! The plane is about to *depart* / *arrive* and the gate is a long *sight* / *way* from here!
2 We're planning to *leave* / *stay* our hotel at noon and do some *sights* / *sightseeing* until dinnertime.
3 It's time to *depart* / *board* the train. It's on platform five.
4 I don't *see* / *know* London very well. I've lived here for a year and I still get lost.
5 Who are you going to *stay* / *keep* with while you're in Seoul?
6 I'll meet you at the airport. What time does your plane *land* / *board*?



2B Listening

Exam guide
1 Listening
Matching

1 Match the two words of the compound nouns and listen and check. Then practise saying the words. 14 p. 392

1	sky c	**a**	park
2	public g	**b**	tracks
3	building e	**c**	scraper
4	shopping h	**d**	top
5	railway b	**e**	sites
6	amusement a	**f**	light
7	traffic f	**g**	transport
8	roof d	**h**	centre

Exam guide
2 Listening
Multiple choice

2 Listen and choose the correct option. 15 p. 392

1 Do the man and the woman know each other?
a yes
b no
c it's not clear

2 Why does the woman need to ask the man for directions?
a She's lost her map of the city.
b She doesn't know where she is.
c She doesn't have her phone with her.

3 Does the man know where the Stratton Building is?
a Yes, he gives the woman exact directions.
b Generally, but he decides to check on his phone.
c No, he has no idea. He needs to find out on his phone.

4 What word does the woman use meaning *annoy*?
a bother
b upset
c irritate

5 How does the man think the woman should get there?
a take the metro
b walk
c take a taxi

6 What should the woman do when she gets to Central Boulevard?
a go straight on
b take a right
c turn left

7 What does the woman need to walk through before she gets to the building?
a a crossroads
b a park
c a block

8 What does the man tell her that she can't miss?
a the Stratton Building
b lunch in the park
c Central Boulevard

Exam guide
4 Listening
Multiple choice

3 Listen to the speaker who quotes the poet T.S. Eliot. What do you think Eliot meant? 16 p. 392

a Humans should focus more on living than on exploration.
b Exploration gives us a better understanding of ourselves and our world.
c We can learn the most valuable lessons from the very first explorers.
d Exploration doesn't really answer any of our important questions.

4 Listen again and choose the correct option. 16 p. 392

1 What does the speaker mean by 'final frontier'?
a human exploration
b the end of exploration
c unexplored areas

2 What does she describe as 'countless'?
a planets
b equipment
c humans

3 Does the speaker agree that space is relatively unexplored?
a No, she doesn't.
b Yes, she does.
c She isn't really sure.

4 What phrase does she use to describe our oceans?
a a lot closer to home
b the only final frontier
c less than ten percent

5 According to the speaker, how much of the Earth is covered by oceans?
a around 99%
b less than 10%
c more than 70%

6 How many people does the speaker say have travelled to the deepest parts of the oceans?
a many
b only a few
c not any

7 According to the speaker, what percentage of the living space on our planet is on land?
a 10%
b 70%
c 1%

8 What does she say has yet to be discovered?
a many kinds of sea life
b all the oceans of the world
c the deepest ocean

2C Grammar 1

Adjectives ending in *-ed* and *-ing*

1 Complete the definitions with the words in the box.

annoyed bored confusing depressing embarrassed interesting surprising

1 interesting = keeping your attention because it is unusual or exciting
2 bored = feeling unhappy because you aren't interested in what is happening
3 embarrassed = feeling shy or ashamed
4 surprising = unexpected
5 confusing = difficult to understand
6 annoyed = a little angry about something
7 depressing = making you feel unhappy and disappointed

2 Choose the correct word to complete each sentence.

1 The Great Pyramid of Giza was *amazing* / *amazed*. We weren't *disappointing* / *disappointed* when we finally visited it.
2 It's *surprising* / *surprised* that the ancient city of Petra was built in 312 BCE, but was unknown to the West until 1812.
3 We were all *confusing* / *confused* to hear the tour guide say that Venice is built on 118 islands.
4 The 'lost' city of Machu Picchu was occupied for only 100 years before the *terrified* / *terrifying* Spanish invasion.
5 No one could sleep last night because we were so *excited* / *exciting* about seeing the Taj Mahal.
6 We spent a *relaxing* / *relaxed* afternoon on the banks of the Seine River.

3 Complete the phrases with the correct form of the words in brackets.

1 that depressing (*depress*) film
2 those exhausted (*exhaust*) athletes
3 a boring (*bore*) flight that lasted six hours
4 confused (*confuse*) tourists who don't speak the language
5 a frightening (*frighten*) accident involving a large truck
6 annoyed (*annoy*) travellers whose bags were lost
7 an amazing (*amaze*) cruise in the Caribbean
8 disappointed (*disappoint*) passengers wanting to get home

4 Choose the correct options to complete the text.

Surprised students, surprising day

One day last week, teachers at Funston School told their **(1)** *bored* / *boring* students to go to the school gym for a meeting. The **(2)** *unexciting* / *unexcited* students thought that the **(3)** *boring* / *bored* headmaster would give out awards for good marks as he did every month. But this time they were wrong. Instead, one hundred **(4)** *confuse* / *confused* students received a gift – new bikes!

The teachers and students were **(5)** *surprised* / *surprise* to learn that more than 2,000 generous football players from 80 high schools in Chicago each donated $1 to buy the bikes for the **(6)** *amazed* / *amazing* pupils at Funston School. It was all part of National Random Acts of Kindness Day.

The students thought it was **(7)** *amazing* / *amazed* that the players had given them such a great and completely **(8)** *unexpecting* / *unexpected* gift. Small acts of kindness – giving $1 – can add up to a big surprise!

5 Complete the article about Japanese customs with the correct form of the words in the box.



confuse embarrass frighten insult relax terrify worry

Travelling to Japan might seem **(1)** terrifying/frightening if you're not familiar with the customs before you go. But remember this list, and you can remain **(2)** relaxed and enjoy your time in the country. Bowing is a way of showing respect. Don't be **(3)** frightened to bow when you meet people. It may sound **(4)** confusing, but adding the suffix *-san* to someone's name is another way to show that you respect them. Making noise when you eat noodles shouldn't be **(5)** embarrassing. Slurping shows that you are enjoying your meal. There's no need to leave a tip in a restaurant – in fact, it's kind of **(6)** insulting if you do! Be sure to take off your shoes at the entrance to a restaurant. Don't be **(7)** worried; no one will take them.

Exam guide

5 English in Use
Word formation

2D Reading

Exam guide
4 Reading
Multiple choice

VOCABULARY BUILDING Compound nouns

1 Complete the sentences by making compound nouns with the words in the box. There are two words you don't need.

back	centre	horse	line	park
public	sight	sky	tour	view

1 I'm going back packing with a couple of friends this summer.
2 Using public transport is much better for the environment than driving a car.
3 The Burj Khalifa, in Dubai, is the tallest sky scraper in the world.
4 We did a walking tour of Bath – it was fascinating learning about the history of the city.
5 Wouldn't it be amazing to go horse -riding on the beach?
6 Passengers can relax by the pool after a full day of sight seeing.
7 There was a view point from the top of the castle – the scenery was breathtaking.
8 Anna and Jo went on this incredible zip-line tour of the forest canopy in Costa Rica.

2 Complete the text with the correct form of the words in the box. There is one word that you do not need.

centre	point	sight	site	underground	walking

Last weekend I went with my family on a trip to London. We booked a **(1)** walking tour of the city with a guide and then we planned to do some **(2)** sight seeing by ourselves. The tour was great, but when we started exploring ourselves, we got lost and ended up at a building **(3)** site somewhere near the river. We decided we needed a rest, so we found the nearest **(4)** underground station and went to a huge shopping **(5)** centre to have a snack and sit down for a short time. It was a great day out and I took lots of photos.

Exam guide
5 Reading
True/false

READING

Exam guide
3 Reading
Matching paragraphs

3 Read the article. Match the information (a–e) with the paragraphs (1–5).

a why sustainable tourism matters 5
b global tourism facts and statistics 1
c a positive, alternative form of tourism 2
d a model of sustainable tourism 3
e higher education and geotourism 4

4 Read the text again and choose the correct option.

1 How many people around the world does the tourist industry provide work for?
a 1.2 billion **c** 1.5 trillion
b 300 million **d** 1 in 11

2 How much money does global tourism generate every year?
a $7 trillion **c** $1.8 billion
b $1.2 billion **d** $300 million

3 What is the focus of sustainable tourism?
a developing roads, visitor centres and hotels
b using natural and cultural resources
c changing a place so that tourists are more likely to visit
d protecting a place and its inhabitants

4 Why is the Midlands Meander a good example of ecotourism?
a It appeals to people who aren't really interested in change.
b It includes preservation and educational programmes.
c Visitors can go horse-riding among cattle or ride zip-lines through the forest.
d It attracts people who are interested in the arts and crafts of the region.

5 Why is ecotourism important?
a Because you can now study for a degree in sustainable tourism at the University of Missouri.
b Because The UN General Assembly declared 2017 as the International Year of Sustainable Tourism for Development.
c Because it helps develop cultural awareness and benefits local residents by using local workers, services and products.
d Because students of ecotourism learn about community planning and environmental education.

5 Read the article again. Are the sentences true (T) or false (F)?

1 Global tourism generates $7 billion of global revenue annually. F
2 Ecotourists are interested in changing the places they visit. F
3 The Midlands Meander is a good example of traditional tourism. F
4 A degree in sustainable tourism includes classes on earth science and global studies. T
5 The United Nations believes that tourism helps break down barriers between people. T
6 More than 1.8 trillion people will travel to new places in 2030. F

Tourism that helps

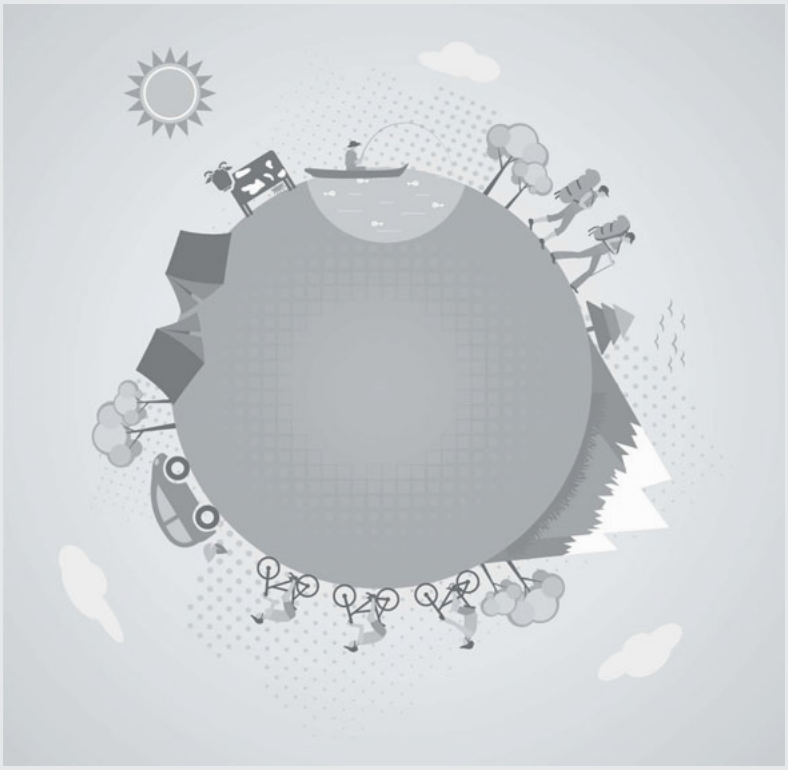
1 17 Would you like to go backpacking in Nepal? How about a cruise to Antarctica? Almost everyone loves to travel. In fact, the business of travel and tourism is considered the biggest industry in the world today. In terms of employment, the tourist industry currently provides work for almost 300 million people around the world – that's one in eleven jobs on the planet! In 2015, global tourism accounted for 1.2 billion international arrivals and billions of additional domestic visits. Taken overall, global tourism generates about $7 trillion of global revenue annually.

2 Over time, traditional tourism has had a significant impact on the planet. Successful tourism often requires the development of infrastructure, such as usable roads, visitor centres and hotels. Such development in turn affects the natural and cultural resources of the destination visited. Fortunately, sustainable tourism, or ecotourism, is an alternative form of tourism that emphasises the protection of a place and its inhabitants. Also known as geotourism, this exciting form of travel appeals to people who prefer to see the places they visit as they are, and aren't really interested in changing them.

3 The Midlands Meander, in KwaZulu-Natal, South Africa, is a good example of sustainable tourism. The organisation began as part of a tourism route that attracted people interested in the arts and crafts of the region. Its mission has expanded to include educational programmes and farm preservation. Visitors can ride zip-lines through the canopy of the Karkloof Forest, or go horse-riding among Nguni cattle, wildebeest, zebra and buffalo, and know that they're supporting programmes which help maintain the local farming culture and enrich the lives of the area's schoolchildren.

4 Sustainable tourism has become significant enough that you can now study for a university degree in it! The University of Missouri, in the United States, offers an undergraduate* degree in geotourism that includes courses in community planning, earth science, environmental education, geography and global studies. Students in the programme might study weather and climate, the economic aspects of tourism, or conservation issues and problems that occur in response to human use of the natural environment.

5 The United Nations General Assembly declared 2017 as the International Year of Sustainable Tourism for Development. Why is sustainable tourism so important? As the UN states, tourism breaks down barriers between visitors and hosts. Sustainable tourism promotes cultural diversity and awareness, in some cases actually helping to revive* traditional activities and local customs. When done responsibly, ecotourism benefits local residents by using the local workforce, services and products of the places being visited. Most importantly, because an estimated 1.8 billion international tourists will be visiting places across the globe in 2030, responsible, sustainable tourism is critically important for the health of the planet and of the many wonderful and fascinating places people will travel to.



undergraduate *a university student who has not yet completed a degree*
revive *bring back*

2E Grammar 2

Narrative forms: past simple, past continuous, *used to*, past perfect

1 Listen and complete the sentences. 18

1 She used to have football practice every Friday.
2 He didn't use to work at weekends.
3 They were walking the dog when they heard a loud crash.
4 I called my dad when I arrived in Tokyo.
5 Cars didn't use to be as safe as they are today.
6 We missed breakfast at the hotel because we'd woken up too late.
7 While I was checking my email, Carol texted her sister.

2 Complete the table with the correct form of the verb.

Infinitive	Past simple	Past continuous	Past perfect
go	went	was/were going	had gone
run	ran	was/were running	had run
talk	talked	was/were talking	had talked
sit	sat	was/were sitting	had sat
take	took	was/were taking	had taken
fly	flew	was/were flying	had flown
catch	caught	was/were catching	had caught

3 Complete the sentences with the past continuous form of the verbs in brackets.

One day last week I **(1)** was reading (*read*) a book and listening to the radio. I **(2)** was enjoying (*enjoy*) some great classical music when suddenly I heard an announcement. There was a huge thunderstorm coming our way! I hurried to close the windows, and called my sister Tami, who **(3)** was riding (*ride*) her bike to volleyball practice. I told her about the storm, and she asked if our dad **(4)** was driving (*drive*) home from work and could pick her up. So I quickly called him to see if he could find Tami before the storm came. He'd left work already and was on his way home, so he said he'd pick her up in about five minutes. Once Tami was in the car with her bike in the back and they **(5)** were driving (*drive*) home together, the storm hit. There was an incredible amount of rain, thunder and lightning – I was so glad they were safely on their way home.



4 Complete the sentences with the past perfect form of the verbs in brackets.

When Ted was in the sixth form, he studied maths and all three sciences – physics, chemistry and biology. In his last year, he got an opportunity to do a course at a local university. He was studying all the time, taking exams at school and university! Ted **(1)** had enjoyed (*enjoy*) biology and chemistry in school and wanted to learn more about biochemistry. He **(2)** had talked (*talk*) to some of his friends who **(3)** had done (*do*) courses at the university while they were still at school, and they all said that they **(4)** had learnt (*learn*) a lot and **(5)** had enjoyed (*enjoy*) it. Ted **(6)** had been (*be*) a bit worried that his schedule might be too full, but he didn't really mind because he loved the university classes – they were so interesting and the professors were amazing. Ted especially loved being able to use the university library, and did all his homework there. He **(7)** had told (*tell*) so many of his friends about his great experience that they all wanted to take classes at the university, too.

5 Choose the correct option to complete each dialogue.

1 A: What did you read when you were at the beach last summer?
B: I *read*/ *had read* a book by Barbara Kingsolver.
2 A: When did you listen to the latest podcast?
B: I listened to it while I *was walking*/ *had walked* to school.
3 A: How much money did he have when he went into town?
B: He *was having* / *had* £100.
4 A: Did you *use*/ *used* to see your grandparents a lot?
B: Yes, we *saw*/ *used to saw* them every summer.
5 A: Does Pete have a boat?
B: He *used to have*/ *use to have* one, but then he *had sold* / *sold* it.
6 A: *Were you trying* / *Had you tried* pineapple pizza before we went to Pizza Palace last night?
B: No, I *hadn't tried*/ *wasn't trying* it before.
7 A: How many times did you *take*/ *taken* the exam?
B: I *took*/ *was taking* it twice before I finally passed.
8 A: Did you like living in Los Angeles?
B: It was great! I *used to walk*/ *use to walk* along the beach every day.

6 Complete the second sentence so that it means the opposite to the first.

1 When we went to Milan, we ate breakfast at the hotel every day.
When we went to Milan, we didn't eat breakfast at the hotel every day.

2 My classmates were taking the exam when I got to class.
My classmates weren't taking the exam when I got to class.

3 She made a lot of new friends when she studied in China.
She didn't make a lot of new friends when she studied in China.

4 I was looking for a book by Neil Gaiman.
I wasn't looking for a book by Neil Gaiman.

5 I'd eaten my lunch by the time Jack arrived.
I hadn't eaten my lunch by the time Jack arrived.

6 They were working in the garden when their neighbour came to say hello.
They weren't working in the garden when their neighbour came to say hello.

7 Choose the correct option which is closest in meaning to the original sentence.

1 Tennis practice had already started when Lisa arrived.
a Tennis practice started. Then Lisa got to tennis practice.
b Lisa got to tennis practice. Then tennis practice started.

2 Before I went to the cinema, I dropped my little brother off at home.
a I dropped my little brother off at home and then I went to the cinema.
b I went to the cinema and then dropped my little brother off at home.

3 Ming's favourite subject used to be geography.
a Today, Ming's favourite subject is geography.
b Today, Ming's favourite subject isn't geography.

4 As they were walking up to the house, David answered his phone.
a They walked up to the house. Then David answered his phone.
b David answered his phone at the same time as they were walking up to the house.

5 After he went camping, he cleaned the tent.
a First he cleaned the tent. Then he went camping.
b First he went camping and then he cleaned the tent.

6 She wasn't studying while she was at the library.
a At the library, she was doing something other than studying.
b She didn't use to study at the library.

7 It started raining while we were having a picnic.
a We had finished our picnic before it started to rain.
b We didn't finish our picnic before it started to rain.

8 Read and listen to the questions. Choose the correct answer. 19

1 Had you studied another language before you took the English class?
a Yes, I'd studied Japanese.
b Yes, I'd studying French.

2 Did Sally use to work at the hospital?
a No, she didn't use to work there.
b Yes, she use to working there on Mondays and Wednesdays.

3 Did you like the play you went to see with Alicia?
a No, I was hating it!
b No, I hated it!

4 Did you go to the gym while you were on holiday?
a Yes, I went every day except Tuesday.
b Yes, I had gone every day except Tuesday.

5 Did Ms Liston use to be a chemist?
a Yes, she used to work in a laboratory.
b Yes, she was worked in a laboratory.

6 Had you told your parents about your grades before they saw the teacher?
a Yes, I had tell them last week.
b Yes, I'd told them on Thursday.

7 Had you seen the Himalayan Mountains before we went there yesterday?
a Yes, I have seen them last year when I was in Nepal.
b Yes, I saw them last year when I was in Nepal.

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

1 He finished (*finish*) reading the article and put the magazine on the table.
2 I was going to do the washing up, but John had already done (*already / do*) it.
3 She twisted her ankle while they were climbing (*climb*) the castle steps.
4 I phoned to ask about the bike for sale, but the owner had sold (*sell*) it the day before.
5 What did they do while they were waiting (*wait*) for the bus to arrive?
6 I had seen the film already, so I didn't go (*not / go*) to the cinema with them.

Technology guide

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

Technology guide

LearningApps.org

TEDTALKS Practice
Happy maps

Rozwiąż dodatkowe zadania do filmu na LearningApps.org.

AUTHENTIC LISTENING SKILLS

1 Listen to the TED Talk extracts. Choose the correct option to complete each sentence. 20

1 I just remember a feeling of surprise; surprise at finding a street with no *cars* / *cause*.
2 However, the app also assumes there are only a handful of directions to the *station* / *destination*.
3 The result of that research has been the creation of new maps, maps where you *don't only find* / *don't find* the shortest path, the blue one, but also the most enjoyable path, the red one.
4 Players are shown *pairs of urban scenes* / *persons on the scenes*, and they're asked to choose which one is more beautiful, quiet and happy.
5 Based on thousands of *user votes* / *usable votes*, then we are able to see where consensus emerges.
6 They also *record* / *recalled* how some paths smelled and sounded.
7 *More generally* / *Marginally*, my research, what it tries to do is avoid the danger of the single path, to avoid robbing people of fully experiencing the city in which they live.
8 Walk the path full of *people you love* / *people who love* and not full of cars, and you have an entirely different path. It's that simple.

Exam guide

2 Listening
Multiple choice

WATCH p. 402

2 Watch the TED Talk again and choose the correct option.

1 Why did Daniele feel shame when he discovered a different route to work?
a He didn't realise his usual route to work was longer.
b He had only thought about finding the shortest route.
c He had used the wrong mobile app to get to work.

2 How did Daniele change after that experience?
a He changed the focus of his research to create new maps.
b He used a different app for finding a route.
c He started to see the city differently.

3 'Logic will get you from A to B. Imagination will take you everywhere.' This means …
a you should travel more if you want to be creative.
b only logic can get you to where you need to go.
c it's important to be creative as well as practical.

4 Why did they build a new map of London?
a They wanted to create a map of the city that was more enjoyable for people.
b They wanted to make a lot of money from their app.
c The maps of London were not easy to follow.

5 Besides beauty and quiet, what else did they base the new map of London on?
a tourist attractions
b parks
c smells, sounds and memories

6 Why does Daniele say that 'routine is deadly'?
a because you may get robbed if you always take the same path
b because you might end up in heavy traffic
c because it can make you lazy so you never experience life fully

3 Put the events of Daniele's life in the correct order. Then watch the TED Talk again and check your answers.

a Daniele did a PhD in London. 1
b Daniele then joined Yahoo Labs. 7
c He built a crowdsourcing platform with colleagues at Cambridge. 6
d He changed the focus of his research to creating new city maps. 5
e He moved to Boston and began cycling to work every day. 2
f One day he took a new route to work. 3
g The new bike route surprised him. 4
h With his colleagues, they built a new map of London based on human emotions. 8

VOCABULARY IN CONTEXT

4 Choose the correct options to complete the text.

I live in Seattle and it's very rainy, so I usually **(1)** *team up with* / *come up with* my colleague, Paul, who lives near me, to share a lift to work. Paul's a bit **(2)** *shy* / *angry* so he's always very quiet in the car, but that's fine for me – I never feel like talking first thing in the morning!
Last week, the weather was sunny and beautiful. There are only **(3)** *a lot of* / *a handful of* sunny days in April, so one day I decided to walk to work. The street I live on is **(4)** *surrounded by* / *joined by* trees, there was blossom on them and the sun was shining – it was a beautiful day to walk.

When I got to work, I suddenly realised, to my **(5)** *curiosity* / *shame* that I'd completely forgotten about Paul! Later that morning he came over to me and said, '**(6)** *Don't get me wrong* / *Don't talk to me*, Eve, I don't have a problem with you walking, but could you just let me know next time? I was waiting for you!'

2F Speaking

1 Put the words in the correct order to make questions and sentences about directions. Then listen and check your answers. 21

1 the / Buckingham Palace / know / way / you / to / Do
Do you know the way to Buckingham Palace?

2 all the way / you / the crossroads / Go / to / get / until
Go all the way until you get to the crossroads.

3 traffic / the / straight / At / lights, / on / go
At the traffic lights, go straight on.

4 cross / 200 / After / roundabout / metres, / the
After 200 metres, cross the roundabout.

5 right / on / past / your / Go / a bookshop
Go past a bookshop on your right.

6 station / is / your / train / The / on / left
The train station is on your left.

7 here / very / from / not / It's / far
It's not very far from here.

8 more / kilometre / no / It's / than / away / a
It's no more than a kilometre away.

2 In English, speakers stress key information to show it is important. Listen again and underline the key information/stressed words in the sentences in exercise 1. 21

3 Look at the map and complete the conversation with the questions and directions (a–i).

a At the pier, cross the roundabout and turn right.
b Go straight on all the way up there until you get to the clock tower.
c I'm trying to get to the train station.
d Do you know the way?
e Turn right at the clock tower and go along Queens Road for about five minutes,
f You can't miss it.
g at the first traffic lights, turn left.
h It's quite a long way from here – about fifteen minutes' walk.
i so carry on along the seafront until you get to the pier on your left.

A: Excuse me, can you help me? **(1)** c.
B: **(2)** h.
A: Oh, OK. **(3)** d?
B: OK, **(4)** i.
A: Right …
B: **(5)** a. Then, **(6)** g. **(7)** b.
A: The clock tower, yes, OK.
B: **(8)** e, and the station is straight ahead of you. **(9)** f.
A: OK, great, thanks for your help.
B: No worries.

4 Look at the map again. Give directions to a tourist. Make notes. Then listen to the model answers and compare your ideas. 22 p. 392

Excuse me, do you know the way …
a from the B&B to Queens Park?
b from Queens Park to the shopping centre?
c from the shopping centre to the pier?



5 Some friends are going on a day trip to the same town and plan to do three things during their visit. Make notes about the good and bad points of each activity, then decide which three things they should do and the directions to travel between them. Look at the map and the words below to help you with ideas. Remember to use the useful language. Then compare your notes to the model answer of two people discussing the task. 23 p. 392

- pier
- beach
- pavilion
- theatre
- shopping
- museum
- lunch
- dinner

2 1 Do you know the way to Buckingham Palace?
2 Go all the way until you get to the crossroads.
3 At the traffic lights, go straight on.
4 After 200 metres, cross the roundabout.
5 Go past a bookshop on your right.
6 The train station is on your left.
7 It's not very far from here.
8 It's no more than a kilometre away.

Life Skills guide
2 Creativity, Critical thinking

2G Writing

A story

1 Read the sentences with *just* and choose the correct option.

1 **a** Margarita just had left the airport when her phone rang.
b Margarita had just left the airport when her phone rang.

2 **a** We had just booked our train tickets, and we were so excited!
b We had booked our just train tickets, and we were so excited!

3 **a** The castle looked just as I'd imagined it would.
b The castle looked as just I'd imagined it would.

4 **a** There wasn't much to just eat, a few bread rolls and one orange.
b There wasn't much to eat, just a few bread rolls and one orange.

5 **a** They were just about to give up when, suddenly, a taxi appeared.
b They just were about to give up when, suddenly, a taxi appeared.

2 Read the stages of writing a story. Then match each stage (a–e) with the correct section (1–5).

a Develop the main events. Say how you felt and what happened next.
b Bring the story to a close. Say what happened in the end and what you remember most.
c Make notes based on *Wh-* questions, like *What/Where/When/Why/Who* …
d Introduce the main events of the story. Say what happened.
e Set the scene. Let the reader know what the story is about and where it takes place.

1 Planning c
2 Paragraph 1 e
3 Paragraph 2 d
4 Paragraph 3 a
5 Paragraph 4 b

3 Put the parts of the story in the correct order.

a An elderly couple sat next to me on the ferry. I left my seat to buy some coffee, and I was just about to pay, when suddenly I couldn't find my wallet. It had all my bank cards and cash, and now it was gone. Nightmare! Just then I saw the old man who had been sitting beside me … he gave me my wallet! I burst into tears. Without realising, I'd dropped it under my seat earlier. 3

b I just wanted two things from that trip: a little adventure and a lot of sunshine. Instead, I got a lot of adventure and only a little sunshine! 4

c I stayed on a small island that had no tourists, just local people. Greece is normally hot and dry, so I just packed T-shirts and shorts. Unfortunately, I didn't know that Greek winters are cold and rainy. I was freezing! One day, I decided to travel to another island. 2

d I went backpacking in Greece for a week last winter. None of my friends were free, so I travelled alone. 1

4 Read the story again. Then complete the summary with the words and phrases in the box. There are two that you do not need.

adventure	alone	a week	bad weather	begins
concludes	found	lost	sunshine	with friends

The writer travelled **(1)** alone in Greece for **(2)** a week last winter. The first problem was **(3)** bad weather. The second problem was a **(4)** lost wallet. Luckily, the wallet was **(5)** found. The writer **(6)** concludes the story by saying the trip had more **(7)** adventure than **(8)** sunshine!

5 Write a story.

- Your English teacher has asked you to write a story.
- Your story must begin with this sentence:
  At first, we all thought the journey was fun.

Write your story in 150–200 words.

Tip box

- The story doesn't have to be true. You can make it up.
- Don't use the same story you wrote in Student's Book.
- Make some notes to plan your story.
- Write at least four paragraphs.
- In Paragraph 1, set the scene for the story.
- In Paragraph 2, introduce the main events.
- In Paragraph 3, develop the main events. Explain how you felt.
- In Paragraph 4, bring the story to a close.
- Remember to use 'just' and different adverbs.
- Have fun writing your story!

Exam guide
5 Writing
A story

Life Skills guide
5 Creativity, Mediation, Practical skills

Lexical Review 2

1 Circle the odd one out in each of the lines below.

1	brother	uncle	neighbour	mother
2	worry	happiness	stress	nervousness
3	excursion	train	boat	plane
4	terrible	bad	horrible	spicy
5	ankle	temperature	headache	flu
6	suburbs	city centre	skyscraper	countryside
7	van	truck	motorbike	traffic
8	oven	cottage	dishwasher	brick

2 Write one word in each gap to complete the text.



Summer holidays are a time to relax and forget about school and work, but what is the best way to spend your summer? One way is to go to the train **(1)** ___station___ in your town and buy a **(2)** ___ticket___ to a European capital. Another way, if you have a licence, is to **(3)** ___get/sit___ in your car and **(4)** ___drive/go___ to a place that has a romantic name. If you don't have a car, you can wait at the side of the road for a **(5)** ___driver___ to stop and take you with them. Or what about going to an airport and catching a **(6)** ___flight/plane___ to Spain and then taking a **(7)** ___cruise___ on a ship around the Mediterranean? Whatever way you choose, you should read about your **(8)** ___destination___ before you leave to make sure you are not disappointed when you arrive.

3 Choose the correct option to complete each sentence.

1 You can't drive here because it's a _____ zone.
a walker **c** people
b pedestrian **d** suburbs

2 I learnt to _____ a bike when I was only 5 years old.
a drive **c** riding
b driving **d** ride

3 The end of the film was quite _____. I didn't expect them to return to the future.
a surprising **c** confused
b unexpecting **d** annoyed

4 Why didn't you tell me it was a(n) _____ film? I was absolutely terrified!
a action **c** horror
b musical **d** sci-fi

5 There was a lot of _____ before the performance began. Nobody knew what to do.
a disappointment **c** loneliness
b confusion **d** selfishness

6 She was extremely _____ before she got her exam results. I've never seen her so worried.
a lonely **c** anxious
b relaxed **d** bored

7 There's always a lot of _____ before Christmas. The kids can't wait to see their presents.
a excitement **c** confusion
b exhaustion **d** embarrassment

8 It was such a _____ when the team didn't win in the final.
a sadness **c** disappointment
b happiness **d** confusion

4 Match the words (1–8) with the definitions (a–h).

1	disadvantage c	**a**	leave
2	nervous e	**b**	travelling from place to place
3	depart a	**c**	a negative feature
4	upset f	**d**	the follow-up to a film
5	terrifying h	**e**	stressed before an exam or test
6	backpacking b	**f**	sad after something bad happens
7	unhappy g	**g**	feeling sad
8	sequel d	**h**	very scary

5 Translate the Polish fragments of the sentences into English.

1 My parents love to go (*zwiedzać*) ___sightseeing___ when we're on holiday.

2 He is so (*leniwy*) ___lazy___. He never does any sports.

3 What do you think she is so (*zmartwiona*) ___worried___ about?

4 I think the bus follows a different (*trasa*) ___route___.

5 The hotel was just behind the (*torami kolejowymi*) ___railway/train tracks___.

6 From the (*punktu widokowego*) ___viewpoint___ you could see the whole city.

7 My (*ciocia*) ___aunt___ is lucky because she lives near the sea.

Exam guide
2 English in Use
Gap-filling

Exam guide
5 English in Use
Translations

Life Skills guide
5 Mediation

Exam guide
3 English in Use
Multiple choice

Skills Review 2

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 Our ___flight___ was delayed because of heavy rain and strong wind. FLY
2 I'm going to Italy next summer to do some ___sightseeing___. SEE
3 Lucy is very clever because she ___enriches___ her mind by reading a lot of books. RICH
4 Hiking in the mountains made him feel very ___exhausted___. EXHAUST
5 Swimming with dolphins was one of the most ___incredible___ experiences of my life. CREDIBLE
6 The children asked their parents to take them to the ___amusement___ park and they agreed. AMUSE

Uzupełnianie luk

Exam guide
2 English in Use
Gap-filling

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 Although Sue is afraid ___of___ speaking in public, she made an excellent speech in front of a big audience.
2 Excuse me. How do I ___get___ to the city centre from here?
3 I can't go to school on foot because it is ___too/very___ far from my house and that's why I have to travel by bus.
4 Cindy had to ___take___ off her high heels because her feet were killing her and she couldn't dance.
5 On his ___way___ home late at night, Jake came across his head teacher.
6 I wanted to fly to Brazil with a few of my friends for my next holiday, but ___none___ of them agreed.

Parafrazy zdań

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 We must board the train standing on the platform.
TIME
It's ___time (for us) to board / time we boarded___ the train standing on the platform.
2 You should take an umbrella because it may rain.
CASE
You should take an umbrella ___in case it rains___.
3 Did you spend your holidays abroad when you were a child?
USE
___Did you use to spend___ your holidays abroad when you were a child?
4 I love visiting new places.
KNOW
I love ___getting to know___ new places.
5 You should hurry up, or you will not catch the bus.
WANT
Hurry up if ___you don't want to be___ late for the bus.

Uzupełnianie zdań

Exam guide
4 English in Use
Multiple choice

4 Wybierz odpowiedź, która poprawnie uzupełnia zdanie.

1 The bus arrived ____ Bristol according to the schedule.
(a) in **b** at **c** to
2 The journey was so tiring for my grandma that she fell asleep and almost ____ her stop.
a left (b) missed **c** passed
3 Sara would like to go on a ____ around the Canary Islands, but her husband doesn't like travelling by ship.
a flight **b** ride (c) cruise
4 According to the plan, the scientists should reach their ____ in two days.
(a) destination **b** route **c** excursion
5 What souvenirs ____ for your family when you were in Morocco?
a have you bought
(b) did you buy
c were you buying

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

1 I enjoy getting to know (*get / know*) new places when I travel abroad.
2 Let's hurry up! The train is about to depart (*be / about / depart*).
3 When we lived in San Francisco, we used to travel by (*use / travel*) cable car.
4 While Vinny was looking for a book (*look / book*) by Amy Tan, the librarian came up and helped him.
5 The tourists were surprised to hear (*be / surprise / hear*) that the island was uninhabited.

6 **Przeczytaj zdania. Uzupełnij każdą lukę wyrazami z ramki przekształconymi w taki sposób, aby powstało spójne i logiczne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.**
Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

check crowd general good make ticket travel

1 My best friend, Danny, is a careless driver. So far, he's collected a few speeding tickets.
2 The train was crowded. We knew we would not find a single seat.
3 Before travelling to an island, you should read about the way of life of the local people.
4 Using electric cars is much better for the environment than driving petrol-fueled ones.
5 There are facts that confirm that countries generally benefit from the tourism industry.

LISTENING

7 **Usłyszysz dwukrotnie trzy teksty. Z podanych możliwości wybierz właściwą, zgodną z treścią nagrania.** 24 p. 393

1 The speaker gives directions to someone who wants to get to
a the town hall.
b the post office.
c the art gallery.

2 Which is the best title for the news item?
a SPENDING TIME TOGETHER BRINGS PEOPLE CLOSER
b FLORAL STREET RESIDENTS PROMOTE GROUP TRIPS
c THE CITY ORGANISES TRIPS FOR ITS RESIDENTS

3 The talk is given
a at the hotel.
b on the bus.
c on a ship.

WRITING

8 **Podczas wakacji wybrałeś/wybrałaś się w samotną podróż po swoim kraju. Podziel się swoimi wrażeniami z tej podróży na forum internetowym.**

- Wyjaśnij, dlaczego podjąłeś/podjęłaś taką decyzję.
- Opisz przygotowania do podróży.
- Poinformuj o problemie, jaki pojawił się podczas twojej podróży i napisz, jak go rozwiązałeś/rozwiązałaś.
- Zachęć czytelnika do samotnego podróżowania i udziel stosownych rad.

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 decided to travel completely alone last summer. It was fine.

...

SPEAKING

9 **Opisz ilustrację i odpowiedz na pytania znajdujące się w zestawie dla egzaminującego.**



Pytania w zestawie dla egzaminującego:

1 Do you think the driver will stop the car?
2 Which do you prefer: travelling by car or by plane? Why?
3 Tell me about a school trip you particularly enjoyed.

Exam guide
5 English in Use
Sentence formation

Exam guide
8 Writing
A blog entry

Life Skills guide
8 Creativity,
Mediation,
Practical skills

Exam guide
6 English in Use
Word formation

Exam guide
9 Oral Matura

Life Skills guide
9 Communication,
Critical thinking,
Mediation

Exam guide
7 Listening
Multiple choice

3 All in a day's work

3A Vocabulary

Jobs

1 Revision Match the words (1–12) with the definitions (a–l).

1 actor h
2 artist l
3 receptionist c
4 farmer k
5 cook j
6 waiter/waitress e
7 businessperson a
8 photographer i
9 tour guide b
10 boss g
11 driver d
12 teacher f

a works at an office; wears a suit; goes to meetings
b shows people around a city or museum
c answers phones; sits at the front desk in an office
d uses a car, lorry, taxi or bus to do his/her job
e serves food at a restaurant
f helps people learn
g manages and supervises people
h works on-screen in films or television
i takes pictures with a camera
j prepares food; works in the kitchen
k grows food; often in a rural area
l creates beautiful or interesting objects to look at

2 Revision Choose the correct option to complete each sentence.

1 Frida Kahlo, Michelangelo and Pablo Picasso are all famous *actors* / *artists*.
2 When you have finished your meal in a restaurant, ask the *waiter* / *teacher* for the bill.
3 Before you can enter a large office building, you usually have to check in with the *boss* / *receptionist* and show your ID.
4 Museums are always interesting, but you can learn more if you ask a *driver* / *guide* to take you round and explain the items.
5 Many towns have weekend markets where you can buy vegetables and other products from local *farmers* / *photographers*.
6 In the city centre at lunchtime, you can see many *businesspeople* / *receptionists* from local offices on their mobile phones or having lunch meetings. They never seem to stop working!
7 Often, people who work as *cooks* / *bosses* don't want to make their own meals at home.
8 People often complain that *teachers* / *drivers* get long holidays, but working with children is very tiring!

3 Match the words (1–9) with the definitions (a–i).

1 cleaner b
2 accountant e
3 lawyer h
4 factory worker g
5 construction worker a
6 salesperson f
7 paramedic d
8 nurse c
9 dentist i

a a person who builds houses
b a person who washes the floors, vacuums, takes out rubbish, etc.
c a person who works at a hospital and helps sick and injured people
d a person who drives an ambulance and responds to medical emergencies
e an office worker who is very good with numbers
f a person who helps customers and sells products in a shop
g a person who helps to put together, pack and ship products
h a highly-paid worker who represents people who are victims of crimes or who are accused of crimes
i someone whose job is to look after people's teeth

4 Listen. What is each person's job? Choose the correct option. 25 p. 393

1 **a** lawyer
b secondary-school teacher
c police officer

2 **a** firefighter
b construction worker
c nurse

3 **a** accountant
b doctor
c chief executive

4 **a** electronic engineer
b software developer
c salesperson

5 **a** office worker
b construction worker
c architect

6 **a** chef
b manager
c chief executive

5 Complete the text. Write one word in each gap.

If you're thinking about pursuing a well-paid career, you should consider going to university and maybe even getting postgraduate qualifications.
A **(1)** lawyer usually spends three years at university studying law then three years in professional training. A **(2)** doctor needs even more: five years in medical school and three to four years of professional training. If the business world is more your style, then you'll need a four-year business degree plus a master's degree (MBA) in order to become the **(3)** CEO/manager/boss of a company.

But if a four-year university course isn't your thing, you can still become successful. For example, if you're a people person and you're good at selling, you could become a well-paid **(4)** salesperson. You could get a job at a big company! Or, you could attend catering college and become a **(5)** chef/cook.
You might work at a great restaurant or even start your own restaurant. Maybe you could even be a celebrity chef on TV!

A lot of people start out as a low-paid worker and move up in the company, becoming a **(6)** manager responsible for other people. For example, you could spend a few years working in the construction industry as a **(7)** construction worker, gain building skills and knowledge, and eventually become the boss or start your own building company. It's the same in other industries. You could start out as a **(8)** cleaner and one day open your own cleaning company.

Whatever you choose, put your heart into it and you will achieve success!



6 **Extension** Read the letter and choose the correct option to complete each sentence.

Dear Ms O'Connell,
I'm writing in response to the accounting job you posted yesterday. I am currently **(1)** _____ as an accountant at a small company and I enjoy working here.
a getting a job **c** unemployed
b out of work **d** employed

However, this was my first job after graduating from university and I have been here for six years. So now I am ready for a new **(2)** _____.
a internship **c** challenge
b freedom **d** excitement

In a small company, there is not a lot of room to grow. For this reason, I am interested in the **(3)** _____ to work in a large and growing company such as yours.
a opportunity **c** employment
b excitement **d** benefit

I think the experience will really help my **(4)** _____.
a adventure **c** salary
b career **d** application

I have attached my **(5)** _____ for your review. There, you can see the details of my work experience.
a salary **c** apply
b employment **d** CV

You will see that I am **(6)** _____ of four large accounts and I also manage the interns.
a full-time **c** out of work
b in charge **d** an expert

I think you'll find that I am a quick learner and **(7)** _____ who will always do the best job I possibly can. I am sure my manager would agree.
a an assistant **c** a hard worker
b professional **d** slow

I would like to meet with you as soon as possible to discuss the job further and to learn more about the salary and **(8)** _____.
a benefits **c** danger
b adventure **d** assistants

Please feel free to call or email. I look forward to talking with you.

Yours sincerely,
Kate Hawkins, ACA

3B Listening

Exam guide
1 Listening
Matching

1 Listen and match the sentences (a–e) with the speakers (1–4). There is one sentence that you do not need. 26 p. 393

a This person works in a hospital.
b This person works outdoors most of the time.
c This person doesn't earn very much.
d This person is unemployed.
e This person gets extra benefits at work.

1 d **2** c **3** e **4** b

2 Listen to the speakers and choose their jobs. 27 p. 393

1 **a** fisherman
b vet
c marine biologist

2 **a** paramedic
b doctor
c mechanic

3 **a** lawyer
b architect
c teacher

4 **a** paramedic
b factory worker
c software developer

5 **a** architect
b accountant
c teacher

6 **a** chef
b farmer
c grocer

Exam guide
3 Listening
Multiple choice

3 Listen to the conversation and answer the questions. 28 p. 394



1 What had the young man already done by the time he was at college?
a decided to become a nurse
b taken online classes
c had a few jobs

2 What position is the man applying for?
a nurse
b porter
c paramedic

3 Why does this man think that this job is different from his previous ones?
a He thinks it's a serious job.
b He thinks it pays more money.
c He thinks it will be a lot of fun.

4 What do porters do?
a wash patients
b feed patients
c move patients

5 What word means *a kind of bed on wheels*?
a a trolley
b a wheelchair
c an ambulance

6 What does the man eventually want to become?
a a porter
b a registered nurse
c a doctor

7 When the woman says 'stranger things have happened,' what does she mean?
a that she wouldn't be very surprised
b that she thinks it's very unusual
c that she really doesn't expect it to happen

Exam guide
4 Listening
Multiple choice

4 Listen and answer the questions. 29 p. 394

1 What would be the best title for this talk?
a Overworked and underpaid
b Live to work or work to live
c Life is work and work is life
d How to retire early

2 What does the speaker ask questions about?
a the balance between working days and nights
b the balance between work and life
c the best ways to find happiness
d the negative impact of life on work

3 Why do some people say it's OK to work as long and as hard as necessary?
a because life is very expensive
b because you have to earn success
c because you shouldn't waste time
d because a personal life isn't important

4 How would you describe a person who works 60 hours a week?
a very lazy
b very angry
c very busy
d very wealthy

5 What do you think the expression *around the clock* means?
a working a twelve-hour day
b from noon to midnight
c after work
d all day and all night

6 Which point of view does the speaker agree with?
a the first one
b the second one
c neither
d both

3C Grammar 1

Past perfect

1 Look at the tense of the underlined verb in each sentence. Is the sentence in the past simple (S), present perfect (P) or past perfect (PP)?

1 By the time I had found a job, I didn't have any money left. PP
2 I did not go to university straight after school; I took a gap year. S
3 My friend has had a job at a bookshop since last summer. P
4 The job market had already become worse when I returned from travelling. PP
5 My girlfriend stayed here and helped her grandparents after she graduated. S
6 Have you worked in the city centre for a long time? P
7 The company had advertised my job online. PP
8 My cousins and I went to the beach every day last summer. S
9 I hadn't seen the job ad before Fay told me about it. PP

2 Read the sentences. Which action happened first (1) and which happened second (2)?

1 Before she went to university, she had been to school in her town.
go to university: 2
go to school: 1

2 I put on clean clothes after I had had a shower.
put on clothes: 2
have shower: 1

3 Before he planted the seeds, we had prepared the soil.
plant seeds: 2
prepare soil: 1

4 They had tried very hard, but they lost the game by one point.
try hard: 1
lose game: 2

5 Before they saw the film, they had read the book.
see film: 2
read book: 1

6 After she had read the online job ad, she updated her CV.
read job ad: 1
update CV: 2

7 He enjoyed his job after his manager had promoted him.
enjoy job: 2
get promotion: 1

8 She fixed the software bug after she had identified the error in the code.
fix software bug: 2
identify error: 1

3 Listen to the job interview. Then complete the sentences using the past perfect. 30 p. 394

1 What had Martina done as chef at the Japanese restaurant?
As chef, she had planned the menus and had ordered the food.

2 What had Martina done at the Greek restaurant?
She had been a cook and had prepared the main dishes.

3 What had Martina done at her aunt's restaurant?
She had cleaned the tables and had served food to the customers.

4 What had Martina learnt at school?
She had learnt the basics of working in a restaurant kitchen as well as the usual school subjects.

5 What had Martina done at home?
She had helped her parents cook meals at home.

4 Correct the mistakes in the sentences.

1 Before you ~~text~~ your friend, had you ~~receive~~ your teacher's email?
texted received

2 After the teacher had ~~give~~ them the essay, they ~~go~~ to the library to research the topic.
given went

3 Before you ~~had~~ ate dinner, you had ~~finish~~ your homework.
finished

4 Before the meeting, the manager ~~prepare~~ a schedule that ~~work~~ for everyone.
worked had prepared

5 Before we ~~had~~ cooked lunch, we had ~~buy~~ all the ingredients.
bought

6 He ~~creates~~ a fan website for his favourite band after he had ~~saw~~ a fan site for another band.
created seen

7 Had you ~~meet~~ before I had ~~introduce~~ you yesterday?
met introduced

8 Hadn't you ~~do~~ any preparation before you ~~go~~ to the interview?
done went

Exam guide
3 Listening
Gap-filling

3D Reading

VOCABULARY BUILDING Dependent prepositions

1 Match the two parts of the sentences.

1	Scientists and engineers __c__	**a**	are often used in clean car technology.
2	Zaro Bates grows food on an urban farm __e__	**b**	is power from sea waves.
3	Ideas taken from computer science and chemistry __a__	**c**	work together on the development of clean cars.
4	One important source of green energy __b__	**d**	are two types of green technology.
5	Wind energy and clean cars __d__	**e**	and sells it at a community food stand.

READING

Exam guide
2 Reading
Multiple choice

2 Read the text and choose the correct answer.

1 The author uses the phrase *play a big role* in paragraph 1 to mean
- **a** be a source of green energy.
- **b** be on stage.
- **c** be important.
- **d** be worth a lot of money.

2 The word *green* in paragraph 1 means
- **a** not natural.
- **b** not harmful to the environment.
- **c** relating to the wind and sea.
- **d** natural.

3 What is the author's purpose?
- **a** to help people find jobs
- **b** to help sell electric cars
- **c** to give examples of green jobs
- **d** to give an opinion on the best jobs

Life Skills guide
5 Creativity,
Critical thinking,
Mediation

4 Which of the following statements about the urban farm is not true?
- **a** The farm produces honey.
- **b** There are chickens at the farm.
- **c** Some of the food goes to food banks.
- **d** The farm produces a lot of food.

5 The meaning of the word *generate* in paragraph 5 is similar to
- **a** produce.
- **b** reduce.
- **c** power.
- **d** turn on.

6 According to paragraph 5, what does a wave farm produce?
- **a** electricity
- **b** wind
- **c** technology
- **d** clean fuel

3 Match the jobs (1–5) with the descriptions (a–e).

1	urban farmer __d__	**a**	studies materials and how to use them
2	software developer __e__	**b**	plans the activities needed to manufacture something
3	production manager __b__	**c**	works on making batteries better
4	chemical engineer __c__	**d**	grows enough food to sell in a city
5	materials scientist __a__	**e**	works with computers in cars

4 Choose the correct option to complete each sentence.

1 Chemical and electrical _____ work together to develop clean car technology.
- **a** vehicles
- **b** engineers
- **c** manufacture
- **d** managers

2 Software developers use ideas _____ computer science to create computers for clean cars.
- **a** belong to
- **b** made from
- **c** taken from
- **d** added to

3 Wave energy will be an important source of _____ energy in the future.
- **a** solar
- **b** renewable
- **c** power
- **d** technology

4 Working on clean cars, urban farms and wave energy are three types of _____ jobs that we can look forward to in the future.
- **a** green
- **b** engineering
- **c** electrical
- **d** renewable

5 Answer the questions about the article with your own ideas.

1 What kind of green job would you like to know more about?

_____

_____

2 Do you know anyone who works in a green job? What does he or she do?

_____

_____

3 Do you think green jobs are important? Why?/Why not?

_____

_____

Green jobs of the future



1 31 You've heard about green energy, green buildings and green products. The future is green and green jobs will play a big role in that future. Is there a green job in your future? Have you thought about what you'd like to do when you're ready to start working? If you have, then you might want to learn more about green jobs like these.

Clean cars

2 People with different skills work on developing electric, or clean, vehicles from the first designs to manufacturing a car. These projects require people with backgrounds in science, engineering, maths, computers, business and manufacturing.

- Chemical engineers bring ideas from chemistry and use them to design or improve equipment. An important part of their work is developing and improving battery designs.
- Materials scientists study what materials, such as aluminium, are being used in electric cars and their batteries. They examine what materials are made of in order to improve them or create new ones. For example, electric cars need to be lightweight, so a materials scientist needs to identify strong and lightweight materials to use.
- Electrical engineers design, develop and test the electrical parts of the vehicle. They design the system that makes it possible for a petrol engine and a battery to work together.
- Software developers use their knowledge of maths and computers to design software that controls the car engine. Electric and hybrid cars have built-in computers that control the engine and battery systems depending on the situation.
- Production managers plan and organise the people, equipment and parts needed to build and assemble vehicles and vehicle parts.

Urban farming

3 Zaro Bates runs a farm on Staten Island in New York City. The farm is between two large apartment buildings, but it's not a garden. At 4,500 square feet (465 square metres), it is a commercial farm that produces vegetables and other products for sale. In fact, one day a week from spring to autumn, Zaro sells produce* at the apartments.

4 What does Bates grow on the urban farm? About 50 different kinds of produce including vegetables and herbs. The farm even produces honey. In fact, Bates is able to grow so much food that she donates some of it to food banks.

Wave energy

5 Ocean waves are a powerful source of renewable energy. Wave energy is green and it can be used in ways that do not harm sea life. A wave power 'farm' is a number of machines that generate electricity from power created by the waves. One type of wave power farm operates on the energy that's created when a float on a large buoy* moves with the waves in the sea. The Aguçadoura Wave Farm, the world's first, is off the coast of northern Portugal.

6 Wave energy is a new technology, but it holds great promise. Engineers, managers and scientists will be the wave 'farmers' of the future. Could there be a wave in your future?

produce *vegetables, fruit, herbs*
buoy *a floating object used to mark an area in water*

3E Grammar 2

Reported speech

1 Listen and complete the sentences. 32

1 She told her sons it ___was___ time for dinner.
2 Lee ___asked me___ if I had been to Cambodia.
3 I told Lee ___I'd travelled___ to Cambodia when I was at secondary school.
4 She ___said___ *Harry Potter and the Philospher's Stone* was her favourite book.
5 Sophie ___told me___ Buenos Aires was her favourite city.
6 Kanata said ___he'd been___ to the Sydney Opera House.
7 He ___said___ he was worried he would fail the exam because he forgot to revise.
8 My father ___asked me___ if I wanted some bread with my soup.

2 Choose the correct reported speech option for each example of direct speech.

1 My grandmother: 'Always work smarter, not harder.'
(a) My grandmother said to always work smarter, not harder.
b My grandmother will say to always work smarter, not harder.

2 Martin: 'I studied all week for the exam and know I will get a good mark.'
a Martin said he could be studying all week for the exam and knows he'd get a good mark.
(b) Martin said he'd studied all week for the exam and knew he'd get a good mark.

3 My grandfather: 'You've made me proud.'
(a) My grandfather told me I had made him proud.
b My grandfather told me I had him proud.

4 Me: 'Is Jane Goodall an important scientist?'
a I ask if Jane Goodall is an important scientist.
(b) I asked if Jane Goodall was an important scientist.

5 My sister: 'I rode my bike to school every day last year.'
a My sister said me she rode her bike to school every day the previous year.
(b) My sister told me she had ridden her bike to school every day the previous year.

6 My uncle: 'The train won't be on time.'
(a) My uncle said the train wouldn't be on time.
b My uncle said me the train can't be on time.

7 My friends Carlos and Luis: 'We can't come to your party this weekend.'
(a) Carlos and Luis said they couldn't come to my party this weekend.
b Carlos and Luis said they could come to my party this weekend.

8 Emma: 'I can look after your pets while you're on holiday.'
(a) Emma told me she could look after my pets while I was on holiday.
b Emma told me she will look after my pets while I was on holiday.

3 Choose the correct option to complete the reported speech.

1 The salesman said, 'You will have to pay more money for the car you want.'
He said that I (*would*) / *could* have to pay more money for the car I wanted.

2 She said, 'I'm travelling to Chile for work.'
She *told that* / (*told me*) *that* she (*was travelling*) / *travelled* to Chile for work.

3 'I visited my grandmother every week,' she told her friend.
(*She*) / *You* told her friend that she (*had visited*) / *wouldn't visit* her grandmother every week.

4 My friend asked, 'Do you want to go cycling tomorrow?'
He asked if I wanted to go cycling (*the next day*) / *tomorrow*.

5 He asked, 'What are you writing?'
He *said* / (*asked*) me what I (*was writing*) / *had written*.

6 Dad said, 'Mia, open our windows to let some cooler air in.'
Dad (*told Mia to*) / *told to Mia* open *our* / (*their*) windows to let some cooler air in.

7 Sean said, 'I've been to Majorca for a holiday.'
Sean told me (*she'd been*) / *she went* to Majorca for a holiday.

8 I said, 'Sean, I went to Majorca last year.'
I told Sean (*I'd been*) / *I had been going to* Majorca the year before.

9 Our English teacher said, 'You can finish the essay in class.'
Our English teacher (*told us*) / *told* that we (*could*) / *would* finish the essay in class.

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

1 couldn't / He / them / eat / told / the / salad / they
He told them they couldn't eat the salad.

2 was / He / some / he / going / to / said / eggs / buy
He said he was going to buy some eggs.

3 that / late / She / she / could / tell / our / I'd / be / said / teacher She said that she could tell our teacher I'd be late. / She said she could tell our teacher that I'd be late.

4 He / travel / planning / told / he / me / to / to / was / Asia
He told me he was planning to travel to Asia.

5 worked / they / me / project / told / They / on / that
They told me they worked on that project.

6 She / the / she / previous / watched / the / news / said / night / had
She said she had watched the news the previous night.

7 couldn't / parents / They / eat / dinner / with / they / their / said
They said they couldn't eat dinner with their parents.

8 asked / would / he / him / if / help / I
I asked him if he would help.

5 Put the words or phrases in the table to show the tense changes from direct speech to reported speech. Use one word or phrase twice.

could / couldn't past perfect present continuous
past simple past simple *will/won't*

Direct speech	Reported speech
present simple	past simple
present continuous	past continuous
present perfect	past perfect
present perfect	past perfect
will/won't	*would/wouldn't*
can/can't	could/couldn't

6 Are the words in bold correct? Correct those that are incorrect.

1 He **told he** couldn't lend me any money.
told me he

2 She **asked me** not to go to the beach without her.
✓

3 He said one of the best art museums in the country **was** in our city.
✓

4 Marta said **she'd** look it up online.
✓

7 Listen to the radio report. Then rewrite the sentences as reported speech. 33 p. 394

1 The reporter said, 'It's 10 pm on a cool Saturday in Los Angeles.' The reporter said (that) it was 10 pm on a cool Saturday in Los Angeles.

2 The reporter said, 'The van will be open for the next few hours …' The reporter said (that) the van would be open for the next few hours.

3 The reporter said, 'Kogi BBQ has been popular since 2008 …' The reporter said (that) Kogi BBQ had been popular since 2008.

4 The reporter said, ' … two friends had the idea of serving Korean barbecue together with Mexican tacos …' The reporter said (that) two friends had had the idea of serving Korean barbecue together with Mexican tacos.

5 The reporter said, 'Many think it's good enough to queue for!' The reporter said (that) many thought it was good enough to queue for.

8 Choose the correct words to complete the sentences.

1 She told me she *gave* / *given* people legal advice and information. She's a *lawyer* / *nurse*.
2 He said he *was trained* / *won't trained* to help people who are sick or injured, and he received more training than a nurse. He's a *chef* / *doctor*.
3 She said she *that was helping* / *was going to help* teenagers learn. She will be a *secondary-school teacher* / *dentist*.
4 They *told us* / *told* they designed devices like mp3 players and smartphones. They're *accountants* / *electronic engineers*.
5 He said he *can* / *couldn't* provide care for people's teeth and mouths. He's not a *dentist* / *teacher*.
6 She told us she *designed* / *will design* computer programs. She's *an architect* / *a software developer*.
7 He told me he *won't* / *could* prepare financial information. He's an *architect* / *accountant*.
8 They said they *prepared and cooked* / *going to prepare and cook* food as a job. They're *chefs* / *lawyers*.

9 Rewrite the sentences as reported speech.

1 John said, 'I can't print my project from that computer.'

2 She said, 'I lived in Copenhagen until I was at secondary school.'

3 She said, 'Yesterday I walked from our school to the library.'

4 My parents said, 'We turned the lights on.'

5 He said, 'I can't take the history exam today.'

9
1 John said (that) he couldn't print his project from that computer.
2 She said (that) she had lived in Copenhagen until she was / had been at secondary school.
3 She said (that) the previous day she had walked from their school to the library. / She said (that) she had walked from their school to the library the previous day.
4 My parents said (that) they had turned the lights on.
5 He said (that) he couldn't take the history exam that day.

Technology guide

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TEDTALKS Extra

The surprising thing I learnt sailing solo around the world

> "When you're a child, anything and everything is possible. The challenge, so often, is hanging on to that as we grow up."
>
> **DAME ELLEN MACARTHUR**

AUTHENTIC LISTENING SKILLS

Weak forms

Words such as prepositions (*to*, *of*, *from*), auxiliary verbs (*are*, *was*), conjunctions (*and*, *but*) and articles (*a*, *the*) aren't usually stressed. These unstressed words are called weak forms. The vowel sound in a weak form is usually the schwa sound, /ə/.

1 Read the Authentic listening skills box. Listen to the sentences from the talk. Underline two weak forms in the first sentence and three weak forms in the second. 34

1 When you're a child, anything and everything is possible.
2 The challenge, so often, is hanging on to that as we grow up.

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.

challenge	come across	copper	dissolve
iceberg	make my mind up		packaging
remoteness	silver	tin	tiny dinghy	zinc

WHILE YOU WATCH

3 Watch the clip about the Speaker. Choose the correct definition of the words and phrases. ▶ 3.0

broke the world record	apprenticeship	finite
foundation	economy	materials

4 Watch part 1 of the talk. Choose the correct responses. ▶ 3.1 p. 403

1 Which three of these did Ellen experience when she first went on a boat?
a challenge **c** excitement
b adventure **d** freedom

2 Which two of these things did Ellen do to reach her goal of becoming a sailor?
a saved to buy a boat
b read books about sailing
c worked in a boat shop
d took sailing classes

3 Ellen's school said that she wasn't clever enough to do what?
a be a vet **c** go to college
b be a sailor **d** be a teacher

4 When she was 21, Ellen met someone who helped her do which two things?
a learn how to sail
b design a boat
c get a job in a company
d sail around the world

5 Complete the experiences Ellen had when she sailed around the world. Then watch part 2 of the talk and number them in the order she talks about them. ▶ 3.2 p. 403

blown	broke	climbed	finished	hit	saw	took

a climbed to the top of the mast (the highest part of the sailing boat) 2
b saw sunsets and wildlife 4



c almost ___hit___ an iceberg *1*
d were ___blown___ over by the wind 3
e ___took___ everything she needed for three months 6
f ___broke___ a speed record 7
g ___finished___ in second position 5

6 **Watch part 3 of the talk. Choose the correct option.** ▶ 3.3 p. 403

1 Ellen realised suddenly that the global economy is *different from* / *the same as* living on a boat.
2 She decided to *continue* / *stop* the job of sailing around the world.
3 She talked to chief executives, experts, scientists and economists to *teach* / *learn* from them.
4 Her great-grandfather *owned* / *worked in* a coal mine.
5 According to the World Coal Association, there is enough coal for *180* / *118* more years.
6 Other valuable materials – copper, tin, zinc, silver – are *not limited* / *finite*.

7 **Watch part 4 of the talk. Are the sentences true (T) or false (F)?** ▶ 3.4 p. 404

1 Ellen thinks we can stop waste in food packaging, car engines, electronic equipment and food. ___T___
2 When Ellen's great-grandfather was born, there were 25 cars in the world. ___T___
3 Ellen's great-grandfather designed the first computer. ___F___
4 Ellen says that her talk gives a plan for the future. ___T___

8 **VOCABULARY IN CONTEXT**

Watch the clips from the talk. Choose the correct meaning of the words you see in the clip. ▶ 3.5

freedom tough global focus on curiosity use up

9 **Complete the sentences.**

1 When I'm older, I'll have the *freedom* to …
2 My *toughest* class is …
3 If I go to college, I might *focus on* …
4 The *global* topic that I'm most interested in is …
5 I had … but I *used* it/them *up*.

AFTER YOU WATCH

10 **MY PERSPECTIVE – SPEAKING**

Work in pairs. Discuss the questions.

1 Ellen says her first trip was tough and amazing. What tough things have you done? What amazing things have you seen?
2 Ellen's dream job was to be a sailor. Think about your dream job. How could you use it to make the world a better place?
3 Have you had a moment when you 'connected the dots' and started to think differently about something? What?

Life Skills guide
9 Creativity, Critical thinking, Mediation, Self-development

Life Skills guide
10 Creativity, Critical thinking, Mediation, Self-development

Exam guide
7 Listening True/false

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TEDTALKS Practice
The surprising thing I learnt sailing solo around the world

Rozwiąż dodatkowe zadania do filmu na LearningApps.org.

AUTHENTIC LISTENING SKILLS

1 Listen to the TED Talk extract and underline the weak forms with the schwa sound. 35

I will never forget the excitement as we closed the coast. I will never forget the feeling of adventure as I climbed on board the boat and stared into her tiny cabin for the first time. But the most amazing feeling was the feeling of freedom, the feeling that I felt when we hoisted her sails.

WATCH p. 403

2 Watch the TED Talk and put the events in the correct order.

3 She begins her apprenticeship in sailing.
4 She sits in a design meeting designing a boat for her to travel alone around the world.
1 Dame Ellen MacArthur sails for the first time.
5 She misses an iceberg by twenty feet.
6 She finishes in second place.
2 She saves her school dinner money change for eight years.

Exam guide
3 Listening
True/false

3 Are the sentences true (T) or false (F)? p. 403

1 When Ellen was a child, she often dreamed of sailing. T
2 During a race, her boat blew on its side in the Southern Ocean. T
3 She was at sea for three years for the race. F
4 She enjoyed the race so much, she decided to do another race and sail around the world. F
5 She says that a boat is an entire world and what you take is all you have. T
6 Sailing on a boat helped Ellen to understand that there is an end to things – what we have is all we have. T

Exam guide
4 Listening
Multiple choice

4 Choose the correct answer. p. 403

1 What is the speaker mainly discussing?
a how sailing is the best hobby
b how she went from sailing to what she does now
c why coal is limited and important

2 What does the speaker do now?
a She runs an organisation.
b She sails in races.
c She speaks about sailing.

3 Why does the speaker mention the photo of a coal-fired power station?
a to describe how coal is an important part of energy
b to talk about the coal industry
c to connect the photo to her great-grandfather

4 What does the speaker want to do with the things people use?
a She wants to use up materials.
b She wants to think of ways to reuse things.
c She wants to collect the things people use.

5 What can be inferred about the Ellen MacArthur Foundation?
a It helps build an economy that can help the future.
b It helps young people live their dream of sailing.
c It helps old people understand technology.

6 Why does the speaker mention her great-grandfather?
a to explain how old he is
b to explain how there were only 25 cars during his time
c to explain how much the world has changed

VOCABULARY IN CONTEXT

5 Match the words (1–6) with the correct paraphrased line from the talk (a–f).

1 focus on d
2 global c
3 use up f
4 freedom a
5 tough b
6 curiosity e

a The most amazing feeling was the feeling of having **the right to do what I want**.
b Just like in my dreams, there were amazing parts and **difficult** parts.
c Our **world** economy is no different.
d And it made me make a decision that I never thought I would make: to leave solo sailing to **look closely at** the greatest challenge I'd ever seen.
e And my **desire to know more** led me to some extraordinary places.
f If we could build an economy that would use things rather than **take all of something**, we could make a future that works in the long term.

3F Speaking

1 Put the words in the correct order to make sentences and questions.

1 nurses / do / much / earn / How
How much do nurses earn?
2 do / What / consultant / an / does / image
What does an image consultant do?
3 been / architecture / I've / in / interested / always
I've always been interested in architecture.
4 gamers / do / work / Where / professional
Where do professional gamers work?
5 paid / teachers / Are / well
Are teachers paid well? / Are teachers well paid?
6 One / history / subjects / of / favourite / is / my
One of my favourite subjects is history.
7 need / What / skills / do / salespeople
What skills do salespeople need?

2 Look at the questions and decide if the intonation rises (R) or falls (F) at the end of the question. Then listen and check your answers. 36

1 Do you work every day? R
2 Have you ever had a part-time job? R
3 How many hours do nurses work? F
4 Which company do you work for? F
5 How much training do professional gamers do? F
6 What qualifications do teachers need? F
7 Would you like to be a firefighter? R
8 Are you going to get promoted? R

3 Match the two parts of the sentences.

1 What does an online reputation manager e	**a** work?
2 So, where do online reputation managers a	**b** like singing.
3 I b	**c** need?
4 I love d	**d** social media.
5 So, what skills do these managers c	**e** do?



4 Complete the conversation with the sentences and questions in exercise 3.

A: Everyone's talking about careers, but I don't know what I want to do when I'm older.
B: I know. My dad said I needed to make some decisions, but **(1)** I like singing and he doesn't think music is a proper career.
A: So, what have you said to him?
B: Well, **(2)** I love social media and there's more work in that field. One new job that sounds interesting is called an online reputation manager.
A: I've never heard of that before! **(3)** What does an online reputation manager do?
B: Well, they deal with complaints and problems on social media before they become big issues.
A: Oh, OK, that sounds cool. **(4)** So, where do online reputation managers work?
B: Usually for big companies, but it could be for bands and singers, too. That's what I'd be interested in doing.
A: That sounds cool! **(5)** So, what skills do online reputation managers need?
B: Well, online complaints can cause companies huge problems, so you have to be quick to respond to things, have great people skills and be able to communicate clearly on social media, which is great for me.
A: I might have to think about a new job, too. I love IT. Maybe I should look at designing social media apps or something.
B: Yeah, go for it. I think there's a job out there for everyone.

5 Read the question and make some notes on your ideas for your response. Speak for about two minutes and record yourself. Then listen to the model answer and compare your ideas. 37 p. 395

What kind of job would you like to have in the future?

Life Skills guide

5 Creativity, Critical thinking, Mediation, Self-development

3G Writing

A formal email

1 **Read the email. Answer the questions with the words or phrases in the box. There are two that you do not need.**

a journalist	a travel writer	formal	Michael Willis
Ms Dixon	no	Paul Willis	yes

Dear Ms Dixon,

My uncle, Paul Willis, gave me your name and said that you can answer some of my questions about travel writing. Thank you for taking the time to read my email. I'm in year 13 at Heaton Grammar School in Cardiff. I'm very interested in both travel and writing, and I would like to learn more about becoming a travel writer.

I have a few questions:

1 I'm not sure what subject to take. Could you tell me whether it's better to study journalism or English at university?
2 I have already written some travel writing articles, but I don't know where to send them. Do you know if there's a magazine or website that might publish them?
3 I'm trying to read as much travel writing as I can. I'd like to know who your favourite travel writers are.

Thank you again for agreeing to answer my questions. I look forward to hearing from you.

Yours sincerely,

Michael Willis

1 Who has information about travel writing?
Ms Dixon

2 Who is a student?
Michael Willis

3 What does Michael want to become?
a travel writer

4 Has Michael written any travel writing pieces?
yes

5 Does he say who his favourite travel writers are?
no

6 What is the tone of the email?
formal

2 **Choose the best option to complete the formal email.**

Dear Mr Miller,
My teacher, Mr Benevides, has given me your name. He said that you can answer some of my questions about web design. **(1)** a I'm in my final year at the Oakvale High School in Singapore. I'm very interested in web design and development, and **(2)** b

I have some questions for you:

1 **(3)** a Could you tell me about an average day in your job? Do you have to go to a lot of meetings?
2 I already help some of my family members with their websites and I think I could start my own business. **(4)** b
3 I'd like to take some online courses on coding. **(5)** a
Many thanks for taking the time to answer my questions. **(6)** b

Yours sincerely,
Junsu Chang

1 **a** Thank you so much for this opportunity.
b I don't know any web developers, so thanks.

2 **a** I really want you to tell me about being a web developer.
b I would like to learn more about being a web developer.

3 **a** I'd like to know what a typical day is like for a web developer.
b Anyway, what's a typical day like for most web developers?

4 **a** So, is it better to work for a big company or to become self-employed?
b Do you know if it's better to work for a big company or to be self-employed?

5 **a** Could you tell me which courses you recommend?
b What courses do you recommend in coding?

6 **a** Please write back soon, Mr Miller!
b I look forward to hearing from you.

3 **Now write a formal email of your own. Choose one of the careers and follow the steps.**

- police officer
- advertising executive
- make-up artist
- marketing assistant

1 Use polite and formal language.
2 Address your email to Mr Noguchi.
3 Say you got his name from your teacher, Ms Powell.
4 Thank him for the opportunity.
5 Give him some information about yourself.
6 Ask him at least three indirect questions.
7 Thank him again and request a reply.
8 Sign off appropriately.

Life Skills guide

3 Creativity, Mediation, Practical skills, Self-development

Lexical Review 3

1 Unscramble the letters to make words.

1	soehtn	honest
2	emipitnat	impatient
3	dewroarb	wardrobe
4	eygavo	voyage
5	nsdseas	sadness
6	aysrla	salary
7	ergeneni	engineer
8	egftinrh	frighten

2 Write one word in each gap to complete the text.

What job would you like to do in the future? Maybe you want to be an **(1)** actor/actress and work in the theatre or be in films. Or maybe you could be a **(2)** nurse and help doctors look after patients in hospital. Whatever job you have, it's better to work **(3)** full-time, not part-time. This is because you can get extra **(4)** benefits like vacation when you're sick, or time to look after your children. So if you are **(5)** unemployed at the moment and you are looking for a job, find some job offers on the internet and **(6)** apply to as many as you can. You might find a great job and **(7)** earn/get a lot of money. But even if the job isn't **(8)** well-paid, remember that money isn't as important as experience.

3 Match the words (1–8) with the definitions (a–h).

1	annoyed	f	**a** a long, difficult journey
2	exhaustion	e	**b** a person who works at the front desk in a hotel
3	chef	h	**c** energy from, for example, solar or wind power
4	expedition	a	**d** a person who makes financial calculations
5	ashamed	g	**e** when you are extremely tired
6	receptionist	b	**f** a little angry
7	accountant	d	**g** when you feel sorry for something you did or said
8	renewable	c	**h** a person who cooks in a restaurant

4 Choose the correct option to complete each sentence.

1 My brother was really _____ because I broke his tennis racket.
a nervous **c** (c) angry
b surprising **d** ashamed

2 My cousins came to _____ us last weekend.
(a) visit **c** travel
b tour **d** route

3 That building has an amazing garden on the _____.
a lift **c** ceiling
b skyscraper (d) rooftop

4 These instructions are so _____! I don't understand what I need to do first.
(a) confusing
b confused
c confusion
d confuse

5 In Arab countries it's very _____ to give someone a gift with your left hand.
a confusing
(b) insulting
c unhappy
d anxious

6 She works as a _____ showing people around the city.
a chef
b waitress
(c) tour guide
d salesperson

7 I had a fantastic _____ to go and work in Australia for six months.
a occasion
b benefit
c employment
(d) opportunity

8 Her _____ in politics started 20 years ago.
a excitement
b salary
(c) career
d boss

Exam guide
2 English in Use
Gap-filling

5 Use the word in capitals to form a word that fits in the gap.

1 He got a summer job as a construction worker. CONSTRUCT

2 We should use more renewable energy, such as solar power. NEW

3 If you keep trying, I'm sure you will succeed. SUCCESS

4 There were only a handful of people at the concert. HAND

5 She's in the office from 8 am until 8 pm. In my opinion she's overworked. WORK

6 There is always a lot of confusion at the beginning of the school year. CONFUSED

7 Can you please do an evaluation of their work this year? EVALUATE

8 I'd love to go backpacking and visit a few Asian countries. PACK

Exam guide
5 English in Use
Word formation

Exam guide
4 English in Use
Multiple choice

Skills Review 3

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 Susan got tired of being a waitress in the restaurant, so she found a job as a receptionist. RECEPTION
2 Solving that problem led to a great development by the company. DEVELOP
3 The explosion, which took place yesterday, was so powerful that the house fell apart. POWER
4 This shopping mall is always crowded with customers during weekends. CUSTOM
5 She used to dream about being wealthy, but now she wants to be happy. WEALTH

Uzupełnianie luk

Exam guide
4 English in Use
Multiple choice

Exam guide
2 English in Use
Gap-filling

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 Mr Brown had to work full time in order to earn enough money to support his family.
2 I always look after her dog while she is on vacation.
3 Alice called to tell me she would be late.
4 Tom's looking forward to going to Japan because it has always been his biggest dream.
5 Julie graduated from university last month.

Parafrazy zdań

Exam guide
5 English in Use
Word formation

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 'Please, don't smoke in the office,' he said to me. ASKED
He asked me not to smoke in that office.
2 I saw him while he was writing his fourth email. THREE
When I entered the room he had (already) written three emails.
3 I regret that I couldn't come to my sister's birthday party yesterday. HAD
I wish I had been able to come to my sister's birthday party yesterday.
4 'Would you like to go to the concert next weekend?' she asked. SUGGESTED
She suggested going to the concert the following weekend.
5 'I was walking along the street when I came across my English teacher,' said Mark. BEEN
Mark said that he had been walking along the street when he came across his English teacher.

Exam guide
6 English in Use
Translations

Life Skills guide
6 Mediation

Uzupełnianie zdań

4 Wybierz odpowiedź, która poprawnie uzupełnia zdanie.

1 The tour guide was excellent. He _____ us around all the places we had expected to see.
a arranged **b** took **c** showed
2 I'm writing in _____ to the job offer I've just got.
a response **b** order **c** return
3 If you want to be successful in life, you should _____ your heart into what you're doing.
a put **b** move **c** place
4 I'm sure you will _____ get what you want.
a lately **b** eventually **c** lastly
5 The exam was easy for Mark because he _____ hard.
a would study **b** studied **c** had studied

5 Przeczytaj zdania. Uzupełnij każdą lukę wyrazami z ramki przekształconymi w taki sposób, aby powstało spójne i logiczne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.
Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

hour impress plan skill think usual work

1 How many hours a week do nurses work?
2 What makes you think Timothy would ever consider working from home?
3 Cindy told me to think twice before signing the contract.
4 Sandra is employed as a secretary at a large company, but now she is planning to change her job.
5 Usually, I start work at 8.00 am, but it's too early for me.

Tłumaczenie fragmentów zdań

6 Przetłumacz podane w nawiasach fragmenty zdań na język angielski.

1 Tired of the city life, the Wilsons decided to find a house (*na obszarze wiejskim*) in a rural area / in the countryside.
2 Don't worry if you start out as a (*nisko opłacany*) low-paid worker.
3 If you're thinking about a well-paid job, you should (*rozważyć studiowanie*) consider studying at university.
4 (*Co Pan Warren uprawia*) What does Mr Warren grow on his farm?
5 I was shocked when I found out that Brian (*dostał*) had got / got a promotion.

READING

7 **Przeczytaj trzy teksty na temat pracy. Z podanych możliwości wybierz właściwą, zgodną z treścią tekstu.**

1 Dear Mr Nettle,

I am writing to say that I sincerely appreciate your taking the time to interview me. I would like to thank you for sharing the information about your company. Unfortunately, I cannot accept the position you have offered me as it does not fit the path I am taking to achieve my career goals. It was a difficult decision to make, but I have accepted a position with another company. I wish you and your company all the best in the future.

Again, thank you very much for your consideration.

Sincerely,

XYZ

1 The author has written the letter to Mr Nettle to …
- **a** thank him for helping find a job in another company.
- **b** express regrets for not being offered the job he/she applied for.
- **c** explain why he/she cannot accept the job offer.

2 I was working for a large firm when I realised I needed a change. I started job hunting. I was particularly interested in working for a well-known company in my neighborhood. I wrote to the hiring manager and soon he invited me for an interview. I was overjoyed, imagining myself at the job of my dreams. However, the meeting turned out to be a great disappointment. The moment I met the manager in the lobby, I was told that his company was the greatest thing on Earth and I would be very lucky if I got a job there. We discussed all the points in detail and he even answered all the questions patiently. The other staff members I met behaved as if they were the luckiest people in the building. They weren't natural. I had the feeling they were playing a role. I left the manager's office disgusted. I couldn't imagine working there.

2 The author decided not to work in the company because …
- **a** the manager treated the interview lightly.
- **b** the atmosphere there seemed to unnatural.
- **c** the staff members she met were unfriendly.

3 Although graduation is on the horizon, many students both in high school and college, still have not found a job and they frequently show no interest in immediately going to work. Instead, they consider taking a gap year after graduation. They find that a gap year will give them the time to spread their wings and discover what they really want to do with their future. In the past, there was a tendency among graduates to get a job or to go immediately to postgraduate school. These were the only alternatives. But with many more options available today and a slow economy, taking a gap year can be a memorable experience.

3 Which is the best title for this article?
- **a** A CHOICE WORTH FOLLOWING
- **b** FINANCIAL BENEFITS OF A GAP YEAR
- **c** GAP YEAR IDEAS FOR GRADUATES

Exam guide
7 Reading
Multiple choice

WRITING

8 **Uczestniczyłeś/Uczestniczyłaś w targach pracy dla studentów. Napisz list do kolegi z Wielkiej Brytanii, w którym:**

- napiszesz, kto zachęcił cię do uczestniczenia w targach i gdzie się one odbyły,
- opiszesz wygląd miejsca, w którym zorganizowano targi,
- przedstawisz zaletę organizacji imprezy tego typu,
- poinformujesz o ofercie pracy, którą otrzymałeś/otrzymałaś.

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 John, I'm writing to tell you about a career fair I took part in last weekend. I think you might be interested in such an event.

…

Exam guide
8 Writing
An informal letter

Life Skills guide
8 Creativity,
Mediation,
Practical skills

SPEAKING

9 **Opisz ilustrację i odpowiedz na pytania znajdujące się w zestawie dla egzaminującego.**



Pytania w zestawie dla egzaminującego:

1 Who in the picture is the group leader? Why do you think so?
2 Would you like to work from home? Why?/Why not?
3 Tell me about a summer job you or somebody you know once had.

Exam guide
9 Oral Matura

Life Skills guide
9 Critical thinking,
Mediation

4 Remote control

4A Vocabulary

Exam guide
3 English in Use
Multiple choice

Technology

1 Revision Complete the sentences with the words in the box.

camera	machine	printer	programme
software	texts	tablet	video games

1 A computer is a machine that performs many functions, including word processing, counting and storing information.
2 A tablet is like a computer, but it's smaller and has a keyboard on the screen.
3 Most mobile phones have a pretty good camera for taking and posting photos.
4 For many people, playing video games is a fun and challenging activity that uses several skills.
5 If you don't have access to a printer, you can send your essay to your teacher in an email.
6 I don't like talking on the phone. I usually communicate by sending texts.
7 If you know how to programme computers, you could create software for a big company like Apple or Microsoft.

2 Match the words (1–8) with the definitions (a–h).

1 research f
2 equipment b
3 process d
4 tool a
5 invention g
6 progress c
7 control e
8 digital h

a an object that helps you do a job
b all of the things that are used to do something
c improvement that is made over time
d steps that you take to do something
e to make something or someone do what you want
f to find out information about something
g a new object that someone creates
h storing sound or images as electronic signals

3 Choose the correct option to complete each sentence.

1 You need a lot of ____ to go camping, such as a torch, a tent and food.
a inventions
b equipment
c process

2 Today we have powerful electric machines to do our work for us, but more than a thousand years ago, people were constructing houses and huge buildings of stone using only very simple ____.
a research
b tools
c developments

3 These days, almost everything is digital. Instead of going to a shop to buy a CD, getting new music is now a simple ____ of going to a website or using an app and downloading files.
a technology
b progress
c process

4 Did you know that there are some new video games that you can ____ with your brain by wearing a special device on your head?
a control
b research
c process

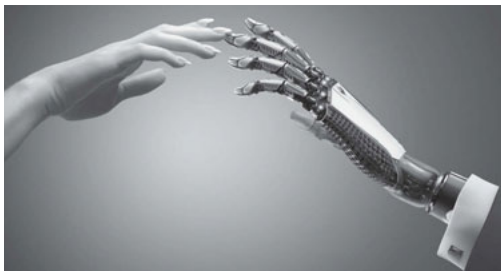
5 Several companies are working on the ____ of the flying car. Some have succeeded, but it will be years before many people will be able to buy and use them.
a equipment
b progress
c development

6 The many important ____ that were developed during the Industrial Revolution, such as the steam engine and the locomotive train, quickly and dramatically changed Europe's cities.
a technology
b inventions
c developments

Exam guide

4 Reading
True/false

4 Read the text about tiny robots. Are the sentences true (T) or false (F)?



TINY ROBOTS

Since the invention of the first digital and programmable robot in 1954, robot technology has made incredible progress. Robots are now used in many different places, including factories, hospitals and the military. Robotic equipment is used for underwater research and space exploration. Robots are sent into buildings and other places that are too dangerous for people to enter.

When we think of robots, we often think of large machines – sometimes we imagine human-like machines that have a face and talk. But an interesting new development is the field of micro- and nano-robotics. Across the globe, scientists are making and testing very tiny robots. They hope these robots will be able to go into the human body and perform tasks, such as delivering medicine to a specific area, removing a small object that was swallowed, performing surgery or making tiny repairs. They are controlled wirelessly and remotely from outside the body, but scientists hope one day to create robots that can be programmed to work independently or through a process of working together with other tiny robots.

Some people fear that their jobs will be replaced by robots, but robots could actually save their lives one day. Tiny robots could become one of the most important tools in hospitals of the future!

1 Robots are used to explore the oceans and outer space. T
2 Very tiny robots are a standard part of most hospital equipment today. F
3 Scientists will use a kind of remote control to move the robots inside the patient's body. T
4 Micro- and nano-robots will be an important tool for doctors to use in the future. T
5 Robots can do many jobs people can't do. T
6 The first micro-robot was invented in 1954. F

5 Extension Choose the correct words to complete the sentences.

1 After you download the software, you need to *install* / *produce* it on your computer.
2 The *energy* / *electric* that powers a mobile phone comes from a battery.
3 Scientists send robots to *engineer* / *explore* extremely deep areas of the ocean in the hope that they will *install* / *discover* something new and interesting.
4 In the future, I hope we can use *green technology* / *spacecraft* to reduce pollution.
5 The Swedish tech company King *produces* / *partners with* many popular game apps for computers and phones.
6 Some robots have been *discovered* / *engineered* to work independently, without a person there to control them.
7 Some mobile phone companies *partner with* / *explore* specific service providers to offer special deals.

6 Extension Complete the texts with the correct words and phrases in the box.

design	discovered	electric	energy
engineer	explore	green technology	
install	invention	partnering with	
producing	spacecraft		

1 3D printers are a useful invention. People can design a 3D digital model of an object and then 'print' it using materials like plastic, creating a solid object.
2 Cassini-Huygens is a robotic spacecraft that NASA sent to explore Saturn in 1997. It arrived in 2004. Through Cassini, scientists discovered seven new moons orbiting Saturn and that one of the moons, Enceladus, may be able to support life.
3 With climate change as a growing problem, green technology is becoming more and more important. Many companies are researching and developing ways to use alternative energy, like solar and wind. Tesla Motors, a company famous for producing very modern, but very expensive, electric cars, is partnering with another company, Panasonic, to engineer a new kind of solar tile that people can install on the roof of their house and get their electricity from the sun.

4B Listening

Exam guide
1 Listening
True/false

Exam guide
5 Listening
Multiple choice

Exam guide
2 Listening
Matching

Exam guide
3 Listening
Matching

1 Listen. Are the sentences true (T) or false (F)? 38 p. 395

1 Wave power is already very popular. F
2 We can't produce much energy using the power of the sea. F
3 The barrier in Wales will provide energy for 12 hours every day. F
4 The sea is a very reliable source of renewable energy. T
5 Batteries could soon be twice as efficient as they are now. T

2 Listen to the speakers. Which technology are they describing? Choose your answers from the options below (a–f). 39 p. 395

a smartphone
b robotic worker
c driverless car
d wireless printer
e artificial intelligence
f electronic money

1 d
2 f
3 c
4 a
5 e
6 b

3 Listen and match the products (1–5) with the descriptions (a–e). 40 p. 395

1 ilet 4 c
2 Optimum 3.0 b
3 Vertex a
4 Optimum 5.0 e
5 Plintar d

a has a 17.3 inch screen
b the woman owns this laptop
c the smallest laptop
d has the longest lasting battery
e has two USB ports


a USB port

4 Listen to the conversation and choose the sentence that describes how the girl's grandmother feels about new technology. 41 p. 395

a She thinks it's too confusing.
b She thinks it's dangerous.
c She's not interested in it.
d She's interested, but too busy.

5 Listen to the conversation again and answer the questions. 41 p. 395

1 What does the girl find inspiring about her grandmother?
a her kindness and generosity
b her active lifestyle
c her technical abilities
d her independence

2 What problem does the girl have?
a understanding her grandmother's life
b getting her grandmother to respond to email
c convincing her grandmother to get a phone
d communicating with her grandmother

3 Why is it difficult for the girl to stay in touch with her grandmother?
a Her grandmother doesn't like Facebook.
b Her grandmother only has a landline phone.
c Her grandmother rarely turns on her computer.
d Her grandmother never checks her voicemail.

4 What does the granddaughter imply when she says: 'She was given a laptop for her birthday, but she has never learnt how to use it. I don't think she's ever even turned it on.'
a The grandmother asked for the laptop, but then changed her mind.
b The grandmother doesn't have the time to learn how to use it.
c The grandmother has no interest in adopting modern technology.
d The grandmother tried to learn how to use it, but it was too difficult.

5 What does the boy suggest the girl might do?
a teach her grandmother some technical skills
b try to understand her grandmother's thinking
c ask her grandmother for the new laptop
d explain why young people do what they do

6 What does the grandmother see happening in the world?
a people becoming less and less interested in learning
b technology having both positive and negative effects
c visiting people becoming more and more difficult
d people more focused on their phones than each other



4C Grammar 1

The passive

1 Choose the correct verb form to complete each sentence.

1 Almost all of the 18 million smartphone users in Spain report that they *using* / *are used* / *use* apps every day.
2 A lot of apps *are developed* / *is developed* / *develop* in Canada.
3 A 1% tax on smartphone users in France could fund organisations that *are created* / *create* / *creating* digital content in French.
4 Nearly 25% of smartphone users in the UK said they *being* / *been* / *are* addicted to their phones.
5 In India, it *reports* / *reported* / *was reported* that men use their smartphones mostly for apps and browsing the web.
6 In China, more than 25% of the 246 million smartphone users regularly *using* / *use* / *is used* more than 21 apps on their phones.
7 Smartphones *owned* / *was owned* / *are owned* by over 80% of the population in South Korea.

2 Complete the sentences with the correct passive form of the verbs in brackets.

1 More than 650,000 books ___were published___ (*publish*, past simple) in the United States in 2015.
2 In the last year, print books ___were read___ (*read*, past simple) by 75% of people aged 16–29.
3 E-books ___were purchased___ (*purchase*, past simple) by 5% of adults who purchased a book last year.
4 Print books ___are read___ (*read*, present simple) by 90% of people.
5 E-books ___are bought___ (*buy*, present simple) by fewer than 10% of readers.
6 Almost 205,000 e-books ___were bought___ (*buy*, past simple) in 2015, nearly 30,000 fewer than in 2014.
7 Books that ___are priced___ (*price*, present simple) under £4.00 sell better than books at any other price.
8 Sales of books are dropping, perhaps because more than 50,000 e-books ___are created___ (*create*, present simple) each month.

3 Complete the sentences and questions with the correct passive form of the verbs in the box. There may be more than one correct answer.

cause	earn	link	receive	(not) respond
send	spend	use	write	

1 A: When ___was sent/received___ the first text message ___was sent/received___?
B: The first text message ___was sent/received___ in 1992. It happened in the UK.
2 A: How much money ___is earned___ by mobile phone companies from text messages each year?
B: Mobile phone companies earn $60–$70 billion each year from text messages.
3 A: When ___are sent/received___ most text messages?
B: Most text messages ___are sent/received___ between 10.30 and 11.00 pm.
4 A: How many text messages ___are not responded___ to?
B: Only 2% of text messages ___are not responded___ to. That means 98% of text messages *are* responded to! Only 20% of emails are answered!
5 A: How many car accidents ___are linked___ to texting every year?
B: More than 200,000 car accidents ___are caused___ by texting.

4 Change the sentences from active to passive or from passive to active.

1 Print books are preferred by 62% of 16- to 24-year-olds in the UK.
___62% of 16- to 24-year-olds in the UK prefer print books.___
2 In the past, books were chained to the shelves in libraries in order to stop them from being stolen.
___In the past, libraries chained books to the shelves in order to stop them from being stolen / people from stealing them.___
3 The most expensive book ever purchased, Leonardo Da Vinci's *Codex Leicester*, was bought by Bill Gates for $30.8 million.
___Bill Gates bought the most expensive book ever purchased, Leonardo Da Vinci's *Codex Leicester*, for $30.8 million.___
4 92% of US college students prefer print books over digital books.
___Print books are preferred over digital books by 92% of US college students.___
5 People in Iceland read more books per capita than in any other country.
___More books are read per capita (by people) in Iceland than in any other country.___
6 Nearly half of all magazines are bought on Friday, Saturday and Sunday.
___People buy nearly half of all magazines on Friday, Saturday and Sunday.___
7 In 1949, a Spanish teacher patented the first electronic book because she wanted to reduce the number of books her students had to carry.
___The first electronic book was patented in 1949, because a Spanish teacher wanted to reduce the number of books her students had to carry.___

4D Reading

VOCABULARY BUILDING Word families

1 Complete the sentences with the correct form of the words in brackets.

1 Bees, and the work they do, helped to inspire the development (*develop*) of small flying robots called 'RoboBees.'
2 Robert Wood is a professor of engineering (*engineer*), as well as a National Geographic Explorer.
3 Some scientists believe that RoboBees will help with the production (*produce*) of crops in the future.
4 The development of RoboBees is an important achievement (*achieve*).
5 The developers (*develop*) of the RoboBees are a team of scientists and engineers.
6 The failure of the project was a huge disappointment (*disappoint*) to the team.
7 People who are good at maths in school often go on to become high achievers (*achieve*) in the world of science and engineering.
8 When developing new technologies, engineers are constantly thinking about where they can make improvements (*improve*) to designs.

Exam guide
4 Reading
Matching paragraphs

2 Complete the text with the correct form of the words in the box. There is one word that you do not need.

create danger decide meet science solve

Around the world, there are **(1)** scientists in laboratories working on new technology that could change our lives. It is a good thing that there are people who are **(2)** creative and come up with new ideas. Some of these developments, however, could be **(3)** dangerous if criminal gangs get hold of them. It is quite easy for hackers to access bank accounts or servers and steal money or information. There is no easy **(4)** solution to this problem, but governments need to take a **(5)** decision about what to do soon to stop this kind of illegal activity.

Exam guide
6 English in Use
Word formation

READING

3 Read the article about RoboBees. Choose the TWO details that are not mentioned by the author.

a RoboBees have very thin wings that flap 120 times per second.
b Portable sources of power for RoboBees must still be developed.
c RoboBees might be used to pollinate a field of crops.
d RoboBees still have to learn to communicate with each other while working.
e RoboBees can take off and hang in the air.

4 Match the information (a–e) with the paragraphs (1–4). You may use the numbers more than once.

a how RoboBees are similar to real bees 1, 3
b possible future use for RoboBees 3
c RoboBees are only part of the answer 4
d bee populations are dropping 2, 3
e the work of a National Geographic Explorer 2

5 Complete the summary using the passive form of the verbs in brackets.

RoboBees **(1)** were developed (*develop*) at the Microrobotics Lab at Harvard University by Dr Robert Wood and his team. The RoboBees **(2)** were designed (*design*) like real bees. Tasks can **(3)** be performed (*perform*) by these robotic insects. For example, crops could **(4)** be pollinated (*pollinate*) by these tiny robots if there were not enough real bees to do the work. Robotic bees **(5)** aren't expected (*not / expect*) to replace real bees. However, they are one example of how problems can **(6)** be solved (*solve*) by new technology.

6 Read the part of the article comparing RoboBees and honeybees. Choose the correct word to complete each sentence.

1 Wingspan is the length from the tip of one *wing* / *antennae* to the tip of the other.
2 The *RoboBee* / *honeybee* has a larger wingspan.
3 The honeybee's wings beat more than 200 times *per second* / *per minute*.
4 The *RoboBee* / *honeybee* is heavier.
5 The RoboBee has a *shorter* / *longer* wingspan.

Flight of the RoboBees



1 42 It's a bee! It's a robot! It's a RoboBee! A *what?* A RoboBee is a flying robot that's roughly the size of a bee or small flying insect. Like real bees, RoboBees can rise from a surface and hang in midair. They can be programmed to do tasks. They're small enough to go places real bees go and do the work of real bees.

2 The RoboBee was developed by electrical engineering professor and roboticist Robert Wood and his team at the Microrobotics Lab at Harvard University. Wood, who is also a National Geographic Explorer, is concerned about the fact that bee colonies all over the world are disappearing and bee populations are dropping dangerously. Why does that matter? Even if you don't eat honey, honeybee pollination* is incredibly important for so much of the food we eat.

3 Although RoboBees weren't developed to replace bees, roboticists, like Wood, believe that, in the future, these tiny robots might be used to pollinate a field of crops if there were a bee shortage. With two very thin wings that move rapidly – 120 times per second – RoboBees can take off and then hover in place, set down briefly, and then lift off again to move to another place, as real bees do.

4 Robotic bees won't replace real bees and we shouldn't expect them to. We still need to focus on efforts to save those vitally important creatures. But tremendous progress in the field of robotics is being made and RoboBees are one example of how technology can help us solve problems.

RoboBees and real bees compared

RoboBee	**Honeybee**
Wings beat 120 times per second	Wings beat more than 200 times per second
Wingspan 3 cm	Wingspan 2.64 cm
Weight 80 mg	Weight (average) 120 mg

pollination *the process of spreading a powder produced by flowers to other flowers so that they can produce new seeds*

4E Grammar 2

Passives with *by* + agent

1 Complete the sentences with the correct words or phrases.

by | created by | invented | was | was created | were

1 The first colour TV to be patented in Mexico and the United States was invented ___by___ a Mexican engineer named Guillermo Gonzalez Camarena.
2 Some of the first photographs ___were___ developed by French-Brazilian inventor Hercules Florence.
3 The first artificial heart successfully used by a human ___was created___ in 1969 by Dr Domingo Liotta, who was born in Argentina.
4 The ballpoint pen was ___created by___ Hungarian and Argentinian journalist Laszlo Biro in the 1930s.
5 A method of changing plastic into biofuel ___was___ developed by Egyptian Azza Abdel Hamid Faiad.
6 A system that uses the sun's power to make water safe for drinking was ___invented___ by Deepika Kurup.



2 Choose the correct word to complete each sentence.

1 Telescopes allow scientists to see things that can't *be seen* / *saw* by the human eye, such as far-off planets and stars.
2 Deserts *are thought* / *are thinking* by many people to be the best place to set up telescopes to look into the night sky.
3 In 1994, five men in Chile's Atacama Desert *were found* / *found* the highest, driest, flattest place on Earth.
4 This location in the Atacama Desert became the home of the ALMA telescope, which *is used* / *is using* by scientists who want answers to many questions, such as how planets are born.
5 Countries in Asia, Europe and North America *were spent* / *spent* $1.3 billion to establish ALMA.
6 ALMA *was planned and built* / *planned and built* by thousands of engineers and scientists.

3 Complete the sentences with the past simple passive voice of the verbs in brackets.

1 The report ___was written___ (*write*) by the student.
2 The lift ___was used___ (*use*) by people with disabilities.
3 The high mountain ___was climbed___ (*climb*) by British explorers.
4 The designer's new necklace ___was worn___ (*wear*) by many people.
5 The bread ___was made___ (*make*) by the new chefs.
6 The soup ___was prepared___ (*prepare*) by Amy.
7 The animals at the zoo ___were fed___ (*feed*) by volunteers.
8 The room ___was decorated___ (*decorate*) by the bride and groom's friends.

4 Read the questions. Complete the answers using the passive with *by*.

1 A: Did a lot of people see the film?
B: Yes! The film ___was seen by___ millions of people!
2 A: Did you hear that Gonzalo lost his tablet?
B: Yes, but then it ___was found by___ his teacher.
3 A: How many text messages did you get?
B: Ten. But nine ___were sent by___ my mother!
4 A: Who owns that restaurant?
B: It ___is owned by___ Mr Ruiz.
5 A: How can I pay my phone bill?
B: It can ___be paid by___ cheque or by credit card.
6 A: How are sweaters made?
B: They can ___be made by___ machine or by hand.
7 A: Who called the police?
B: They ___were called by___ a man who saw the accident.

5 Read the sentences. Cross out the agent when it isn't necessary.

1 A great deal of the development of robots is done by the Japanese.
2 There are robots that can be controlled by a remote control.
3 Robots are programmed ~~by people~~ to do certain tasks.

4 Robots can take over some jobs that were done by people.
5 New uses for robots are found all the time ~~by scientists.~~
6 The world's most expensive robot was sold last year ~~by the company that made it.~~
7 Would you eat a meal that was prepared by a robot?
8 An alternative solution to the problem is currently being developed ~~by someone.~~

6 Use the prompts to write sentences in the present or past passive voice.

1 The president / elect / the people (present simple passive)
The president is elected by the people.
2 Some / of the money / spend / the actor (past simple passive)
Some of the money was spent by the actor.
3 The lost key / find / my brother (past simple passive)
The lost key was found by my brother.
4 The problem / solve / a team of students (past simple passive)
The problem was solved by a team of students.
5 The emergency services / contact / a woman (past simple passive)
The emergency services were contacted by a woman.
6 The children / give / shirts to wear at the competition (present simple passive)
The children are given shirts to wear at the competition.
7 The project / give / to the best candidate (present simple passive)
The project is given to the best candidate.
8 The messages / send / students when school is cancelled (present simple passive) The messages are sent to students when school is cancelled.
9 The exam results / announce / the local newspaper (present simple passive) The exam results are announced by/in the local newspaper.

7 Change the sentences from active to passive. Include the agent when necessary. Suggested answers:

People use mobile phones to do more than make phone calls and send text messages.
Mobile phones are used to do more than make phone calls and send text messages.

1 Engineers have done a lot of work and because of this, in 2015 more than 91% of the world had better sources of water to drink.
Because of (the) work done by engineers, in 2015 more than 91% of the world had better sources of water to drink.
2 Energy companies use the power of the sun to bring electricity to people in sub-Saharan Africa.
The power of the sun is used by energy companies to bring electricity to people in sub-Saharan Africa.
3 Eden Full, a student at Princeton University, developed solar panels that turn to face the sun for as long as possible each day.
Solar panels that turn to face the sun for as long as possible each day were developed by Eden Full, a student at Princeton University.
4 Young people in Africa use an innovative project, Text to Change, to share their thoughts about politics and advice for the future.
Text to Change is an innovative project that is used by young people in Africa to share their thoughts about politics and advice for the future.
5 People recycle food packaging to reduce waste and protect the environment.
Food packaging is recycled to reduce waste and protect the environment.



8 Translate the Polish fragments of the sentences into English. Use the present or past passive voice.

1 The building (*został zaprojektowany*) was designed by a famous architect.
2 The children (*są nauczane*) are taught maths using pictures and games.
3 The information (*jest zapisana*) is saved on the computer's hard drive.
4 The first text message (*została wysłana*) was sent by a university lecturer.
5 The office (*jest sprzątane*) is cleaned at 6 am every morning.
6 The first electric car (*został wyprodukowany*) was produced/manufactured by Tesla 100 years ago.
7 Solar panels (*są używane*) are used to produce electricity.
8 The robots (*zostały zakupione*) were bought by the company to save money.

Exam guide
8 English in Use Translations

Life Skills guide
8 Mediation

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

Technology guide
LearningApps.org

TEDTALKS Practice
How to control someone else's arm with your brain

Rozwiąż dodatkowe zadania do filmu na LearningApps.org.

AUTHENTIC LISTENING SKILLS

1 Listen to the TED Talk extracts. Underline the words that have reduced forms. 43

1 All right, Sam, I'm going to record from your brain.
2 So I'm going to stand over here and I'm going to open up our app here.
3 Do you guys want to see some more?
4 Miguel, all right. You're going to stand right here.
5 So I'm going to find your ulnar nerve, which is probably right around here.

Exam guide
2 Listening
True/false

WATCH p. 404

2 Watch the TED Talk. Are the sentences true (T) or false (F)?

1 Neuroscientists have to go to graduate school for six and a half years. T
2 One out of five people will have a neurological disorder – a problem with their brains. T
3 Greg Gage made an expensive piece of equipment for studying brains in special labs. F
4 Greg asks an audience member to try his equipment to study his brain. F
5 A person has about 80 billion neurons inside his brain. T
6 Sam has heard what her brain sounds like before. F

3 Choose the correct word to complete each sentence.

1 When Greg was a *high-school* / (*graduate*) student, he decided to make equipment for studying the brain.
2 Greg's company is called (*Backyard Brains*) / *DIY Equipment*.
3 Greg is going to record from Sam's *arm* / (*brain*).
4 Greg asks Sam to (*squeeze*) / *raise* her hand.
5 Greg's equipment (*can*) / *cannot* be carried around.

Life Skills guide
4 Critical thinking

4 Choose the correct answer.

1 What is the speaker mainly discussing?
a how universities study brains
b how his equipment works to study the brain
c how people develop brain problems

2 The speaker says that he made DIY neuroscience equipment. What is *DIY*?
a when people make their own things
b when people make a copy of an existing design
c when people fix a broken equipment

3 Why does the speaker mention Tim Marzullo?
a because Tim came up with the idea by himself
b because Tim is a graduate student
c because Tim is his partner

4 What can be inferred about the speaker?
a The speaker's job is to do surgery on brains.
b The speaker went to graduate school for six and a half years.
c The speaker didn't graduate from college.

5 Why does the speaker say: 'This is what's happening all across the world – electrophysiology! We're going to bring on the neuro-revolution.'?
a to explain that everyone in the world is going to use only his equipment
b to explain that there is going to be a war about neuroscience
c to show that there is going to be a change in neuroscience

VOCABULARY IN CONTEXT

5 Choose the correct meaning of the words in bold.

1 'And one of the reasons why is that the equipment is so **complex** and so expensive that it's really only done at major universities and large institutions.'
a not simple
b heavy
c much money

2 'I need one more **volunteer**. What is your name, sir?'
a expert
b chance to show something
c a person who wants to do something

3 Greg wants to show how his equipment works. He asks for Sam to **try it out**.
a remove it
b attempt to use it
c get rid of it

4 'OK, so Sam, I want you to **squeeze** your hand again.'
a raise
b press together strongly
c open gently

5 Greg tells Miguel that when Sam squeezes her hand, it will feel **weird** at first.
a strange
b normal
c painful

4F Speaking

1 Complete the sentences about studying online with the correct phrases. Then decide if each sentence is talking about pros (P), cons (C) or both sides of an argument (B).

but on the other hand
On the one hand
One bad thing about studying online
One good thing about studying online
Studying online can be a problem
Studying online is good

(1) One good thing about studying online, is that you don't have to go to school to study; you can do it whenever you want or whenever you have time. P

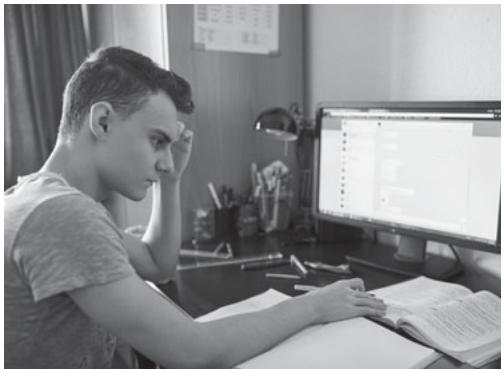
(2) One bad thing about studying online, is that it's harder to get the help you need when you have a question. Sometimes you can't ask anyone and you always have to wait for a reply. C

(3) Studying online is good because you can do high-quality courses that cost less money and some are even free! P

(4) On the one hand, you can study with people all over the world,

(5) but on the other hand, you don't really have anyone to work with like you do in a classroom. B

(6) Studying online can be a problem because the teacher can't personalise the course for your interests, so you can lose interest and give up. C



2 Match the sentences (1–4) with the responses (a–d).

1 I can't wait until we all use self-driving cars! d

2 I don't think we need to go on holiday this year. We can just use virtual reality headsets and walk around the places in our own homes. a

3 My brother's so popular! He's got over 3,000 friends on his social media page. b

4 What do you think about artificial intelligence (AI) replacing humans in hospitals? c

a OK, that's partly true, but being there yourself is good because it's the only way to experience the real life of a place.

b Really? How many of those friends does he see regularly?

c Well, on the one hand, AI can do things much more precisely, but on the other hand, AI can't understand people's needs like doctors and nurses can.

d Yes, one good thing about them is that there'll be fewer accidents.

3 Over the last decade, smartphones have become an essential part of life. As with any new technology, they bring some changes that are good and some that are bad. Make notes about the pros and cons of smartphones. Use the language you have learnt for talking about pros and cons. Then listen to an example of two students discussing the question and compare this with your ideas. 44 p. 396

Pros	Cons

Life Skills guide

3 Creativity, Critical thinking, Mediation

4 Technology means that we use machines to make things that in the past we made by hand. Is it better to use machines to make things or for us to do it ourselves? Make notes on your ideas and use the language you have learnt for talking about pros and cons. Then listen to an example of two students discussing the question and compare it with your ideas. 45 p. 396

Life Skills guide

4 Creativity, Critical thinking, Mediation

4G Writing

A formal letter of suggestion

1 Put the words in the correct order to make suggestions and support an argument.

1 some people / that / think most / While I understand / are noisy, I / people are not
While I understand that some people are noisy, I think most people are not.

2 I think / that it's / I can see / a solution / annoying, / but / we can find
I can see that it's annoying, but I think we can find a solution.

3 try / rules / suggest / set / Can / that / of / I / a / we / different
Can I suggest that we try a different set of rules?

4 to / this / way / might / do / be / another / possible / It
It might be possible to do this another way.

2 Read the formal letter from a student, Ewa Nowak, to Mr Herrera, the headteacher. Then underline the information in 1–6 in the letter.

1 the reason for the letter
2 what the headteacher wants
3 the part of the rule the student agrees with
4 the name of the new set of rules suggested
5 the suggested rule about social media
6 what the new rules would allow students to do

Dear Mr Herrera,

1 I am writing about the new 'no laptops' rule in the
2 library. While I understand that you want students to read the books that are in our school library, I think laptops are extremely important study tools as well.
3 I can see that it is a problem when some students only check social media, but most of us are studying.

4 Can I suggest that you replace the 'no laptops' rule with a set of 'serious study' rules?

For example:
- The library is a place for study.
- Use laptops for research and study only.
- Respect others who are trying to study.
- Turn your laptop volume to mute.

5
- No checking social media in the library!

6 These rules would help to keep the library as a place for serious study, but would still allow students to use their laptops to research and write essays.

Thank you for considering this suggestion.

Yours sincerely,
Ewa Nowak

Life Skills guide

4 Creativity, Mediation, Practical skills

3 Read the letter from Fred Evans, a student who has a part-time job at the Cozy Café, to Ms Morris, the café owner. Complete the letter with the words and phrases in the box.

but I think | can see | considering | I do not think | suggest | while | would allow | would stop | writing

Dear Ms Morris,

I am **(1)** writing about the new 'no personal phone calls' rule for employees at the Cozy Café. My friends and I really enjoy working at the café on Saturdays, but we are worried about the new rule. I **(2)** can see that it gives customers a bad impression, **(3)** but I think we can find a solution. **(4)** While I understand that employees who spend lots of time on their mobile phones at work are not doing their job properly, **(5)** I do not think it is reasonable to ban all personal phone calls.

Can I **(6)** suggest that you replace the 'no personal phone calls' rule with a new policy?

For example:
- No more than two personal calls while at work.
- Speak quietly when taking any personal calls.
- Limit personal calls to five minutes, maximum.
- Do not take personal calls in front of customers.
- Additional personal calls for emergencies only!

These rules **(7)** would stop the annoying behaviour of some employees, but **(8)** would allow the rest of us to manage short, personal phone calls without bothering anyone.

Thank you for **(9)** considering this suggestion.

Yours sincerely,
Fred Evans

4 Write a formal letter of suggestion about the following topic. Give reasons for your answer and support your idea with suggestions.

Games on mobile phones are a waste of time.

From now on, there is a new rule. Students are not allowed to play games on their phones during school hours.

– Mr Leeming, Headteacher

Lexical Review 4

1 Circle the odd one out in each of the lines below.

1	sad	cheerful	worried	annoyed
2	fly	trip	excursion	voyage
3	ask	request	question	respond
4	successful	overworked	well-paid	promoted
5	happiness	excitement	jealous	confusion
6	suggest	find	explore	discover

2 Match the words (1–8) with the definitions (a–h).

1 board c
2 paramedic e
3 engineer g
4 wireless h
5 software b
6 manufacture a
7 artificial d
8 artist f

a to make or produce
b programmes used by a computer
c to get on a plane or train
d not natural
e a person who works in an ambulance
f a person who paints pictures
g a person who designs or builds roads and bridges
h connecting without using cables

3 Choose the correct option to complete each sentence.

1 The museum has over 20,000 _____ every month.
a lookers **c** visitors
b watchers **d** travellers

2 I need to _____ a new anti-virus programme on my computer.
a explore **c** install
b invent **d** insult

3 They have made big _____ to their website. It's much better now.
a improvements **c** benefits
b equipment **d** recommendations

4 I'm _____ of a team of almost 20 people.
a on the way **c** under control
b on time **d** in charge

5 I'm so _____ of myself. I got the best mark in the class!
a grateful **c** proud
b happy **d** excited

6 Scientists are doing a lot of _____ into making batteries more powerful.
a tools **c** production
b research **d** evaluation

7 How did you _____? You had a map with you and your mobile phone.
a get tired **c** get up
b get off **d** get lost

8 Why do you _____ so much money on clothes?
a give **c** sell
b spend **d** have

4 Write one word in each gap to complete each sentence. The first letter is given.

1 Where are you going to stay on holiday? In a hotel?
2 I need to send my application for the job by the end of the month.
3 I'd love to go and explore the rainforest in South America to try and find new species.
4 Do you think that we will only use green energy to power our homes in the future?
5 I'll send you a text with my address later. Check your phone this afternoon.
6 He works as a production manager in a factory where they make cars.
7 I love visiting all the shops in our local shopping centre and then going to the food hall for something to eat.
8 She has a job as the manager's assistant. She helps him with his office work.

5 Translate the Polish fragments of the sentences into English. Use up to two words.

1 The (*pociąg*) train takes more than two hours to get there.
2 She works as a (*prawnik*) lawyer in a big corporation.
3 I'm making some (*postępy*) progress with my German, but it's really hard.
4 You need a special (*narzędzie*) tool to open the back of the phone.
5 His language (*umiejętności*) skills aren't good enough, I'm afraid.
6 My uncle bought a (*aparat fotograficzny*) camera for more than five thousand dollars!
7 Exhaustion (*powoduje*) causes a lot of car accidents.
8 When can the (*kierowca*) driver come to collect us?

Exam guide
3 English in Use
Multiple choice

Exam guide
5 English in Use
Translations

Life Skills guide
5 Mediation

Skills Review 4

ENGLISH IN USE

Exam guide
1 English in Use
Word formation

Słowotwórstwo

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

1 She's not afraid to take on a challenging job because, despite her young age, she's already got a lot of experience. CHALLENGE
2 Nowadays we can see apparent improvement in technology, which has made our lives easier. IMPROVE
3 The decision to report the robbery to the police was made independently by each of the witnesses. INDEPENDENT
4 The population on Earth has grown rapidly over the past few years. RAPID
5 Alexander Bell is known as the inventor of the telephone. INVENT

Exam guide
4 English in Use
Multiple choice

Uzupełnianie zdań

4 Wybierz odpowiedź, która poprawnie uzupełnia zdanie.

1 A mobile phone is a device that ____ many functions, including recording voices or sending messages.
a does
b makes
c performs
2 Unfortunately, the price of oil is going to ____ again this year.
a lift
b rise
c raise
3 Tremendous progress ____ in the field of robotics today.
a is being made
b is making
c has made
4 What do you ____ by saying you don't use a mobile phone?
a imply
b matter
c carry
5 I watched a plane ____ and then disappear in the clouds.
a get up
b take off
c go over

Exam guide
2 English in Use
Gap-filling

Uzupełnianie luk

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 While I was talking on the phone, someone broke into my house.
2 I feel like I have made a new discovery.
3 To make me clean my bedroom, my mother disconnected my phone.
4 Sadly, more and more young people are showing no interest in starting a family life at all.
5 She's changed her mind and doesn't want to fly to Greece anymore.

Exam guide
3 English in Use
Transformations

Parafrazy zdań

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 My car is never fixed by my cousin, who is a mechanic.
DOES
My cousin, who is a mechanic, does not fix my car.
2 Who called the ambulance?
BY
Who was the ambulance called by?
3 The boss asked Patrick if he could do some research about this new computer software.
WAS
Patrick was asked to do some research about this new computer software.
4 My parents gave me headphones for my birthday.
WAS
I was given headphones for my birthday by my parents.
5 Millions of people will see this performance.
BE
This performance will be seen by millions of people.

Exam guide
5 English in Use
Word formation

5 Przeczytaj zdania. Uzupełnij każdą lukę wyrazami z ramki przekształconymi w taki sposób, aby powstało spójne i logiczne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

buy develop invent modern process rough tool

1 Since the company parking space is packed with cars, roughly fifty percent of the workers have to park their cars in the street.
2 Smokers are far more likely to develop lung diseases than non-smokers are.
3 My dad bought me a new smartphone. It's more modern than the one I had before.

4 Instead of buying CDs, you can use an app and download whatever you want.

5 Scientists working in the desert of northwestern Kenya have found stone tools dating back 3.3 million years.

Tłumaczenie fragmentów zdań

6 Przetłumacz podane w nawiasach fragmenty zdań na język angielski.

1 Taking a good photo is an activity that requires (*kilku umiejętności*) a few/several skills.

2 In primary school I had a friend who, in many ways, was (*podobny do mnie*) similar to me / like me.

3 We should (*skoncentrować się na naszych wysiłkach*) focus/concentrate on our efforts to increase the population of bees.

4 Some people (*są coraz mniej zainteresowani*) are (becoming) less and less interested / increasingly less interested in having sophisticated mobile phones.

5 (*Ile pieniędzy wydaje się*) How much money is spent on buying new cars every year?

LISTENING

7 Usłyszysz dwukrotnie cztery wypowiedzi, które łączy temat technologii. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (a–e). Wpisz rozwiązania w tabelę. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. 46 p. 396

This speaker …

a asks for advice regarding the use of technology.
b explains why technology is ruining society.
c talks to someone who overuses technological gadgets.
d recommends using technological devices.
e emphasises the importance of technology in his/her life.

1	2	3	4
b	e	a	d

WRITING

8 Wspólnie z kolegami z klasy zorganizowałeś/zorganizowałaś wystawę w szkole na temat postępu technologicznego. Napisz o tym list do znajomego z Wielkiej Brytanii, w którym:

- podasz powód zorganizowania wystawy,
- napiszesz, w jaki sposób prezentowaliście materiał przygotowany na ten temat,
- przedstawisz opinie zwiedzających wystawę,
- poinformujesz o planach związanych z organizacją podobnej wystawy.

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).

Dear Jack, I'd like to tell you about the exhibition my schoolmates and I organised at our school. Its title was 'The Development of Technology.'

…

SPEAKING

9 Popatrz na zdjęcia.

Przygotowujesz prezentację na temat postępu technologicznego na lekcję języka angielskiego. W prezentacji zamierzasz wykorzystać jedno ze zdjęć. Wybierz zdjęcie, które będzie, twoim zdaniem, najbardziej odpowiednie do prezentacji i uzasadnij swój wybór. Wyjaśnij, dlaczego odrzucasz drugie zdjęcie.





Odpowiedz na pytania:

1 Do you think that there will be more or less innovation in the future?
2 What social changes have mobile phones made?
3 Do you agree with the statement that technology is a useful servant but a dangerous master? Why?/Why not?
4 How has technology changed education?

Exam guide
6 English in Use Translations

Life Skills guide
6 Mediation

Exam guide
9 Oral Matura

Life Skills guide
9 Critical thinking, Mediation, Self-development

Exam guide
7 Listening Matching

Exam guide
8 Writing An informal letter

Life Skills guide
8 Creativity, Mediation, Practical skills

5 Active lives

5A Vocabulary

Sports

1 Revision Read the clues and complete the words about sports. The first letter is given.

1 This sport is played with a bat and a ball and each team has nine players. b a s e b a l l
2 This popular Olympic sport happens in a pool. s w i m m i n g
3 People do this sport in the snow and it is popular in cold countries. s k i i n g
4 This sport can be done on a track or outside over long distances. r u n n i n g
5 This sport is played on a field and is popular around the world. f o o t b a l l
6 People use a mat to do this activity, which is good for the mind and body. y o g a

2 Revision Complete the table with the words.

badminton basketball boxing cricket ice hockey ice skating rugby surfing tennis volleyball

Team sports	Individual sports
basketball	badminton
cricket	boxing
ice hockey	ice skating
rugby	surfing
volleyball	tennis

3 Revision Put the words in the correct order to make sentences.

1 Baseball / favourite / my / least / sport / is
Baseball is my least favourite sport.
2 can / dangerous / Boxing / be / sport / a / very
Boxing can be a very dangerous sport.
3 more / countries / than / Football / played / is / in / 200
Football is played in more than 200 countries.
4 good / heart / Running / for / your / is
Running is good for your heart.
5 Swimming / popular / is / Australia / a / in / sport
Swimming is a popular sport in Australia.
6 Doing / makes / feel / yoga / calm / you
Doing yoga makes you feel calm.

Exam guide
6 English in Use
Multiple choice

4 Match the sports (1–6) with the equipment (a–f).

1	tennis f	a	net
2	volleyball a	b	boat
3	diving d	c	club
4	sailing b	d	board
5	golf c	e	helmet
6	cycling e	f	racket

5 Unscramble the letters to make places where people do sports.

1 k r n i — rink
2 t o r c u — court
3 h c p t i — pitch
4 r c a k t — track
5 n m t u o i n a — mountain
6 o l p o — pool

6 Read the paragraph and choose the correct options.

Last weekend, I went to watch my first professional basketball game. I loved it! Even though our seats were far from the **(1)** b, we still had a good view. The home team was from New York, and their **(2)** b were from Boston. There were over 17,000 **(3)** c in the stadium, and it was exciting to watch with so many people. At one point in the game, the **(4)** c of the team from Boston got really angry with the **(5)** a about a call he thought was unfair. He was told to be quiet or leave the stadium! It was a very close game. The final **(6)** a was 100-96, and the team from New York **(7)** b.

1	**a** rink	**b** court	**c** equipment
2	**a** spectators	**b** opponents	**c** coaches
3	**a** opponents	**b** players	**c** spectators
4	**a** opponent	**b** referee	**c** coach
5	**a** referee	**b** coach	**c** player
6	**a** score	**b** win	**c** count
7	**a** played	**b** won	**c** beat

7 Complete the sentences with the correct sports. The first letter is given.

1 My favourite sport is d*iving*, especially into a swimming pool.
2 G*ymnastics* can be done by both men and women and takes incredible strength and skill.
3 The boys take k*arate* lessons on Saturdays to learn discipline and self-defence.
4 S*ailing* can be quite dangerous if the sea is very rough.
5 Ropes and holds are used for c*limbing*.
6 Players are allowed to bounce the ball in b*asketball*.

8 Choose the correct option to complete each sentence.

1 Today, I'm trying to *achieve* / *represent* my personal best in the 100m race.
2 Her goal is to *score* / *beat* the current champion and become the best boxer in the country.
3 The ultimate aim of the team is to *score* / *win* as many medals as possible for their country.
4 It's important to *achieve* / *encourage* everyone to participate in sports.
5 To be a professional athlete, you have to *train* / *represent* almost every day.
6 He *scored* / *achieved* the winning goal in the match against Germany.
7 It's an incredible honour to *achieve* / *represent* your country in the Olympics.

9 **Extension** Complete the sentences with the correct form of *play*, *do* or *go*.

1 I like most sports, but I absolutely love *playing* basketball.
2 I have a stressful job, so I relax by *doing* yoga.
3 When it's hot outside, we *go* swimming in the lake near our house.
4 I *go* running four days a week, even if I'm tired!
5 He likes to *play* tennis with friends at weekends.
6 Sam gets plenty of exercise because he *does* gymnastics every week.
7 Every winter, my family *goes* skiing in Switzerland.



10 **Extension** Choose the correct option to complete each sentence.

1 The girls like to go *riding* / *yoga* when we're on holiday.
2 In the winter, tourists can go *ice skating* / *jogging* on a rink in Hyde Park.
3 Squash is *done* / *played* in an indoor court surrounded by walls.
4 Do you want to go *diving* / *snowboarding* on the mountain tomorrow?
5 People play *polo* / *hockey* with a horse and a stick.
6 Would you like to play a game of *table tennis* / *skateboarding*?
7 A flat board with a sail is used for *snowboarding* / *windsurfing*.

11 Translate the Polish fragments of the sentences into English.

1 A tennis match can be tough if your (*przeciwnik*) *opponent* is very fit.
2 Why did the (*sędzia*) *referee* give them a penalty? That wasn't a foul!
3 The ball (*odbiła się*) *bounced* off the board and dropped into the basket.
4 Last Saturday she (*osiągnęła*) *achieved* her personal best in the 100 metres.
5 Their attacker is brilliant. He (*strzelił*) *scored* three goals in their last match.
6 Our volleyball team (*wygrał*) *won* against the Brazilian team.
7 The coach ran onto the football (*boisko*) *pitch* when the game ended.
8 We watched some fantastic skating on the ice (*lodowisko*) *rink*.

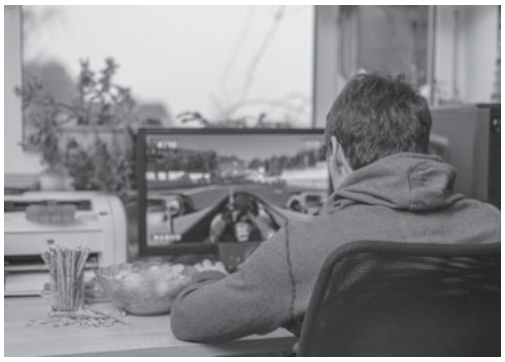
Exam guide
11 English in Use Translations

Life Skills guide
11 Mediation

5B Listening

Exam guide
1 English in Use
Multiple choice

1 Listen to the conversation and choose the correct options. 47 p. 396



1 What, in general, are they talking about?
(a) fitness and physical activity
b favourite games and interests
c healthy food and drinks

2 What does the woman say she is the first to do?
a criticise people
(b) encourage people
c discourage people

3 Why is the man feeling unhappy?
a He doesn't have any interests.
b He doesn't have many friends.
(c) He doesn't feel fit.

4 What does he eat when he plays computer games?
a salad
(b) snacks
c a picnic

5 How does the young man first react to the idea of a walk?
a He's enthusiastic.
b He's confused.
(c) He's unsure.

6 What does the young woman mean when she says, '… there's no time like the present'?
(a) The time for action is now.
b It's a bit late to take action.
c The present situation is not good.

7 What is the young man afraid that he's turning into?
a a jealous, angry person
b a mean, unfriendly person
(c) a lazy, unhealthy person

8 What is the best description of the woman's attitude to the man?
a She's quite frustrated.
(b) She's very supportive.
c She's slightly critical.

Exam guide
3 Listening
Multiple choice

Exam guide
4 Listening
Multiple choice

Exam guide
5 Listening
True/false

2 Listen to the two speakers. Choose the best title for both descriptions. 48 p. 396

a Biker Dogs!
b Let's catch a wave!
c Skateboards rule!
(d) Extreme dogs!

3 Listen to the first speaker again and choose the correct options. 48 p. 396

1 What word does the woman use meaning 'dog'?
a puppy (b) pooch **c** mutt

2 What do some dogs do '… a thousand feet in the air'?
a surf **b** paddle (c) cruise

3 What kind of dog is Bandit?
a a breed
(b) a terrier
c a bulldog

4 What did Bandit learn to do first?
(a) ride motorbikes
b surf waves
c steal food

4 Listen to the second speaker again and choose the correct options. 48 p. 396

1 What makes Tillman a natural skateboarder?
a his attitude
(b) his body
c his owner

2 What did Tillman first learn to do on his skateboard?
a fall off
b push it
(c) roll along

3 What do you think 'mad' means when the owner says 'mad skater skills'?
(a) extremely good
b very angry
c pretty bad

4 What is Tillman's owner most proud of?
a Tillman's skating skills
b Tillman's lack of fear
(c) Tillman's effect on people

5 Listen to the speaker. Are the sentences true (T) or false (F)? 49 p. 397

1 It was the first Angels match the speaker had watched. T
2 There were a lot of spectators present. F
3 The two teams were at a similar level. F
4 She was surprised by the result. F
5 She's quite confident about the next match. F

5C Grammar 1

Past simple and present perfect

1 Read the sentences and complete the table.

1 Have you ever refereed a basketball game?
2 He kept fit during the winter by jogging.
3 My cousin has done gymnastics for five years.
4 My favourite football team has already won twice.
5 No one has broken the world record since 2015.
6 Our best player injured herself when she tried to score.
7 The players encouraged the team captain to run faster.
8 They cancelled the match because it rained.

Past simple	Present perfect simple
2, 6, 7, 8	1, 3, 4, 5

2 Choose the correct option to complete each sentence.

1 When I was younger, I *enjoyed* / *enjoy* / *have enjoyed* building sculptures out of things I *found* / *finded* / *have find* around the house.
2 Most kids *have did* / *has done* / *did* karate or *rode* / *has ridden* / *have rode* their bikes, but I just *wanted* / *have want* / *have wanted* to make things.
3 One summer, I *have built* / *build* / *built* some shelves to hold my comic books.
4 Another time, I *design* / *designed* / *have designed* and *make* / *made* / *have made* a table for my parents.
5 My friends *have not understood* / *not understand* / *didn't understand* that I *have prefer* / *preferred* / *have preferred* creating new things, not playing football.
6 A few years ago, I *enter* / *entered* / *have entered* one of my sculptures in a competition and I *have win* / *have won* / *won*!

3 Complete the sentences with the present perfect simple form of the verbs in brackets.

1 Paola and Jo ___have been___ (*be*) friends since they were small children.
2 They ___have lived lived___ (*live*) next door to each other for fifteen years.
3 Jo ___hasn't known___ (*not* / *know*) anyone as long as she ___has known___ (*know*) Paola.
4 Paola ___has always wanted___ (*always* / *want*) to learn how to play the guitar.
5 She ___hasn't practiced___ (*not* / *practise*) as much as her teacher recommended, so she ___hasn't improved___ (*not* / *improve*) very much.
6 Jo ___has decided___ (*decide*) that she wants to go to the same college as Paola.
7 But Paola ___hasn't yet thought___ (*not* / *yet* / *think*) about going to college.
8 Her parents ___have told___ (*tell*) her that she needs to be more serious.

4 Choose the correct option to complete each sentence.

1 If you *have decided* / *decided* you want to get fit, you really should see your doctor to find out if you're healthy enough for exercise.
2 Our friends *joined* / *have joined* a running club last year and now they run three times a week.
3 She *never skipped* / *has never skipped* breakfast since the doctor advised her not to.
4 Jack *has now recovered* / *now recovered* and is exercising again.
5 He *began* / *have begun* a meditation class last week as a way to deal with stress.
6 My father *only ate* / *has only eaten* healthy food since he was in hospital.

5 Read the article. Complete the sentences with the past simple or present perfect simple form of the verbs in brackets.

Extreme sports are sports that people consider risky. They usually involve speed, height and extreme physical activity. Here are some examples from around the world:

- **Badwater ultramarathon** For several years, athletes **(1)** ___have participated___ (*participate*) in this race each summer in the hottest place in North America: Death Valley, California. Last year, the athletes **(2)** ___ran___ (*run*) 135 miles, starting at 280 feet below sea level and ending in the mountains at 8,300 feet.
- **Wingsuit flying world championship** For this competition, athletes wear a jumpsuit which has extra cloth between their arms and legs so they can glide long distances. People **(3)** ___have called___ (*call*) it 'horizontal skydiving' because the athletes often travel long distances. In 2016, in Zhangjiajie, China, the athletes **(4)** ___jumped___ (*jump*) from Tienmen Mountain in Hunan Province and **(5)** ___travelled___ (*travel*) 1.4 km to the goal. The winner **(6)** ___completed___ (*complete*) the race in 23.41 seconds.
- **Street luge skateboarders** These extreme-sports athletes **(7)** ___have always wanted___ (*always* / *want*) to go faster and faster. In 2014, the twelfth annual competition **(8)** ___was___ (*be*) in Brazil, which has the fastest downhill skateboarding track in the world. The world record for street luge, set in 2008, is 97.81 miles per hour!



5D Reading

VOCABULARY BUILDING Phrasal verbs

1 Complete the sentences with the correct form of the phrasal verbs in the box.

give up	join in	keep up	knock out
take on	take up	warm up	work out

1 It's important to ___warm up___ before you start running, or you could pull a muscle.
2 I'm trying to ___keep up___ but you run too fast!
3 I usually either swim or ___work out___ for about an hour after school.
4 She had to ___give up___ running after that problem with her ankle.
5 Which team do you think will ___take on___ Brazil in the semi-final?
6 When you feel more confident, you can ___join in___ for the rest of the game.
7 I was so disappointed when Murray was ___knocked out___ of the tournament.
8 I'm thinking of ___taking up___ karate. I need more exercise, and I like learning new things.

Exam guide
2 English in Use
Lexical pairs

2 Choose the correct option to complete both sentences.

1 You mustn't give ____. Keep trying!
I'd like to take ____ a new sport, but I don't know which one.
a up **b** back **c** out

2 I always really ____ forward to tournaments.
They have emailed me the application form so I need to ____ at it this evening.
a take **b** make **c** look

3 Remember to warm ____ properly before the match starts.
I can't keep ____ with you. Don't run so fast!
a up **b** on **c** out

4 When you have finished using the sports hall, ____ the key back to reception.
You should ____ off your jacket, it's hot in here.
a give **b** take **c** put

5 I work ____ at the gym three times a week.
I think he'll knock ____ Jimmy Ray in the second round.
a on **b** out **c** at

READING

Exam guide
3 Reading
Multiple choice

3 Read the text and choose the correct option.

1 What does Steph Davis experience before jumping off a cliff?
a risk and danger
b pleasure and peace
c fear and excitement

2 Which of these sports is often considered risky or extreme?
a swimming **b** climbing **c** running

3 What do researchers believe some extreme-sports athletes are attracted to?
a taking risks
b racing down steep slopes
c dopamine

4 What do some people believe about extreme-sports athletes?
a They're reckless adventurers.
b They're not interested in low-risk sports.
c They don't need to practise.

5 What is one explanation behind the appeal of extreme sports?
a Some people like to push their own limits.
b Athletes need something to do in the summer.
c Some athletes are scared of competition.

4 Choose two possible explanations for why people take up dangerous activities.

a People like the feeling of being frightened.
b People who enjoy taking risks may share an adventure gene.
c Many people think yoga and running are boring.
d Some people enjoy the burst of dopamine.
e Some athletes don't really care about the consequences.

5 Choose two points that the writer makes about extreme-sports athletes.

a Many extreme-sports athletes are very well-prepared.
b Unlike traditional athletes, extreme-sports athletes care about the consequences of what they do.
c Both traditional and extreme-sports athletes prepare carefully for their sports.
d Many extreme-sports athletes have high levels of self-awareness.
e Like traditional athletes, extreme-sports athletes enjoy doing things that feel good.

6 Match the two parts of the sentences.

1 According to recent research, ___b___
2 Sports, such as surfing and skiing, ___a___
3 The 'adventure gene' ___e___
4 Many extreme-sports athletes are ___d___
5 There seem to be ___c___

a may involve risks and even danger!
b some people may be genetically predisposed to taking risks.
c a number of reasons why people enjoy extreme sports.
d well-prepared, highly-skilled and aware of what they're doing.
e may influence how some people process dopamine.

Why take the risk?



50 Just before jumping off a thousand-foot cliff, professional climber, BASE jumper and wingsuiter Steph Davis admits to experiencing fear and excitement. That's not surprising, since wingsuiting is an extremely risky sport that has claimed the lives of several wingsuiters, including Steph's husband. So why does she do it? Why, in spite of the danger, would Steph want to jump at all, let alone almost every day of the year?

Steph isn't alone in her search for thrills*, and hers isn't the only risky or extreme sport. Surfing, rock climbing, diving from great heights, even skiing or snowboarding, all involve risks and sometimes real danger. Recently, scientists have studied people who pursue these, and other potentially dangerous sports, to learn more about what makes certain individuals take up activities that other people prefer to avoid.

Research suggests that some people attracted to extreme sports may be genetically predisposed* to risky behaviours. According to Cynthia Thomson, a researcher at the University of British Columbia, it's possible that extreme-sports athletes, along with people who enjoy taking risks, share an 'adventure gene'. This genetic variation may influence how some people process dopamine. Dopamine is a substance that's partially responsible for the feeling of excitement a person experiences when skiing down a steep slope, surfing a giant wave or even racing down a hill on a bicycle. People with the adventure gene may 'need to seek out intense situations to bring up their dopamine levels,' according to Thomson. That burst* of dopamine might make the individual want to repeat the behaviour because it feels so good.

But there's more to extreme sports than dopamine. Researchers compared participants* in low-risk sports, such as yoga and running, to fans of high-risk activities. They wondered whether, as some people believe, thrill-seekers are reckless* adventurers who don't care about the consequences of what they do. What they found is that many extreme-sports athletes are actually very skilled at what they do, train hard, and are responsible and well-prepared when practising their sport. Eric Brymer is a researcher from Queenstown University of Technology in Brisbane, Australia, who has been studying extreme-sports athletes for years. In his opinion, extreme-sports athletes are 'actually extremely well-prepared, careful, intelligent and thoughtful athletes with high levels of self-awareness and a deep knowledge of the environment and of the activity.'

In the end, it seems that there are a number of explanations behind the appeal of extreme sports. For some, it might be the dopamine. Others might be interested in pushing their own limits. One thing is clear, though – extreme-sports athletes like to play hard! As Daron Rahlves, a top downhill-ski racer who spends the summer racing in motocross competitions, puts it: 'I'm in it for the challenge, my heart thumping as I finish, the feeling of being alive … I definitely get scared on some of the courses. It just makes me fight more.'

thrill *a strong feeling of excitement and pleasure*
predisposed *likely to behave in a particular way*
burst *a sudden strong feeling*

participant *someone who is involved in an activity*
reckless *dangerous and not caring about what might happen*

5E Grammar 2

Present perfect simple and continuous

1 Listen and complete the sentences. 51

1 How long has she been playing the piano?
2 I haven't called Tina to tell her about the party.
3 I've already tried to put new batteries in the remote control. It still doesn't work.
4 She's been talking on the phone for 45 minutes.
5 How often have you been to the library this week?
6 It's been snowing since five o'clock this morning.
7 He hasn't taken the physics exam yet.

2 Complete the table.

Infinitive	Present perfect simple	Present perfect continuous
take	have/has taken	have/has been taking
choose	have/has chosen	have/has been choosing
represent	have/has represented	have/has been representing
try	have/has tried	have/has been trying
encourage	have/has encouraged	have/has been encouraging
win	have/has won	have/has been winning
feel	have/has felt	have/has been feeling

Exam guide
3 English in Use
Multiple choice

3 Choose the correct option to complete each sentence.

1 We've been going to that school ____ 2016.
(a) since c already
b for d ever

2 She's lived in Edinburgh ____ two years.
a since c already
(b) for d ever

3 Have you started making the sauce ____?
a ever c just
(b) yet d since

4 I've ____ made a sauce with garlic and mushrooms before.
a for c ever
b yet (d) never

5 He's ____ listened to the new album five times.
(a) already c since
b ever d yet

6 Has she ____ met your friend Teri?
a since (c) ever
b yet d for

7 She's ____ met Teri. They were both at the party.
a ever c since
(b) already d yet

4 Match the questions (1–6) with the answers (a–f).

1 How many cookies has Meg eaten? b
2 How long have you been going to the gym? d
3 How many Harry Potter books have you read? c
4 How many times have you been to the hospital for this problem? a
5 How often does your family go to the theatre? f
6 How long has she been a hairdresser? e

a At least four times, I think.
b I think she's already had three.
c I've read the first five. I love them!
d Oh, for about two years.
e Since she was 21.
f We go once or twice a month.

5 Complete the sentences with the correct form of the words in brackets.

1 I have been waiting here (*wait / here*) for 30 minutes. Why are you late?
2 How long have you been playing (*you / play*) that game? It's nearly 2 am!
3 I can't believe you have eaten (*you / eat*) all the chocolates!
4 You need to talk to him. He hasn't started (*he / not / start*) working on his project yet.
5 We have been walking since ten o'clock (*walk / ten o'clock*)! Can we have a break?
6 Mum, I have lost (*I / lose*) my mobile. Can you help me look for it?

6 Your flatmate is asking what jobs you've done in the flat. Answer the questions using the prompts.

1 Have you changed the light bulb yet?
No, I still haven't changed it. (*no / still*)
2 Have you washed the frying pan?
No, I haven't washed it yet. (*no / yet*)
3 Did you turn on the oven for dinner?
Yes, I've already turned it on. (*yes / already*)
4 Have you locked the door yet?
Yes, I have just locked it. (*yes / just*)
5 Have you put the towels in the washing machine?
No, I still haven't put them in the washing machine. (*no / still*)
6 Have you put the ice cream in the freezer?
Yes, I've already put it in the freezer. (*yes / already*)

7 Read the sentences and choose the option with a similar meaning.

1 I've already been to the gallery to see the new show.
a I saw the new show at the gallery.
b I didn't see the new show at the gallery.

2 They've been watching TV for three hours. It's seven o'clock now.
a They started watching TV at four o'clock.
b They are not watching TV now.

3 Dylan has just finished his second driving lesson.
a Dylan took two driving lessons.
b Dylan has never taken a driving lesson.

4 We hadn't bought tickets before we went to the train station.
a We had tickets before we got to the train station.
b We didn't have tickets before we got to the train station.

5 I'd told her to set her alarm, but Natalie was still late for class.
a Natalie was late for class, even though I told her to set her alarm.
b I hadn't been telling Natalie to set her alarm, and she was late for class.

6 They've learnt about the geography of Morocco, and now they want to learn about its culture.
a They learnt about Moroccan geography, and they want to learn about its culture.
b They've learnt about Moroccan culture and geography.

8 Write a question for each answer using the present perfect simple or present perfect continuous.

1 Have they ever been to South America?
No, they've never been to South America.

2 Have you ever seen such beautiful scenery?
No, I've never seen such beautiful scenery.

3 How long have you been working on that maths question?
I've been working on that maths question for fifteen minutes.

4 Has he eaten dinner yet? / Has he eaten dinner?
No, he hasn't eaten dinner yet.

5 How many times / How often have you taken the train to school this week?
I've taken the train to school four times this week.

6 Have you ever taken the bus to the airport?
No, I've never taken the bus to the airport.

7 How long has she been reading that novel?
She's been reading that novel for a week.

9 Choose the correct option to complete the sentences.

1 Teresa *has been* / *has been going* to Lisbon four times. The last time she went, she stayed for five days.
2 How much luggage has she *brought* / *bringing* with her?
3 I have *disliked* / *been disliking* eggs since I was a child.
4 Have you finished your homework *still* / *yet*?
5 Xavier *has been* / *has gone* to Miami. He'll be back home next week.
6 I've *just* / *ever* returned from Manila. I'm still tired from the flight.
7 You've *deserved* / *been deserving* a promotion for more than six months.
8 We have *never* / *ever* been to that restaurant.

10 Complete the text with the correct form of the words in the box. There are two words you do not need.

be look meet run take think write

Dave Matthews really is a record breaker. He's currently halfway across Africa on a run to collect money for charity. He **(1)** has been on the road for more than two months already and he's nowhere near finishing. He aims to collect more than $100,000 to help provide villages in African countries with fresh water. He started in Nigeria on the west coast and he **(2)** has run 50 kilometres every day since then. He **(3)** has been writing a blog that you can follow for the next three weeks using a dedicated mobile app. The blog includes descriptions of places along the way and the people he **(4)** has met. He prefers to talk to local people about their daily lives and what initiatives they're taking to improve conditions in their villages. Dave said that he **(5)** has been thinking a lot over the past few weeks about what he might do next once he completes this marathon expedition.

Technology guide

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TEDTALKS Extra
How I swam the North Pole

> “ . . . the paradox is that you’re in freezing cold water, but actually you’re on fire. ”
>
> **LEWIS PUGH**

Life Skills guide

3 Critical thinking, Mediation

AUTHENTIC LISTENING SKILLS

Signposts

Signposts are words and expressions that speakers use to help the listener understand where the argument is going: what they are going to say next or what they have just said. For example: *I’m going to tell you about . . . , The main thing is . . . , First of all . . . , Let’s finish by looking at . . . .*

1 Read the Authentic listening skills box. Then listen to these extracts from the TED Talk. Underline the signposts. 52

1 Today I want to talk to you about swimming across the North Pole, across the most northern place in the whole world.
2 And the message was very clear: climate change is for real, and we need to do something about it. And we need to do something about it right now.
3 But the most important thing was to train my mind to prepare myself for what was going to happen.

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.

glacier retreat sea ice lapel rapidly visualise literally dive into gasp for air sheer shock grab manageable chunks make cuts ensure

3 Work in pairs. Discuss the questions.

1 Does it take you long to get into the sea or a swimming pool?
2 Do you prefer swimming in indoor swimming pools, lakes or the sea? Why?
3 Would you describe yourself as a confident/strong swimmer? What’s the furthest you’ve ever swum?

WHILE YOU WATCH

4 Watch the clip about the Speaker. Choose the correct definition of the words and phrases. ▶ 5.1

the North Pole climate change the Arctic melted sustainable freezing go numb chest monitor rate

5 Watch part 1 of the talk. Match the numbers (1–8) with the reasons we hear about them (a–h). ▶ 5.1 p. 405

1 23% d
2 27° e
3 5° h
4 0° f
5 -1.7° g
6 hundreds b
7 1 c
8 5 a

a the number of people in Lewis’s team who went with him to the North Pole
b the number of times Lewis had imagined swimming across the North Pole
c the number of years Lewis trained for the swim
d the amount of Arctic sea ice that melted in the two years before the swim
e the temperature of an indoor swimming pool
f the temperature of water when it freezes
g the temperature of the sea at the North Pole
h the temperature of the sea when the Titanic sank



6 Watch part 2 of the talk. It describes Lewis's practice swim. Are these sentences true (T) or false (F)? How do you know? ▶ 5.2 p. 405

1 He felt cold in the water. F
2 He got out of the water after five minutes. T
3 His fingers were bigger than normal when he got out of the water. T
4 He was less worried about swimming for twenty minutes after doing the practice swim. F
5 David was confident that Lewis could do the swim. T

7 Watch part 3 of the talk. Choose the correct option to complete each sentence. ▶ 5.3 p. 405

1 Lewis believes that we need to *break the problem of climate change into smaller parts* / *look at climate change as one problem*.
2 Even children in poor countries *have an effect on climate change* / *understand climate change*.
3 Lewis *tells* / *asks* us what decisions we need to make to create a sustainable world.

8 VOCABULARY IN CONTEXT

Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases you see in the clip. ▶ 3.4

fresh water costume barely swollen believe in ensure

9 Think of an example of the following things. Then work in pairs and compare your examples.

1 somewhere you can swim in *fresh water*
2 a time you wore a special *costume*
3 someone who can barely swim
4 a time you had a *swollen* ankle or wrist
5 something you *believe in* strongly

AFTER YOU WATCH

10 Read the comments. Which are in favour of Lewis Pugh's swim? Which are against it?*

1 'Lewis Pugh was very lucky that he didn't die. Nothing is worth risking your life like that.'
2 'Swimming at the North Pole was a powerful way of showing people the effect of climate change.'
3 'The personal story of his training and his fears and difficulties make the message about climate change more memorable and real.'

*These comments were created for this activity.

11 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

1 What do you think we can do about climate change?
2 What do you already do about climate change?

Exam guide
6 Listening
True/false

Life Skills guide
9 Creativity,
Mediation

Life Skills guide
10 Critical thinking

Life Skills guide
11 Creativity,
Mediation,
Self-development

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Exam guide

3 Listening
Multiple choice

1 1 And then, after a year of training,
2 And on day four,
3 And I thought,
4 And he came up to me and he said,

TEDTALKS Practice
How I swam the North Pole

Rozwiąż dodatkowe zadania do filmu na LearningApps.org.

AUTHENTIC LISTENING SKILLS

1 Complete the text with the signposts. Then listen to the TED Talk extracts and check your answers. 53

And he came up to me and he said,
And I thought,
And on day four,
And then, after a year of training,

(1) _____ I felt ready. I felt confident that I could actually do this swim. So, myself and the five members of the team, we hitched a ride on an icebreaker which was going to the North Pole. **(2)** _____ we decided to just do a quick five-minute test swim. I had never swum in water of minus 1.7 degrees before, because it's just impossible to train in those type of conditions. So, we stopped the ship, as you do. We all got down onto the ice and I then got into my swimming costume and I dived into the sea.

I have never in my life felt anything like that moment. I could barely breathe. I was gasping for air …

(3) _____ in two days' time, I was going to do this swim across the North Pole. I was going to try and do a twenty-minute swim, for one kilometre across the North Pole.

There is no possibility that this was going to happen …

And my close friend David, he saw the way I was thinking. **(4)** _____ 'Lewis, I've known you since you were eighteen years old. I've known you, and I know, Lewis, deep down, right deep down here, that you are going to make this swim. I so believe in you Lewis.'

WATCH p. 405

2 Watch the TED Talk and complete the table. Write no more than two words and/or a number for each answer.

(1) 7 years before	Two years before	**(4)** ___ before 2 days	**(6)** ___ later 4 months
Pugh went to the Arctic for **(2)** ___ time the first	**(3)** 23 percent of the Arctic Sea ice cover melted away.	Pugh did a **(5)** 5 minute test swim.	Pugh could feel his hands again.

3 Watch part 3 of the TED Talk and choose the correct option. p. 405

1 Pugh says it took years of training, planning and _____ to do the North Pole swim.
a bravery
b money
c preparation

2 A couple of hours before his swim, he was feeling _____.
a frightened and emotional
b proud and excited
c happy and relaxed

3 Pugh says the swim was _____.
a painful
b worth it
c fun

4 He thinks that _____ must play its part regarding climate change.
a every country
b Britain, America and Japan
c the same ship

5 He also thinks that even _____ understand climate change.
a swimmers like himself
b rich politicians
c children in poor countries

6 Pugh believes that people need to _____.
a believe in themselves
b spend money to make a difference
c walk more often

7 Finally, he says we should ask ourselves, _____.
a 'What is a sustainable world?'
b 'What type of world do we want to live in?'
c 'Where in the world do we want to live?'

VOCABULARY IN CONTEXT

4 Choose the correct option to complete the sentences.

1 The water was so cold that I couldn't go in and I *barely* / *easily* / *really* got wet.
2 She twisted her ankle and within a few minutes it had *grown* / *expanded* / *swollen*.
3 Sharks don't live in *fresh water* / *sea water* / *salt water*, so I prefer swimming in rivers.
4 His face was painted white and he was wearing this brightly-coloured clown *equipment* / *costume* / *uniform*.
5 I went up to my sister just before the race, smiled and said *'I believe in you, Sis.'* / *'Don't get me wrong, Sis.'*
6 What decisions are we going to make today to *ensure* / *deny* / *say* that something is done about climate change?

5F Speaking

1 Complete the useful phrases with the missing word. Then decide if the phrase is for agreeing (A) or disagreeing (D).

↘ **1** I ___see___ what you're saying, but … D
↗ **2** He's ___got___ a good point. A
↘ **3** I ___understand___ what you mean, it's just … D
↗ **4** You're ___not___ wrong there. A
↗ **5** ___Yes___, but … D
↘ **6** I'm ___not___ sure I agree. D
↗ **7** He's ___right___ about that. A
↗ **8** That's ___true___. A
↗ **9** That's a ___good___ point. A
↗ **10** I ___totally___ agree with you. A
↘ **11** Maybe, ___but___ … D
↘ **12** I ___agree___ up to a point, but … D

2 Listen to the sentences in exercise 1 and decide if the missing word is higher or lower in pitch than the words near it. Draw an arrow ↗ or ↘ to mark the pitch. 54

3 Match the sentences (1–6) from Speaker 1 with the replies (a–f) from Speaker 2. Then match the replies (I–VI) from Speaker 3. Then listen to check your answers. 55 p. 397

Speaker 1:

1 The government should spend more on sports education in schools. e, II
2 Sport teaches everyone about the value of hard work and determination. d, IV
3 I think we should have access to a wider variety of sports. a, III
4 I believe sport gives young people much better role models than celebrity or politics. c, I
5 I think big sports competitions stop people focusing on the real problems with the country. b, VI
6 Sports people are excellent role models for young people. f, V

Speaker 2:

a **That's a good point.** Not everyone likes football or swimming.
b **She's got a good point.** They often ignore the serious issues with the economy or infrastructure.
c **Maybe, but** in my opinion there's way too much corruption in sport.
d **I'm not sure I agree.** I think there's too much pressure in sport now.
e **I totally agree with you.** Young people are the future of the country.
f **I agree up to a point, but** the best earn so much that it creates unrealistic objectives!

Speaker 3:

I **He's right about that.** Look at the problems FIFA had with fraud.
II **I see what you're saying, but** in my opinion, schools need more money for teachers.
III **I understand what you mean, it's just** other sports can be expensive, so cheap sports give more access to sport.
IV **That's true.** Every year you hear about more new athletes taking risks with steroids.
V **You're not wrong there.** Some of the salaries footballers get are unbelievable.
VI **Yes, but** they bring lots of investment which creates jobs and helps businesses.

4 How would you respond to the opinions in discussions? Write your ideas and then listen to compare them with the model answers. 56 p. 397

1 A: I don't think footballers should be paid more money than other sportspeople.
B: _____.
2 A: There should be more mixed competitions with men and women playing against each other.
B: _____.
3 A: I don't believe that the government promote enough alternative sports.
B: _____.
4 A: It seems strange to me that there's so much focus on sports, but not as much on culture.
B: _____.
5 A: There's just too much sport on TV these days.
B: _____.

Life Skills guide
4 Critical thinking

5 Read and discuss. 57 p. 397

We've been talking about issues in sport. Now I'd like to discuss some more general questions relating to this topic. First, let's consider how sport affects people's lives.

- Do you think there should be more space to do sports in cities?
- How much influence do you think sportspeople have as role models for young people?

Finally let's think about the role of funding.

- What do you think of the funding of sports by the government?

Make notes on your ideas for each question. Then listen to the model answer and compare your ideas.

Life Skills guide
5 Critical thinking

5G Writing

An opinion essay

1 Read the sentences and complete the chart.

1 I don't think that swimming pools should be free.
2 I've written a short history of the Olympic Games.
3 In my view, schools should make PE compulsory.
4 Many parks in the UK now have outdoor gyms.
5 Next year, I want to run the London Marathon!
6 Of course there's too much advertising in sports.
7 Personally, I think that Lewis Pugh is an inspiration.
8 The World Cup takes place every four years.

Expressing an opinion	Making a general statement
1, 3, 6, 7	2, 4, 5, 8

2 Match the two parts of the sentences.

1 In my opinion, cyclists who ride in traffic should have to pass a test ___b___
2 I don't think that sports should be taken so seriously ___d___
3 I strongly believe that some professional sportspeople are paid too much money ___a___
4 There is no question that we should have better protective clothing in contact sports ___c___

a and this sends the wrong message to young people.
b to make sure they understand the rules of the road.
c because some players risk serious injury.
d as their true purpose is just for enjoyment, in my opinion.

Exam guide
3 Reading
Missing sentences

Life Skills guide
5 Creativity,
Critical thinking,
Mediation,
Practical skills

3 Complete the opinion essay with the correct sentences (a–f).

Anyone interested in taking up a new sport has a great deal of choice these days. Of course, people prefer to do sports they know they'll enjoy, and that's a very important factor. **(1)** ___e___ It's true that most sports are good for us but, in my view, team sports offer additional benefits. They teach us useful lessons both on and off the playing field. **(2)** ___d___ In order to be successful, team members have to communicate with each other quickly and clearly. **(3)** ___b___ I strongly believe that team sports improve our ability to understand expectations and to respect others. **(4)** ___f___ There is no question that they are better at collaborating and working towards a common goal. **(5)** ___a___ It's true that there's the convenience of training in your own time. In addition, some people are more suited to working alone. **(6)** ___c___ In my opinion, sharing responsibility for success or failure helps us to become better human beings.

a Of course, individual sports have advantages, too.
b Secondly, team sports help us to develop healthy relationships.
c Overall, however, I believe that team sports bring more value to our lives.
d Firstly, I would say that we learn to communicate better when we play team sports.
e Personally, I think that team sports are much better than individual sports.
f Finally, people who play team sports are better at working together.

4 Read the essay in exercise 3 again. Choose the correct option to complete each sentence.

1 The writer first expresses her opinion in the *first sentence* / *third sentence*
2 She believes that team sports offer more *players* / *benefits* than other sports.
3 In her view, *team sports* / *individual sports* improve our communication skills.
4 She thinks that team sports help us to have *good* / *more* relationships.
5 People who play team sports are also good at *winning* / *working* together.
6 The writer mentions some of the *good* / *bad* points about individual sports.
7 She ends the essay with *an opinion* / *a statement* about sharing responsibility.

5 What is your opinion on the following statement?

Some people feel the Olympic Games should not be continued because too many athletes cheat.

Use specific reasons and examples to support your answer.

Tip box

- Spend a few minutes planning your main points.
- Introduce the topic.
- State your opinion in the introduction.
- In the second paragraph, develop your ideas.
- Provide examples to support your opinion.
- Use linking words and phrases (e.g. *However, In addition*).
- In the third paragraph, consider some opposing views.
- Sum up your main idea in the conclusion.
- Restate your opinion at the end.
- Check your spelling and punctuation.

Lexical Review 5

1 Find eight 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.

S	P	E	C	T	A	T	O	R	E	D
A	E	R	T	Y	U	I	P	P	C	G
S	A	U	C	A	T	C	H	T	O	H
D	R	E	O	R	V	T	N	R	A	J
F	R	R	U	E	O	I	E	R	C	K
G	I	T	R	W	I	O	S	R	H	L
H	V	W	T	S	S	P	Z	E	W	Q
D	E	V	E	L	O	P	M	E	N	T
J	R	T	G	J	K	L	D	F	S	E
K	F	C	H	A	L	L	E	N	G	E
L	E	N	C	O	U	R	A	G	E	W

2 Match the words (1–8) with the definitions (a–h).

1 racket b
2 pitch e
3 boss a
4 out of work h
5 referee c
6 get promoted g
7 take up f
8 give up d

a the person you work for
b the thing you use to hit a ball in tennis
c the person who controls a football match
d stop doing something
e the place where you play football
f start a new activity
g move to a higher position at work
h without a job

3 Choose the correct option to complete each sentence.

1 She is excellent at her job and is always highly _____.
a professional **c** employed
b career **d** unemployed

2 I bought an expensive _____ camera to take high quality photos.
a designed **c** digital
b respond **d** equipment

3 He needs a new _____ net because he broke the last one.
a equipment **c** baseball
b badminton **d** ice hockey

4 Many people don't like him at first, but that changes when they _____ him.
a keep up **c** take from
b work out **d** get to know

5 If your phone screen is too small, why not buy a _____?
a software **c** camera
b tablet **d** keyboard

6 The photographer brought lots of _____ with him when he came to take the photos.
a computer **c** tool
b research **d** equipment

7 When we played _____ at school, I could never hit the ball over the net.
a volleyball **c** football
b badminton **d** basketball

8 It's an expensive computer, but the _____ is amazing! It looks really cool.
a design **c** development
b improvement **d** progress

4 Write one word in each gap to complete each sentence. The first letter is given.

1 I don't have time to wash the floors. Maybe we should employ a cleaner.
2 I'm afraid I can't give you a copy of the document, my printer has no toner.
3 Our team beat their rivals 4-0 in the last match.
4 How much time do you need to process the applications?
5 I think electric cars are a great idea, but the batteries don't have enough power yet.
6 She plays on the school basketball team and travels to matches every Saturday.
7 I would like to go running, but my knees always hurt after about 2 kilometres.
8 Her dream is to represent her country at the Olympics.

Exam guide
3 English in Use
Multiple choice

5 Choose the right synonym of the word/phrase in bold.

1 What was the **match result** (*number* / *amount* / *score*)?
2 It's important to **do exercise** (*work out* / *take up* / *give up*) at least twice a week.
3 They use wind power to **produce** (*turn on* / *reduce* / *generate*) electricity.
4 The firm **cooperates** (*colleagues* / *partners* / *designs*) with a Chinese company.
5 She beat her **rival** (*referee* / *spectator* / *opponent*) in the final.
6 You should **do some short exercises** (*warm up* / *take on* / *join in*) before you play a match.
7 He got the **best result ever** (*record* / *top* / *count*) in the 100 metres sprint.
8 She wants to **get** (*arrange* / *represent* / *achieve*) her personal best at the championships.

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 A coach has a supportive/supporting role in a child's athletic upbringing. SUPPORT
2 After long days of walking, the climber/climbers finally reached the summit. CLIMB
3 Chris has good knowledge about the United States because he spent four years there. KNOW
4 The winning goal gave the team a chance to become the best in the world. WIN
5 My sister is the same height as me, despite the fact she's two years younger. HIGH

Uzupełnianie luk

Exam guide
4 English in Use
Multiple choice

Exam guide
2 English in Use
Gap-filling

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 In spite of losing the competition, Mark didn't give up and still believed in success.
2 I don't care about other people's opinions. I just try to be myself.
3 We still have plenty of time to get to the airport, so there's no need to be in a rush.
4 George is very skilled at tennis, so if you ask him, he will give you some useful tips.
5 Have you ever worked as a volunteer?

Parafrazy zdań

Exam guide
5 English in Use
Sentence formation

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 Alex started playing baseball two years ago.
BEEN
Alex has been playing baseball for two years.
2 I haven't been to a football match for ages.
SINCE
It's been ages since I went to a football match.
3 You told me to pack my things and I finished the task.
ALREADY
I have already packed my things.
4 Liam thought he was prepared for this battle, but his opponent totally beat him.
KNOCKED
Liam thought he was prepared for this battle, but his opponent knocked him out.
5 She is becoming a more and more jealous person.
TURNING
She is turning into a more and more jealous person.

Uzupełnianie zdań

Exam guide
6 English in Use
Translations

Life Skills guide
6 Mediation

4 Wybierz odpowiedź, która poprawnie uzupełnia zdanie.

1 Every winter the small square opposite my house is transformed into a skating _____.
a field **b** court **(c)** rink
2 Our goal was to _____ the opposite team and qualify for the next round.
a score **(b)** beat **c** win
3 Base jumpers openly _____ to experiencing fear before they jump off a cliff.
(a) admit **b** claim **c** pursue
4 Jack's aspirations to become fit made him _____ not only karate, but also long-distance running.
a join in **(b)** take up **c** work out
5 I was just about to give up, but suddenly I felt such a _____ of energy that I managed to reach the finishing line.
a knock **b** beat **(c)** burst

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

1 The boys have been watching the match (*watch / match*) for one hour and haven't eaten anything yet.
2 How many times have you called Mark (*you / call / Mark*) this week?
3 Cavendish scored two goals (*score / two / goal*) in the last minute of the match.
4 Tanya had to give up skating (*have / give / skate*) after the problem with her knee last year.
5 I was so disappointed with (*be / disappoint*) the Lions' performance that I left the stadium.

Tłumaczenie fragmentów zdań

6 Przetłumacz podane w nawiasach fragmenty zdań na język angielski.

1 Don't risk skiing down a (*stromym stoku*) _____ if you're not an experienced skier.
2 Mountain climbing is an extremely difficult sport, that (*pochłonął wiele ofiar*) _____ so far.
3 Gina doesn't want to learn to play tennis, (*nie mówiąc już*) _____ squash.
4 I wouldn't risk running ten kilometers without (*rozgrzania się*) _____.
5 Steven isn't alone (*w swoim poszukiwaniu*) _____ thrills and excitement in sailing solo around the world.

6
1 steep slope
2 has claimed many victims / a lot of lives
3 let alone
4 warming up
5 in his search for

READING

7 **Przeczytaj tekst, z którego usunięto trzy zdania. Wpisz w każdą lukę (1–3) literę, którą oznaczono brakujące zdanie (a–e), tak aby otrzymać spójny i logiczny tekst.**
Uwaga: dwa zdania zostały podane dodatkowo i nie pasują do żadnej luki.

The men's 1,000 m short track speed skating final at the 2002 Salt Lake City Olympic Games gathered the best world short track skaters. Four of the skaters were expected to battle for the Gold. Then, there was the fifth skater, Steven Bradbury from Australia.

Earlier that day, in the quarter-final, he finished in third place, thus not qualifying for the next round. **(1)** __c__ Bradbury was aware of the fact that in that round he wouldn't catch up with his rivals as he was slower than they were. That's why he stayed at the back of the field and kept out of trouble. This tactic allowed him to benefit from the race if the skaters ahead of him fell on the ice. It worked perfectly because his two rivals fell and the third one was disqualified. In this way, the Australian skater got to the finals unexpectedly.

In the final fight for the medals, Bradbury again allowed his rivals to overtake him. **(2)** __e__ Then, a dramatic set of events followed. Attempting to pass the American skater on the outside, the Chinese was the first to fall. Then the American skater lost his balance, collided with the Korean and the Canadian skaters and all of them fell down as well. Consequently, Steven Bradbury was the only skater who reached the finish line, winning a gold medal!

There was a lot of confusion and nobody could understand what had happened. The winner behaved very modestly. **(3)** __a__ He simply raised his arms in great surprise.

a He was able to win the race, yet he didn't walk around shouting for joy.
b As the race progressed in the semi-finals, his chances looked slimmer with each passing lap.
c However, he was handed a place in the semi-finals after a Canadian skater was disqualified for pushing.
d The other four skaters were already off the pace going into their last lap of the finals.
e He was far behind the other guys with two laps to go.

WRITING

8 **Ostatnio zacząłeś/zaczęłaś systematycznie uczęszczać na treningi sportowe. Napisz list do koleżanki z Anglii, w którym:**

- uzasadnisz swój wybór dyscypliny sportowej,
- opiszesz miejsce, w którym odbywają się treningi,
- napiszesz, co sprawia ci największą trudność podczas treningów,
- zachęcisz koleżankę do uprawiania sportu i wspomnisz o korzyściach, jakie z tego wynikają.

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).

Dear Sandra,

Guess what! I decided to take up working out, so I found a club where I work out regularly.

…

Exam guide
8 Writing
An informal letter

Life Skills guide
8 Creativity,
Mediation,
Practical skills

SPEAKING

9 **Popatrz na zdjęcia.**
Twoi znajomi zaproponowali ci wspólne pływanie. Masz do wyboru trzy miejsca.

- Wybierz miejsce, które będzie, twoim zdaniem, najbardziej odpowiednie i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

1



2



3



Odpowiedz na pytania:

1 Which is more important in sport: winning or taking part?
2 Why do you think risky sports enjoy such great popularity?
3 What changes would you introduce to encourage more students to participate in PE lessons?

Exam guide
9 Oral Matura

Life Skills guide
9 Creativity,
Critical thinking,
Mediation

6 Food

6A Vocabulary

Describing food

1 Revision Unscramble the letters to make words about food.

1 eckihcn — c h i c k e n
2 aptas — p a s t a
3 psrnaw — p r a w n s
4 eefcfo — c o f f e e
5 lapep — a p p l e
6 lmoen — l e m o n /melon
7 rcryu — c u r r y
8 tmoaot — t o m a t o

2 Revision What flavour are the foods? Complete the table. Then add two more foods to each column.

cake chilli powder chocolate crisps
curry French fries ice cream strawberry

Sweet	Spicy	Salty
cake	chilli powder	crisps
chocolate	curry	French fries
ice cream		
strawberry		

3 Match the opposites.

1 tasty e
2 junk a
3 processed b
4 raw f
5 vegetarian c
6 strong d

a healthy
b fresh
c meat-eater
d mild
e disgusting
f cooked

4 Choose the correct option to complete each sentence.

1 Good sushi is always *fresh* / *sweet*.
2 I can't eat *wheat* / *junk food*, so I don't usually eat pasta.
3 Thank you for a *well-balanced* / *delicious* meal. I loved it!
4 *Raw* / *Processed* vegetables have lots of vitamins.
5 Could we go somewhere that is *natural* / *suitable* for vegetarians?
6 Fast food isn't always *junk* / *natural* food these days. There are more fast-food places with healthy options.

5 Unscramble the letters to make adjectives describing food.

1 ckodoe — c o o k e d
2 sefrh — f r e s h
3 leboid — b o i l e d
4 feird — f r i e d
5 astyt — t a s t y
6 demsate — s t e a m e d
7 latunra — n a t u r a l

6 Complete the sentences with the words in exercise 5.

1 Cooked food can be fried, boiled or steamed.
2 Natural foods are not processed and they are often good for you.
3 I don't like boiled potatoes. They don't have much flavour.
4 In Vietnam, I picked fresh mangoes and oranges for breakfast every day.
5 Fried chicken isn't very healthy, but it's OK to eat it once in a while.
6 I had such a tasty dinner last night. It was delicious!
7 Steamed/Fresh vegetables contain lots of vitamins.

7 Read and complete the text with one word in each gap.

My father used to eat a lot of **(1)** unhealthy meals that weren't good for him, and he especially loved **(2)** junk food, like crisps and chocolate bars. Then his doctor told him that he needed to change his diet to keep his heart healthy. So he started eating more **(3)** raw vegetables that hadn't been cooked and had lots of vitamins. He also started eating **(4)** fresh fruit and eggs for breakfast, and drinking less coffee. Now the doctor says his heart is much **(5)** healthier/better, and my dad says the new foods he eats **(6)** taste/are delicious!

8 Extension Match the words (1–7) with the definitions (a–g).

1 starter c
2 grill a
3 stir-fry g
4 main course b
5 diet d
6 appetite e
7 tasteless f

a cook using direct heat
b the biggest part of your meal
c the first thing you eat at a restaurant
d the type of foods that you usually eat
e the feeling that makes you want to eat
f having no flavour
g cook by quickly moving around in hot oil

Exam guide
7 English in Use
Gap-filling

9 Extension The sentences are incorrect. Correct them so that they are true.

1 Eating well-balanced meals is part of an ~~unhealthy~~ diet.
a healthy

2 A starter is the ~~last~~ thing you eat when you have dinner.
first

3 A main course is usually a ~~small~~ dish.
large/big

4 Vegetarians mainly eat ~~meat~~.
vegetables

5 Steaming fish is ~~less healthy~~ than frying it.
healthier / more healthy

6 A cake is a type of ~~starter~~.
dessert

10 Extension In which part of a meal do you usually eat the foods? Complete the table.

apple pie, bread and olives, chocolate cake, ice cream, mashed potato, pasta, roast chicken, salad, soup, steak

Starter	Main Course	Dessert
bread and olives salad soup	mashed potato pasta roast chicken steak	apple pie chocolate cake ice cream

11 Choose the correct option to complete the dialogues.

1 A: Did you have a nice meal yesterday?
B: ____
A: Oh, that's a shame.
a Yes, it was delicious.
b No, it wasn't very good actually.
c Oh, yes. It was better than I expected.

2 A: Do you eat much junk food?
B: ____
A: I see. Well, you should really try to cut down on it.
a Yes, I probably have it three times a week.
b Not very much nowadays, actually.
c No, I very rarely eat fast food.

3 A: Has your diet changed much?
B: ____
A: Well that's definitely better for your health.
a Yes, I'm used to eating a lot at every meal.
b Yes, I used to eat a lot more sweets than I do now.
c I suppose so, but I still use too much salt.

4 A: Would you ever eat insects?
B: ____
A: I agree. They must taste awful.
a Yes, I love tasting new dishes.
b Maybe. I've heard they're very tasty.
c No, I think they're disgusting.

5 A: Shall we fry the vegetables?
B: ____
A: Good idea, that would be much healthier.
a Yes, but we need to use a lot of oil.
b Why not? I do like fried food.
c I'd prefer to grill them.

12 Choose the correct words to complete the text.

What is it that makes Japanese people live so long? Some people think it is their diet, which includes a lot of **(1)** __a__, or uncooked fish. The diet also includes dishes that are **(2)** __c__, which is better than cooking in hot water as it keeps a lot of the natural goodness in food. It's also much more beneficial than using oil, which is a very popular way of cooking in other parts of the world. What's more, Japanese food has relatively few **(3)** __c__ dishes, such as desserts, which means people's sugar intake is much lower than in western countries.

Talk to a Japanese chef and they'll tell you that using **(4)** __a__ ingredients straight from farmers or fishermen is key to making high quality meals. There should also be a combination of foods in the right amounts to ensure a **(5)** __c__ diet without too much meat or too few vitamins. Most people who try Japanese food for the first time think it is absolutely **(6)** __b__ and afterwards make it a regular part of their diet.

1	**a** raw	**b** natural	**c** healthy
2	**a** boiled	**b** fried	**c** steamed
3	**a** strong	**b** mild	**c** sweet
4	**a** natural	**b** processed	**c** flavour
5	**a** heavy	**b** tasty	**c** well-balanced
6	**a** edible	**b** delicious	**c** tasteless

Exam guide
12 English in Use
Multiple choice

Exam guide
11 English in Use
Mini-dialogues

6B Listening

Exam guide
4 Listening
Multiple choice

1 Listen to the speaker. Then complete the text with the words. There are two words you do not need. 58



bakers celebrating century edible
gingerbread horrible oven-baked
spice sugar sweet-tasting wicked

Have you ever tasted delicious, **(1)** oven-baked gingerbread cookies? Or have you ever seen, eaten or even made a **(2)** gingerbread house? In many countries, gingerbread is an important part of **(3)** celebrating winter holidays. You can thank a **(4)** wicked witch for gingerbread houses. Gingerbread has been around since at least the eleventh **(5)** century. But, in 1812, the brothers Grimm published *Hansel and Gretel*, featuring a witch who lives in a house made of **(6)** sugar. The witch used her **(7)** sweet-tasting house to attract unsuspecting children. Luckily for Hansel and Gretel, they were clever enough to escape from the witch. After the success of the story, miniature **(8)** edible homes became popular. The witch's candy-covered home has inspired **(9)** bakers ever since.

Exam guide
5 Listening
True/false

2 Listen to the recipe for gingerbread. Put the instructions in the correct order. 59 p. 398

a refrigerate the dough for three hours 4
b add the spices – cinnamon, ginger and allspice – to the mixture 2
c bake the cookies at 375 degrees for seven minutes 7
d mix the butter, sugar, an egg and syrup 1
e complete the dough by mixing in four cups of flour 3
f use a cookie cutter to shape your cookies 6
g let the cookies cool before you decorate with icing 8
h roll out the dough on a floured surface 5

3 Listen to the speaker and choose the best title for the talk. 60 p. 398

a Antarctic expedition
b Food for thought
c Breaking bread together
d Everybody loves sweets

4 Listen to the speaker again and choose the correct option. 60 p. 398

1 What does the speaker say has always been a part of our human story?
a eating sweets
b baking bread
c sharing food

2 What was important about the loaf of bread that was discovered?
a It could easily be divided.
b It was found in Italy.
c It had a circular shape.

3 What does the speaker say that breaking bread symbolises?
a children imitating adults
b strengthening relationships
c causing disagreements

4 What does the speaker say many people associate with food?
a laughter **b** sweets **c** love

5 Why do people in some cultures leave food at graves?
a to show they remember the person
b to forget all the bad things about the person
c to ask the loved one to give them help

6 What was the name of the Antarctic expedition in 1902?
a Discovery
b Robert Falcon Scott
c Midwinter Day

7 What were the men of the expedition celebrating?
a the cold and the darkness
b the longest night of the year
c the Antarctic Regions

5 Listen to the speaker. Are the sentences true (T) or false (F)? 61 p. 398

1 The speaker says that people make surprising food choices. T
2 It's probably not the best idea to ask chefs about their choices. F
3 Most chefs would choose champagne to drink with their meal. F
4 Food that brings back memories is a very popular choice. T
5 Food is always the key element of people's ideal meals. F

6C Grammar 1

Future plans, intentions and arrangements

1 Choose the correct option to complete each sentence.

1 I *'ll probably* / *might probably* meet some friends for coffee after work.
2 I *'m bringing* / *bring* information about a new restaurant which *opening* / *opens* next month.
3 We *may decide* / *are going to decide* to have dinner there with our friends in a few weeks.
4 We *check* / *'re going to check* the menu to make sure there's something everyone can eat.
5 I'm sure we *'re finding* / *'ll find* something that everyone will enjoy.
6 After we've checked the menu, we *'re going to make* / *'ll going to make* a decision.
7 Later, I *'ll email* / *'m emailing* the others to let them know where and when we *'re meeting* / *meet*.
8 I think everyone *will be* / *is being* pleased with our decision.
9 We *possibly invite* / *may possibly invite* our teacher, too.

2 Choose the correct options to make the sentences negative.

1 If humans ever travel to Mars, they're going to find plants that can be used for food.
If humans ever travel to Mars, they *aren't going to find* / *not going to find* plants that can be used for food.
2 Humans will probably grow food the same way they did on Earth.
Humans probably *won't not grow* / *won't grow* food the same way they did on Earth.
3 They may be able to raise animals the way they did on Earth.
They *may not be* / *not may be* able to raise animals the way they did on Earth.
4 They'll probably have to develop new ways to grow food.
They *probably might not have to* / *probably won't have to* develop new ways to grow food.
5 They're bringing food with them on their spacecraft.
They *don't bring* / *aren't bringing* food with them on their spacecraft.
6 Humans will grow food crops outdoors.
Humans *won't grow* / *willn't grow* food crops outdoors.
7 The way crops are grown on Mars will work on Earth.
The way crops are grown on Mars *aren't going to work* / *isn't going to work* on Earth.

3 Read the sentences and decide which is correct. If both are correct, choose 'both'.

1 **a** Our coffee break starts at 2.30.
b Our coffee break will start at 2.30.
c both

2 **a** Hani is going to teaching me how to make Somali food.
b Hani is going to teach me how to make Somali food.
c both

3 **a** We will eats something when we get to the park.
b We will eat something when we get to the park.
c both

4 **a** Mei meet her friend at the pizza place near the river.
b Mei is meeting her friend at the pizza place near the river.
c both

5 **a** Travis might practise baking cakes next weekend.
b Travis may practise baking cakes next weekend.
c both

6 **a** Is Leon starting a food blog?
b Will Leon starting a food blog?
c both

7 **a** Tim will spend next term studying food science.
b Tim will to spend next term studying food science.
c both

4 Complete the sentences with the present simple or *going to* form of the verbs in brackets.

1 Sophia ___is going to work___ (*work*) part-time at a restaurant this Christmas.
2 When you ___see___ (*see*) Juan tomorrow, tell him that I've made a cake.
3 Giorgio ___plans___ (*plan*) to attend a cookery school next summer.
4 I think Sue ___is going to make___ (*make*) us a salad for lunch.
5 I ___am going to steam___ (*steam*) some broccoli for the stir-fry.
6 Martin and Alexa ___are going to bake___ (*bake*) a wedding cake for their friend.
7 The supermarket is closed now, but it ___opens___ (*open*) at 8 am tomorrow morning.
8 Dana ___is going to come up with___ (*come up with*) a menu that everyone will love.

5 Are the sentences correct or incorrect? Correct those that are incorrect.

1 Everyone preparing a dish that is popular in their own country.
___is___
2 Chen is going bring his favourite Chinese dish.
___to___
3 Marisol will cooking a Mexican dish that's very spicy.
___
4 Khalid doesn't cook and so he'll ask his mother to prepare falafel for everyone.
✓
5 Kasia may ~~to~~ make a special dessert – if she can remember where the recipe is.
___
6 If he can find the right ingredients, Milan will ~~to~~ make fish stew.
___
7 When we ~~will~~ have everything in the cafeteria, it will smell so good.
___

6D Reading

Exam guide
4 Reading
True/false

VOCABULARY BUILDING Compound adjectives

1 Match the words to make compound adjectives.

1	**a** deep-fried	baked
	b oven-baked	dried
	c home-made	fried
	d sweet-tasting	made
	e sun-dried	tasting
2	**a** well-known	cooked
	b old-fashioned	finished
	c good-looking	fashioned
	d over-cooked	known
	e half-finished	looking

Exam guide
5 Reading
Multiple choice

Exam guide
2 English in Use
Translations

Life Skills guide
2 Mediation

2 Translate the Polish fragments of the sentences into English.

1 Don't you think that restaurant is a bit (*staromodna*) ___old-fashioned___?
2 She makes delicious (*domowej roboty*) ___home-made___ cake every weekend.
3 These potatoes are (*niedogotowane*) ___undercooked___. They're still hard.
4 Who's that (*dobrze wyglądający*) ___good-looking___ guy at the table in the window?
5 Try to avoid food that is (*smażone w głębokim oleju*) ___deep-fried___.
6 There was a (*dobrze znane*) ___well-known___ actor in here yesterday.
7 I don't really like very (*słodko smakujące*) ___sweet-tasting___ fruit.

READING

Exam guide
3 Reading
Matching paragraphs

3 Read the text and match each summary (a–f) with the paragraph (1–5). Two sentences match the same paragraph.

a the real cost of avocados __4__
b superfoods and natural resources __4__
c the consequences of quinoa's popularity __3__
d a description of superfoods __1__
e a description of quinoa __2__
f the limitations of superfoods __5__



4 Are the sentences true (T) or false (F)?

1 Superfoods are packed with benefits that aren't always available in other foods. __T__
2 Quinoa can be cooked like rice. __T__
3 Quinoa has only recently become known in South America. __F__
4 Like quinoa, avocados have very specific requirements for growth. __T__
5 Superfoods are good for us, and they're also good for the environment. __F__

5 Choose the correct option to complete each sentence.

1 Avocados, like quinoa, blueberries, almonds and salmon, are considered a _____.
a grain
b seed
(c) superfood

2 These types of food are thought to be rich in nutrients and low in _____.
a diets
(b) calories
c resources

3 Quinoa is an ancient _____ that, until recently, was unknown outside South America.
(a) grain
b seed
c nutrient

4 The _____ of the quinoa plant can be cooked and eaten.
a flower
(b) seeds
c production

5 A consequence of quinoa's popularity is a change in the _____ of people who've traditionally grown it.
a price
b popularity
(c) diet

6 Rice and noodles are less _____ than quinoa.
a health
(b) nutritious
c nutrients

7 The _____ of a kilo of avocados takes more than 800 litres of water!
a resources
b advantage
(c) production

The quinoa conundrum*



1 62 Do you love avocados? Do you adore almonds? These familiar foods have, among others, recently become known as 'superfoods'. What makes a food 'super'? So-called superfoods are a special category of foods that are considered nutrient-rich, low in calories and packed with health benefits not always found in other foods. Almonds, avocados, blueberries and salmon are among the most commonly known superfoods.

2 There are also a number of less familiar foods that fall into the category of superfoods. Among these is an ancient grain called quinoa. Quinoa is a flowering plant that until very recently was known and used only in the Andean highlands of South America. The seeds of the quinoa plant can be cooked like rice and other grains, and are unusually well-balanced – the tiny grain is rich in fibre*, amino acids*, vitamins, minerals and other important nutrients. Although quinoa has been eaten in South America for thousands of years (the ancient Incas referred to it as 'the mother grain'), it's only recently become known to the rest of the world as a superfood.

3 One result of the sudden and tremendous popularity of quinoa is a change in the diets of people who've traditionally grown and eaten it. Because their crops are now more valuable and they have more money to spend, some quinoa growers prefer to eat less quinoa and more of the non-traditional and often less nutritious foods that were previously unavailable to them, such as rice or noodles, and even sweets and fizzy drinks. Other quinoa farmers can no longer afford to eat the newly expensive grain they grow and have to find alternative foods to eat.

4 Another issue related to the popularity of this superfood is the availability of resources needed to grow it. As prices for quinoa continue to rise, so do prices for the land on which it's grown. And because the quinoa plant has very specific requirements, there's only so much available land on which to successfully farm it. The same is true for avocados. Avocados are another ancient Latin American food that has become wildly popular after being labelled a superfood. Avocados require water, and lots of it! It takes more than 800 litres of water to produce a kilo of avocados. That's like filling a bathtub with water for each avocado you eat! In the state of California, half a billion kilos of avocados are grown annually, and that means billions of litres of water for their production. But California sometimes experiences extended periods of drought*, making the cost of water, like the cost of land, rise dramatically. This makes water-hungry avocados expensive to buy and sometimes too expensive to grow.

5 Are superfoods good for your health, but bad for the planet? As is the case with almost anything we eat or use, sustainability is always an issue. It's becoming clear that we won't always be able to have everything we'd like to eat, at any time of year, wherever we are. Even superfoods come at a cost.

conundrum *a question that has no real answer*
fibre *a substance in plants that helps food pass through the body*
amino acid *acids that occur in living things and that sometimes form proteins*

drought *a long period of time during which there is very little or no rain*

6E Grammar 2

Making predictions

1 Underline the sentences that make predictions about future plans, intentions and arrangements.



Christine grew up in a small town. Her family had lived there for many years. She loved walking to school with her sisters and cousins, and stopping by her grandparents' house on the way home. When she was in secondary school, her aunt asked Christine what she wanted to do in the future. Christine said, 'I'm going to go to university. I'll probably study biology. I might have to do more training, but then I'm going to be a doctor.' Her aunt replied, 'That sounds great, Christine! I expect you'll have to work very hard if that's your ambition. I wanted to be a doctor when I was younger, but I didn't have enough money for university. I had to work after school. I'm sure you will do well at school if you study a lot and ask for help when you need it.'

2 Choose the correct options to complete the sentences.

1 Amy *will meet* / *meet* us for a picnic after she *finishes* / *is going to finish* work.
2 I *'ll* / *might* probably buy some cheese for my omelette.
3 As soon as she *will get* / *gets* more business, her shop *will be* / *be* successful.
4 I *won't* / *willn't* order a cupcake if I have a big lunch.
5 Makoto *going to* / *may* possibly graduate early if his grades *are* / *will be* good enough.
6 When I *won't ask* / *ask* my parents if I can go on the trip, *I'll* / *I'm* also ask if I can borrow some money.
7 I'm sure Celina will *be taking* / *be taken* her brother to the barbecue because her dad *won't* / *isn't* be able to look after him.
8 She's *will* / *going to* study in Colombia next year so that she'll *have spoken* / *spoken* a lot of Spanish before graduating.

3 Complete the sentences about future plans, intentions and arrangements. Use the words in the box.

does going to is 'll might she'll will won't

1 What time ___does___ the concert start?
2 This book is so great – I know you ___'ll___ want to read it.
3 He really wants to get his own apartment. I expect he ___won't___ move back to his parents' house after graduation.
4 What time ___is___ Paolo's graduation party?
5 Colin ___might___ order mashed potato with his steak.
6 I imagine Tetsu ___will___ want a shower after jogging in the park.
7 They're ___going to___ be ready to leave at seven thirty.
8 I don't know if ___she'll___ have enough time to help me study.

4 Choose the sentence in each pair that is more certain.

1 **a** We might walk to the post office this afternoon if it doesn't rain.
b I'm going to order a green tea when we get to the café.
2 **a** We're going to my parents' house on Monday for my dad's birthday.
b They may go for a pizza if they haven't already eaten lunch.
3 **a** We're leaving at six o'clock tomorrow morning.
b If you arrive by five o'clock, we might have enough time to go out for dinner.
4 **a** I expect she'll be home by three thirty.
b He won't go to work tomorrow because it's a holiday.
5 **a** We'll probably take the train to the match.
b Khalid isn't going to study for the exam this afternoon.
6 **a** I imagine he'll be disappointed if he doesn't win.
b Isha will be studying tonight because she has an exam tomorrow.
7 **a** Perhaps we can talk to our coach next week.
b By the end of the summer, Aurelia will have played football for three months.

5 Rewrite each sentence to make it positive.

1 My uncle won't plant more flowers this spring.
My uncle will plant more flowers this spring.

2 Melanie isn't going to buy balloons for Josh's birthday.
Melanie is going to buy balloons for Josh's birthday.

3 I'm not going to listen to the programme.
I'm going to listen to the programme.

4 We won't have learnt about Ancient Rome by the end of term.
We will have learnt about Ancient Rome by the end of term.

5 We won't be eating dinner when you arrive.
We will be eating dinner when you arrive.

6 My parents won't buy me a new car after graduation.
My parents will buy me a new car after graduation.

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

1 clap / the / bad, / If / the / play / is / won't / audience
If the play is bad, the audience won't clap.

2 Tanzania / January / be / to / in / flying / They'll
They'll be flying to Tanzania in January.

3 going / US / I'm / not / to / next / study / in / the / year
I'm not going to study in the US next year.

4 a / you / for / When / year / will / have / here / worked
When will you have worked here for a year?

5 assignments / collecting / the / Ms Shultz / be / in / class / won't
Ms Shultz won't be collecting the assignments in class.

6 party / the / by the time / downloaded / the / songs / She'll / have / we / get / to
She'll have downloaded the songs by the time we get to the party.

7 Match the two parts of the sentences.

1 Are you going e
2 They'll be d
3 I expect g
4 I'm going to f
5 I think if we all recycle more, there a
6 I'm going to stay up late tonight, so I'll c
7 When will you b

a 'll be less litter around campus.
b have bought the books you need?
c probably be tired tomorrow.
d seeing the film with Dan's cousins.
e to read the book before you see the film?
f watch that documentary about chefs tonight.
g we'll decorate the classroom for our teacher's last day.

8 Read and listen to the questions. Choose the correct option. 63

1 Will you invite Zhen to your party?
a No, I won't possibly invite her.
b No, I don't think I'll invite her to my party.

2 Will the hockey players be wearing their red or white uniforms?
a They will have worn the red ones.
b They're going to wear the red ones.

3 Will Mr Jackson be hiring more people to work at the library?
a Yes, he will hiring more people.
b No, he won't.

4 Will you have listened to the jazz album before your performance?
a Yes, I'll have listened to it before my performance.
b No, I won't be listened to it before my performance.

5 When is the violin concert?
a It will have been playing on Sunday.
b It's on Sunday.

6 As soon as you get home, will you turn on the oven?
a No problem. I'll turn it on as soon as I get home.
b Sure. I turn it on as soon as I will get home.

7 What did you think about the play you saw last night?
a It's great. You're going to love it!
b It'll be great. You won't like it.

8 Will he have got his driver's licence by June?
a Yes, he's planning to get it at the end of April.
b Yes, he'll get it last month.

9 Translate the Polish fragments of the sentences into English.

1 She knows what she wants to do. She (*ma zamiar studiować*) is going to study / intends to study physics.

2 I (*nie będę mógł*) won't be able to come to the party.

3 I have everything arranged for the summer. I (*pracuję*) am working at our local bank.

4 He's going to meet us when he (*skończy*) finishes work at 5 pm.

5 They (*może będą mieli*) may/might have some free time to talk to us later.

6 Look at the traffic! We (*spóźnimy się*) are going to be late to the concert.

Exam guide
9 English in Use Translations

Life Skills guide
9 Mediation

Technology guide

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

Technology guide

LearningApps.org

TEDTALKS Practice
Why I'm a weekday vegetarian

Rozwiąż dodatkowe zadania do filmu na LearningApps.org.

AUTHENTIC LISTENING SKILLS

1 Listen to the TED Talk extracts. Choose the type of pause the speaker uses in the extracts. 64

1 So really, any of these angles should have been enough to convince me to go vegetarian.
adverbial time phrase / (end of a sentence) / commas

2 On the weekend, your choice.
(adverbial time phrase) / between a long subject and verb / before an important phrase

3 After all, cutting five days a week is cutting 70 percent of your meat intake.
commas / before an important phrase / (between a long subject and verb)

4 My footprint's smaller, I'm lessening pollution, I feel better about the animals, I'm even saving money.
(commas) / before an important phrase / adverbial time phrase

5 After all, if all of us ate half as much meat, it would be like half of us were vegetarians.
end of a sentence / (before an important phrase) / commas

Exam guide

4 English in Use
Multiple choice

WATCH ▶ p. 405

2 Watch the TED Talk and choose five reasons Graham Hill gives for becoming a vegetarian.

(a) Eating too much red meat is unhealthy.
b It's easy to become a vegetarian even if you enjoy meat.
(c) Raising animals for meat causes environmental damage.
(d) Raising cows for beef uses 100 times the water that vegetables use.
e Giving up meat is an easy way to lose a lot of weight.
(f) The conditions in factory farms are cruel.
g Steak doesn't taste as good as it used to.
(h) The emissions caused by meat production are higher than all transport combined.

3 Watch the TED Talk again. Read questions and choose the best summaries of Graham Hill's answers.

1 Graham Hill asked himself: 'Knowing what I know, why am I not a vegetarian?'
He answered:
(a) 'I had all the facts, but I still kept eating meat.'
b 'I had no idea how bad meat was.'
c 'Meat isn't as bad as people say.'

2 Graham Hill asked himself: 'So why was I stalling?'
He answered:
a 'I realised there was no way to change my taste buds.'
(b) 'I realised I was only given two options – give up meat entirely or not at all.'
c 'I realised I never really wanted to eat vegetarian food.'

3 Graham Hill asked himself: 'Might there be a third solution?'
He answered:
a 'Not yet. I'm still thinking about this.'
b 'Simple. Just stop eating meat altogether.'
(c) 'Absolutely. I stopped eating meat on weekdays.'

4 Graham Hill asked the audience: 'What's stopping you from giving weekday veg a shot?'
He answered:
(a) 'If everyone did their part, it would make a big difference.'
b 'If only half of you did this, it wouldn't have an effect.'
c 'Half of you should become vegetarian, and the other half should eat meat.'

VOCABULARY IN CONTEXT

4 Choose the correct option to complete each sentence.

1 Eating too much red meat may be a _____ to your health.
a damage **(b)** risk **c** conflict

2 My grandmother lives in the country and _____ chickens on her farm.
a grows **b** lifts **(c)** raises

3 Eating a lot of meat also causes environmental _____.
a conflict
(b) damage
c shame

4 If you haven't _____ a solution by now, you never will.
(a) come up with
b teamed up with
c caught up with

5 My love for animals was _____ my love for fried chicken.
a teamed up with
(b) in conflict with
c in agreement with

6 The amount of greenhouse gas created by meat production is more than for all forms of transport _____.
a surrounded
b joined
(c) combined

6F Speaking

1 Look at the photos and match the two parts of the sentences. Then listen and check your answers. 65



Julie



Tom



Stefan

Julie

1 I'm thinking of .b.

2 I'm interested in .d.

3 In the short term, I'm hoping to .h.

Tom

4 I'm looking forward to .g.

5 I'd really like to .a.

6 I'm aiming to .f.

Stefan

7 I think I might .c.

8 I expect I'll .e.

a be famous.

b becoming a vegetarian.

c work on the farm next month instead of going on holiday.

d helping people.

e become a farmer like my dad and granddad.

f have read several Shakespeare plays by the end of term.

g studying theatre at university.

h volunteer for a charity.

2 Complete the conversation with the phrases (1–8) in exercise 1. Then listen and check your answers. 66

A: Hey, what's going on with you this summer? Are you going to be around?

B: I'm not sure, actually. **(1)** I think I might try to find a job. It'll be a long summer without any money.

C: Yeah, **(2)** I expect I'll be here. My parents are working, so I don't think we're going on holiday or anything.

A: Oh, that's cool. **(3)** I'm thinking of going to the coast for a week or two, just camping and having a relaxing time. Are you interested in coming along?

B: Hmm, I'm not sure. In the long term, **(4)** I'm hoping to study tourism at university, so I think finding a job would be a good idea for me this summer, to give me some practical experience. **(5)** I'm aiming to have something sorted out by next month, so if I don't, can I let you know then?

A: Sure. **(6)** I'm looking forward to hanging out with you this summer, so let me know whether you can make it. How about you, Sandy? Are you up for it?

C: Yeah, **(7)** I'd really like to spend some time by the sea. I love the beach! What are you planning to do while you're there?

A: Well, **(8)** I'm interested in learning to surf, so I guess I'll spend a lot of time doing that.

C: Oh, really? Me too! We could practise together.

A: That sounds awesome. What do you think, Simon, still can't tempt you to a couple of weeks on the beach?

B: Well, maybe. But only if I can't find a job, otherwise I can always come for a day or two. But do you know anyone who's looking for a . . . ?

3 Think about your hopes and goals for the topics below and write a list. Make notes and then compare your ideas with the model answers. 67 p. 398

Think about:

a school and study

b hobbies and interests

c friends and relationships

I expect I'll go to university . . .

Life Skills guide

3 Creativity, Critical thinking, Mediation, Self-development

4 Answer the question below. Make notes and give reasons for your ideas. Then listen to the model answer and compare it with your ideas. 68 p. 399

What type of job do you imagine yourself doing in the future?

Life Skills guide

4 Creativity, Critical thinking, Mediation

6G Writing

A blog post – a social media update

1 Complete the table with the examples (a–f) of tips for writing social media updates.

a We enjoyed a fabulous feast.
b We were furious because the bus left early.
c Having a wonderful time.
d In the next few days, we're hoping to do more sightseeing.
e It's amazing here!
f This morning, I had the best melon I've ever tasted.

Tip	Example
1 Leave out the subject in sentences.	**c** Having a wonderful time.
2 Use exclamations.	**e** It's amazing here!
3 Use descriptive vocabulary.	**a** We enjoyed a fabulous feast.
4 Use emotionally powerful words.	**b** We were furious because the bus left early.
5 Talk about recent events.	**f** This morning, I had the best melon I've ever tasted.
6 Talk about future plans and hopes.	**d** In the next few days, we're hoping to do more sightseeing.

2 Complete the tips (1–6) with the reasons for doing them (a–f).

1 It's OK to leave out the subject in some sentences __e__
2 It's good to use exclamations __c__
3 Using descriptive vocabulary is recommended __f__
4 Emotionally powerful words improve the post __a__
5 It's a good idea to talk about recent events __d__
6 Try to mention some future plans and hopes __b__

a because they give the reader a very clear sense of how the writer is feeling.
b because this gives readers an idea of what they will find in your next update.
c because they help the reader to recognise surprising or unusual events.
d because readers are interested in what's happening currently.
e because this helps informal posts to sound more like a diary entry or a postcard.
f because it makes the writing much more interesting for the reader.

3 Complete the blog post with the words in the box.

camping delicious magnificent meat dishes
on the way here planning terrified traditional

South Africa is truly amazing! Left Cape Town yesterday and drove to our camp at Storms River.
Oh, **(1)** on the way here, we stopped to see the wildlife at a national park. The elephants were beautiful, I mean, really **(2)** magnificent!
Some people were frightened when we suddenly saw a lion … it was so close! To be honest, I was pretty **(3)** terrified, but later I was glad I'd seen it.

The scenery around here is astonishing. We're staying in comfortable but very basic huts (didn't fancy **(4)** camping!). Last night, we went to a **(5)** traditional restaurant for dinner.
The local seafood was absolutely incredible, but I didn't try any of the **(6)** meat dishes. Never expected to find crocodile, zebra and ostrich on a dinner menu, but others in the group said it was **(7)** delicious.

For the rest of this week, we'll be hiking along the river and through the forest. Can't wait to see the waterfall.
I'm **(8)** planning to do a bungee jump tomorrow, have never done one before! I'll post a photo. ☺

4 Read the blog post again. Choose the seven things that the writer did.

1 left the subject out of some sentences
2 said how many other people are on the trip
3 used exclamations
4 mentioned the cost of the trip
5 included descriptive vocabulary
6 talked about some of the food on the trip
7 described the weather
8 used emotionally powerful words
9 complained about some of the activities
10 talked about recent events
11 explained what they're doing next week
12 mentioned future plans and hopes

5 Write at least 250 words on the topic below. Include any relevant examples from your knowledge or experience.

These days, more and more people do not have enough money to buy food.
Many supermarkets throw away food items they have not sold. Governments should force all supermarkets to donate food rather than waste it.
What are the advantages and disadvantages of this?

Exam guide
5 Writing
An essay

Life Skills guide
5 Creativity, Mediation, Practical skills

Lexical Review 6

1 Unscramble the letters to make words.

1 t e d i c x e — excited
2 s e i d t n t — dentist
3 c i m c e n h a — mechanic
4 c a n h m i e — machine
5 a p m r r o e g m — programme
6 o p n t o n p e — opponent
7 w a r n p s — prawns
8 t s e t r a r — starter

2 Write one word in each gap to complete each sentence. The first letter is given.

1 She got very sad and d*epressed* after she lost her job and had to see a psychiatrist
2 I got the chance to work at an i*nternship* in a company for three months to get some work experience.
3 The e*ngineer* checked the plans for the bridge before they started work
4 I'll have the melon as a starter, and chicken for my m*ain* c*ourse*.
5 I'm afraid the vegetables are o*ver*-c*ooked*. I think they boiled for 20 minutes or more.
6 Steve, eat your tomato s*oup* while it's hot. It's good for you.
7 I need to lose a few kilos so I'll have to go on a d*iet* and stop eating so much.
8 I'd like a slice of that big chocolate c*ake* with cream, please.

3 Match the words (1–8) with the definitions (a–h).

1 commute d
2 net a
3 track f
4 rink h
5 crisps c
6 fried e
7 good-looking b
8 delicious g

a what is across the middle of a tennis court
b handsome
c 'potato chips' in British English
d to travel between work and home
e cooked in oil
f you run around this in a stadium
g very tasty
h the place where you go ice-skating

4 Choose the correct option to complete each sentence.

1 She has excellent balance, so she is great at ____.
a warming up **c** swimming
b gymnastics **d** referee

2 A ____ should always wear a suit and look professional.
a mechanic **c** paramedic
b builder **d** businessperson

3 My favourite type of meat is ____. I eat it all the time.
a prawns
b curry
c chicken
d quinoa

4 ____ grow very well in the UK because of the cool climate.
a Mangoes
b Oranges
c Lemons
d Apples

5 The sauce with this steak is really ____. Try some because it's lovely.
a tasty
b tasteless
c edible
d raw

6 I think ____ bread is much better than bread bought in a shop.
a half-finished
b home-made
c sweet-tasting
d over-cooked

7 These ____ tomatoes make the dish taste fantastic!
a home-made
b nutrient
c sun-dried
d grain

8 Fast food always contains a lot of ____.
a calories
b resources
c nutritious
d vitamins

5 Translate the Polish fragments of the sentences into English. Use up to two words.

1 I don't think this fish is very (*świeża*) ____fresh____.
2 What will happen if they don't (*wygrają*) ____win____ the next match?
3 Plant this (*ziarno*) ____seed____ in a pot and give it some water.
4 His new (*wynalazek*) ____invention/discovery____ will change the way we study.
5 She jumped into the (*basenu*) ____(swimming) pool____ even though it was cold
6 I'd like to go (*nurkowanie*) ____(scuba) diving____ and explore shipwrecks.
7 Planes never (*lądują*) ____land____ at night at this airport.
8 Are you sure that this mushroom is (*jadalny*) ____edible____?

Exam guide
5 English in Use Translations

Life Skills guide
5 Mediation

Exam guide
4 English in Use Multiple choice

Skills Review 6

ENGLISH IN USE

Exam guide
1 English in Use
Word formation

Słowotwórstwo

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

1 Although the whole dish was tasteless, the salad was pretty good. TASTE
2 Tom's joke made all the students in the class burst into laughter. LAUGH
3 This cookery book was written by a famous Italian chef. COOK
4 The large amount of rain increased the growth of crops. GROW
5 Green Street is where the food fair traditionally takes place. TRADITION
6 John's performance brought him popularity all over the world. POPULAR
7 The survey is carried out annually in April. ANNUAL

Exam guide
4 English in Use
Multiple choice

Exam guide
2 English in Use
Gap-filling

Uzupełnianie luk

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 If you want to be a stewardess, you have to speak at least two foreign languages.
2 Sam became really famous, but it was at the cost of losing his friends.
3 He isn't patient enough to work as a teacher.
4 This dish was so delicious that I asked for a second helping.
5 I'm generally against fast food, but I think it's OK to eat it once in a while.

Exam guide
3 English in Use
Transformations

Parafrazy zdań

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 First, Simon will teach me to cook American dishes. Then I will open my own restaurant.
IF
If Simon teaches me to cook American dishes, I'll open my own restaurant.

2 If you cook this dish too long, it won't taste good.
OVERCOOK
If you overcook this dish, it won't taste good.

3 People should start their mornings with a nutritious breakfast.
FULL
People should have a breakfast that's full of nutrients / nutritious elements.

4 We won't pass the exams if we don't study more.
UNLESS
We won't pass the exams unless we study more.

5 You can go to that party, but you have to come back before 10 o'clock.
IF
You can go to that party if you come back before 10 o'clock.

Uzupełnianie zdań

4 Wybierz odpowiedź, która poprawnie uzupełnia zdanie.

1 Someone once joked that food generally _____ two categories: tasty and untasty.
(a) falls into
b joins in
c takes on

2 Claire, this bag is too heavy for you! I _____ you carry it to the train.
a help
b am helping
(c) will help

3 My relatives living in the country _____ animals for food.
a grow
(b) raise
c bring up

4 My mum _____ the menu before she decides what to order for our dinner.
a has checked
b was checking
(c) is going to check

5 When you _____ at Liberty Square, call me for further directions.
a will arrive
(b) arrive
c you are arriving

5 Przeczytaj zdania. Uzupełnij każdą lukę wyrazami z ramki przekształconymi w taki sposób, aby powstało spójne i logiczne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.
Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

calory cost grow healthy label previous rich

1 Some spices previously unavailable on our market can now be bought even in small grocery stores.
2 Food labelled as organic and unprocessed is gaining enormous popularity.
3 Avocado is considered to be much healthier than other fruit.
4 With its tropical climate, Costa Rica is the perfect environment for promoting pineapple growth. Almost three million tons of pineapples are grown there annually.
5 My doctor told me to eat only food that's low in calories.

Tłumaczenie fragmentów zdań

6 Przetłumacz podane w nawiasach fragmenty zdań na język angielski.

1 I feel that if you apply a (*dobrze zrównoważoną dietę*) well-balanced diet, you'll soon start losing weight.
2 (*Warzywa gotowane na parze*) Steamed vegetables are crunchy and they taste amazing.
3 I still remember the taste of the (*domowych*) home-made biscuits Aunt Sue used to bake herself.
4 The bread they bake at this bakery has a (*okrągły kształt*) circular/round shape.
5 (*Napoje gazowane*) Fizzy/Carbonated drinks are not sold in schools anymore.

LISTENING

7 Usłyszysz dwukrotnie cztery wypowiedzi na temat gotowania. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (a–e). Wpisz rozwiązania w tabelę.
Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. 69 p. 399

This speaker:

a threw out the food he/she found unfit to be eaten.
b was taught how to cook by a professional.
c took over a family restaurant where he/she learnt to cook.
d realised cooking was more difficult than he/she thought.
e loved experimenting with food.

1	2	3	4
e	d	b	a

Exam guide
5 English in Use
Word formation

WRITING

8 Zaprosiłeś/Zaprosiłaś swoich przyjaciół do siebie na obiad, który przygotowałeś/przygotowałaś według swojego przepisu. Niestety miałeś/miałaś problem z przygotowaniem dania głównego. Napisz list do koleżanki z Londynu, w którym:

- poinformujesz, dlaczego zaprosiłeś/zaprosiłaś przyjaciół na obiad,
- przedstawisz problem, jaki pojawił się podczas przygotowywania dania głównego,
- wyjaśnisz, jak rozwiązałeś/rozwiązałaś ten problem,
- doradzisz, jak unikać takich sytuacji 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).

Dear Cindy,

I invited my friend for dinner on Saturday. It was my birthday and we wanted to celebrate it.

...

Exam guide
8 Writing
An informal letter

Life Skills guide
8 Creativity,
Mediation,
Practical skills

Exam guide
6 English in Use
Translations

Life Skills guide
6 Mediation

SPEAKING

9 Podczas pobytu w Wielkiej Brytanii rozmawiasz z kolegą/koleżanką na temat przyjęcia w ogrodzie, które wspólnie zamierzacie zorganizować dla swoich znajomych.

Poniżej podane są cztery kwestie, które musisz omówić w rozmowie z egzaminującym.

- przygotowanie przekąsek
- danie główne
- napoje
- deser

Rozmowę rozpoczyna egzaminujący.

Exam guide
9 Oral Matura

Life Skills guide
8 Communication,
Creativity,
Mediation,
Practical skills

Exam guide
7 Listening
Matching

7 Shopping around

7A Vocabulary

Exam guide

3 English in Use
Multiple choice

Money and shopping

1 Revision Are the words connected with the beginning or the end of a product's life? Complete the table.

advertise create design grow
manufacture recycle throw away

Beginning	End
advertise	recycle
create	throw away
design	
grow	
manufacture	

2 Revision Choose the correct word to complete each sentence.

1 This shirt doesn't feel nice against my skin. The *material* / *design* is rough.
2 I can't decide which dress to buy. There are too many *designs* / *options*.
3 People don't know how wonderful this new product is. We need to *produce* / *advertise* it better.
4 One reason computers are expensive is because they are difficult to *manufacture* / *sell*.
5 It's hard to *option* / *pick* one of those perfumes – they all smell really nice.
6 *Producing* / *Recycling* plastic bags helps the environment and decreases waste.
7 In some cities, restaurants are *growing* / *recycling* vegetables on their rooftops.



3 Revision Read and choose the correct options to complete the email.

Hi Sam,

We're having a wonderful time in New York City. The shopping is fantastic! There are signs everywhere that are **(1)** __a__ new products. Today, I bought a new jacket. The **(2)** __b__ is so soft and warm. There were lots of **(3)** __a__, so it was hard to choose. The man who **(4)** __c__ me the jacket is a great fashion designer. He uses **(5)** __d__ buttons and beautiful fabrics. He **(6)** __a__ all the jackets in the shop, but they're **(7)** __b__ in a factory nearby. I love my new jacket and will never **(8)** __b__! Can't wait to show you – see you soon!

Love,
Kayo

1	**a** advertising	**c** producing
	b recycling	**d** manufacturing
2	**a** option	**c** design
	b material	**d** recycling
3	**a** options	**c** produces
	b picks	**d** advertisements
4	**a** designed	**c** sold
	b advertised	**d** recycled
5	**a** advertised	**c** produced
	b picked	**d** recycled
6	**a** designs	**c** picks
	b recycles	**d** grows
7	**a** recycled	**c** advertised
	b manufactured	**d** sold
8	**a** throw it up	**c** throw it down
	b throw it away	**d** throw it in

4 Complete the phrases about shopping.

1 shopping a r o u n d
2 on s p e c i a l offer
3 give money a w a y
4 be in d e b t
5 d o n a t e to charity
6 take something b a c k
7 get a r e f u n d
8 s p e n d money on

5 Complete the sentences with *more*, *back*, *off* or *for*.

1 He really wants that watch, but he doesn't have enough to pay ___for___ it.
2 I don't have my wallet right now – can I pay you ___back___ later?
3 Paying ___more___ doesn't always mean better quality.
4 How are you going to pay ___for___ that – credit card or cash?
5 Don't pay ___more___ for a T-shirt just because it's made by a famous designer.
6 We need to pay ___off___ the debt before we can buy a new car.
7 I'm hoping to get a job this summer to help pay ___for___ the holiday in Japan.
8 Maria bought lunch for me, so I need to pay her ___back___.

6 Choose the correct word to complete each sentence.

1 I don't need any help, thanks. I'm just *browsing* / *shopping*.
2 My new phone stopped working after one week! I'm taking it back to get a *return* / *refund*.
3 If you need to *borrow* / *lend* some money this month, I can help.
4 Andy's new coat was really good value – it was cheap, but the *bargain* / *quality* is pretty good.
5 If people recognise the *bargain* / *brand*, they might be more likely to buy the product.
6 Sometimes I buy winter clothes during the summer when they're *on* / *in* special offer.
7 Her goal is to find a job where she *lends* / *earns* a lot, so that she can travel.
8 That jacket looked almost the same as the cheaper one, but it had a different *logo* / *company*.

7 Match the words (1–6) with the phrases (a–f).

1 afford to ___d___	**a** something back
2 take ___a___	**b** around
3 shop ___b___	**c** someone money
4 lend ___c___	**d** buy something
5 waste money ___f___	**e** away
6 give something ___e___	**f** on something

8 Listen and choose the correct option. 70 p. 399

1 *pay for* / *pay off*
2 *bargain* / *donation*
3 *brand* / *browse*
4 *logo* / *lend*
5 *brand* / *company*
6 *sold in* / *sold out*
7 *shop around* / *shop out*

9 **Extension** Complete the sentences with the correct form of the words in the box.

consumer interest loan owe return seller

1 If you change your mind about the suit, you can always ___return___ it to one of our shops.
2 My parents gave me a ___loan___ to buy my car, so I need to start paying them back.
3 Don't borrow money from the bank, they charge far too much ___interest___.
4 She still ___owes/owed___ me some money that I lent her last year!
5 Online shopping gives ___consumers___ far more choice about where to buy.
6 I bought the rug online and the ___seller___ was very efficient. I'd buy from him again.

10 **Extension** Choose the correct word to complete each sentence.

1 I always do my supermarket shopping *online* / *browsing*.
2 They'd like to move but they need to find a *seller* / *buyer* for their house.
3 Could your parents *save* / *lend* you some money until the end of the month?
4 I think I'll have to *lend* / *return* that shirt you gave me for my birthday. It's too small.
5 I feel guilty if I *borrow* / *owe* someone money. I always pay them back right away.
6 If you're not sure about a *seller* / *charity* you find online, don't buy their product.
7 I'm sorry, but that colour is out of *sale* / *stock* at the moment.
8 Buying a house is probably the most expensive *purchase* / *buy* you'll ever make.

Exam guide

9 English in Use
Word formation

7B Listening

Exam guide
3 Listening
Multiple choice

1 Listen to the short conversations and choose the correct pictures. 71 p. 399

1 (a)



c



b



2 a



(c)



b



3 a



(c)



b



2 Listen and choose the best description of the talk. 72 p. 399

a the death of music CDs
b the rise of YouTube music stars
(c) the digital music revolution
d disappearing record companies

3 Listen again and choose the correct option to complete each sentence. 72 p. 399

1 A *buck* is another way of saying ____.
a a billion **c** a device
(b) a dollar

2 A *cash cow* is ____.
(a) something that earns you a lot of money
b a very unusual, expensive animal
c anything that costs an enormous amount of money

3 *A la carte* allows you to ____.
a create a menu **c** pick and choose
b buy the whole thing

4 A word or phrase used by the speaker meaning *passed* is ____.
(a) overtaken **c** gone beyond
b outdone

5 *Heaven-sent* is another way of saying ____.
a an artist **c** a fan
(b) a gift

6 A word used by the speaker meaning *memorable* is ____.
a attractive **c** catchy
b likable

Exam guide
4 Listening
Multiple choice

4 Listen again and choose the correct answer to each question. 72 p. 399

1 In what year did the iTunes store open?
(a) 2003 **c** 2015
b 2007

2 What device brought about the digital revolution in music?
a iTunes **c** the iPod
b the CD

3 Who is Matt Kleinschmit?
(a) a music analyst **c** a music mood
b a music artist

4 Where does the phrase 'à la carte' come from?
a Mr Kleinschmit **c** many countries
(b) France

5 What is an example of 'physical' music?
a a download **c** a CD
b streaming

6 When does the speaker expect CDs to completely disappear?
a sometime very soon
(b) not anytime soon
c sometime in the near future

7 What kind of a place do you think Des Moines is?
(a) a small, not very important city
b a very important, powerful city
c a big city with a lot of children

7C Grammar 1

The passive

1 Are the words in bold active (A) or passive (P)?

1 Cheaper brands **can be found**, but they are not as good as the more expensive ones. P
2 I **bought** these shoes online, but I might return them. A
3 Customers **had** sometimes **been given** the wrong information. P
4 **Was** the loan ever **paid back**? P
5 Parents **donated** money to buy a new computer for the school. A
6 These products **are** often **manufactured** in India. P
7 I **didn't find** a new pair of headphones because they didn't have the ones I like. A
8 Shoppers **can pay** full price if they don't want to wait for the sale. A

2 Choose the correct verb forms to complete the sentences.

1 The way we spend our money *is change* / *has been changed* / *was change* by online shopping.
2 I *wasn't recommend* / *don't recommend* / *been recommended* the department store on Main Street.
3 One pound *is donated* / *is donate* / *donated* to charity every time the song *is play* / *been played* / *is played*.
4 Was the money *spend* / *been spent* / *spent* on something useful?
5 My sister *is sold* / *sells* / *been sell* CDs she no longer wants on eBay.
6 The TV *was returned* / *returned* / *has been return* and the customer *was been given* / *has been given* / *gave* a full refund.

3 Put the words in the correct order to make passive sentences and questions.

1 can / on / Sometimes, / be / great deals / found / the internet
Sometimes, great deals can be found on the internet.
2 identified / Who / been / as / the previous owner / had
Who had been identified as the previous owner?
3 new / Gift cards / to / usually given / are / customers
Gift cards are usually given to new customers.
4 donated / What / has / to / the / been / auction
What has been donated to the auction?
5 are / suits / only sold / These / Edinburgh store / our / in
These suits are only sold in our Edinburgh store.
6 been / by 10% / have / prices / increased / Last year's
Last year's prices have been increased by 10%.

4 Complete the second sentence in the correct passive form so that it means the same as the first.

1 We sold the extra tickets for a reduced price.
The extra tickets _____ for a reduced price.
2 They can repair the broken guitar quite easily.
The broken guitar _____ quite easily.
3 The heavy rain had damaged his leather jacket.
His leather jacket _____ by the heavy rain.
4 We have already returned the extra stock to the supplier.
The extra stock _____ to the supplier.
5 Most of the shop assistants wear a uniform.
A uniform _____ by most of the shop assistants.
6 They have sent a refund to every unhappy customer.
A refund _____ to every unhappy customer.
7 We can buy these goods more cheaply.
These goods _____ more cheaply.

5 Complete the sentences with the correct passive form of the verbs in brackets.

1 Students have been given the choice of using print or online textbooks. (*give*, present perfect)
2 If the goods are damaged, they can't be returned. (*damage*, present simple)
3 The last pair had been sold just before we arrived. (*sell*, past perfect)
4 The smaller sizes were taken to the back of the shop. (*take*, past simple)
5 Have all the orders been delivered yet? (*deliver*, present perfect)
6 A lot of sports equipment is manufactured in China. (*manufacture*, present simple)
7 There was no waste because nothing had been thrown away (*throw away*, past perfect)

6 Translate the Polish fragments of the sentences into English.

1 The pop star's jacket (*została sprzedana*) was sold / has been sold for over $100,000.
2 Discounts (*są udzielane*) are given to customers who spend more than 250 zlotys.
3 A new shopping centre (*będzie wybudowane*) will be built / is going to be built here next year.
4 The money (*nie zostały wysłane*) hasn't been sent to me yet.
5 The company's logo (*jest wydrukowane*) is printed on all their products.
6 I (*nosiłem*) have worn the trousers a few times already.
7 A lot of music (*jest ściągana*) is downloaded from the internet for free.

Exam guide
6 English in Use Translations

Life Skills guide
6 Mediation

4 1 were sold
2 can be repaired
3 had been damaged
4 has already been returned
5 is worn
6 has been sent
7 can be bought

7D Reading

Exam guide
1 Reading
Multiple choice

Exam guide
3 Reading
Multiple choice

Exam guide
4 English in Use
Word formation

Exam guide
2 Reading
True/false

1 Read the text and choose the correct answer to the questions.

1 What do many of us pay attention to when we shop, even though we don't realise it?
a things we don't want
b smells, sounds and colours
c the shape of certain vegetables
d foods that we don't recognise

2 How do supermarkets get shoppers to spend more time in the shop?
a They try to distract shoppers.
b They sell fruit and vegetables.
c They pay attention to shoppers.
d They have more than one door.

3 How do supermarkets try to make the things they sell attractive to shoppers?
a They only sell natural foods that are good for you.
b They sell things which make you feel both energised and hungry.
c They sell fruit and vegetables that were picked that morning.
d They have carefully organised areas, like the fruit and vegetable department.

4 Why do shops often play music?
a People who listen to music don't shop rationally.
b People spend more time shopping in shops that play music.
c Listening to music makes people buy things they don't want.
d People who enjoy music usually spend more.

5 Why do supermarkets place more expensive products at eye level?
a Researchers have found that products placed at eye-level sell faster.
b There isn't enough room on end-caps for expensive products.
c Products placed at eye-level are easier to see and reach.
d They don't want people to feel tired when they shop.

2 Are the sentences true (T) or false (F)?

1 Supermarkets and other shops know how to manipulate your shopping experience. T

2 Supermarkets would like you to spend as little time as possible in the shop. F

3 Special lights are used to make supermarket fruit and vegetables look attractive. T

4 After about 40 minutes of shopping, people begin to buy things they hadn't planned to buy. T

5 'End-caps' are used to display products that the shop doesn't want to sell. F

3 Choose the correct word to complete each sentence.

1 Whether or not we know it, most of us do pay attention to how things are ____ in a supermarket
a wanted **c** bought
b arranged **d** stored

2 Supermarkets want shoppers to ____ as much time as possible in the shop.
a pay **c** spend
b shop **d** browse

3 Supermarkets make sure that they arrange fruit and vegetables very ____.
a emotionally **c** carefully
b quickly **d** naturally

4 Research has found that music encourages shoppers to spend more time ____ in shops.
a singing **c** listening
b browsing **d** talking

5 Expensive brands are usually kept at eye level in supermarkets because they're more ____ seen and reached there.
a normally **c** completely
b rationally **d** easily

VOCABULARY BUILDING Adverbs

4 Complete the sentences with an adverb formed from the adjectives in capitals.

1 They serve these delicious fish dishes which are always perfectly cooked. PERFECT

2 Sorry, but the coffee machine is temporarily out of service. TEMPORARY

3 I try not to eat too much chocolate, but I occasionally give myself a treat. OCCASIONAL

4 Slow down a little – you're driving, too fast! FAST

5 This excellent restaurant is famous for its carefully prepared food. CAREFUL

6 Why don't you ever get your hair cut professionally? PROFESSIONAL

7 Choose your words carefully – you don't want to make her angry! CAREFUL

8 I always sleep well after a long walk. GOOD

Tricks of the trade: how supermarkets influence shoppers



73 Do you notice the music playing in the background when you're shopping in a supermarket? Do you care how the fruit and vegetables are arranged? Though we may not realise it, most of us do pay attention to things like colour, sounds and even smells when we shop. Shopping for groceries in a supermarket is a good example of how shops manipulate* your shopping experience in order to persuade you to buy more or to buy something you didn't know you wanted.

Supermarkets want you to spend as much time as possible in the shop. They know that the longer you stay, the more you'll see and want to buy, so while you're there, they try to distract* you to make you spend a little more money. How do they do it? For one thing, once you enter a supermarket, it's not always easy to get out again, and that's not accidental. Most supermarkets have only one entrance. To find the way out, you're forced to walk through quite a lot of the shop, past tempting displays of goods for sale.

Once you're in the door, the first thing you'll see in most supermarkets is the fruit and vegetable department, packed with smells, colours and textures that make you feel both energised and hungry. This gives the supermarket a welcoming impression, a colourful place filled with natural foods that are fresh and good for you. The truth is that this department is the first of several carefully organised areas. Special lighting is used to make the fruit and vegetables on display appear bright and colourful. Even the mist that periodically sprays produce in some supermarkets is only there for effect. Though it makes fruit and vegetables look as if they were picked that morning, the spray serves no practical purpose and rather than keeping them fresh, actually causes them to rot more quickly than normal.

Music also helps to keep shoppers browsing. One study found that people spend up to 34% longer shopping in shops that play music. That's significant because research has also found that after about 40 minutes, people stop shopping rationally* and carefully, and instead shop emotionally, buying things they hadn't planned to buy.

Another trick involves the placement of goods for sale. In most supermarkets, the more expensive items are kept on shelves at eye level, where they're easily seen and reached. Bargain or cheaper brands are placed closer to the floor, so that you have to bend down to get them. The displays at the ends of aisles*, known as 'end-caps', are also designed to catch your eye and convince you to buy the items placed there. Researchers have found that products placed on end-caps sell eight times faster than they would if put elsewhere in the shop!

What can you do to avoid spending all afternoon buying things you didn't think you wanted? If you want to get your shopping done efficiently, make a list and stick to it! Don't go shopping when you're hungry or because you're bored. And keep your eyes and ears open. Don't let a shop trick you into buying something you don't need!

manipulate *to control*
distract *to make someone stop giving their attention to something*

rationally *based on practical reasons and not emotions*
aisle *a long narrow space between the rows of shelves in a supermarket*

7E Grammar 2

have/get something done

1 Listen and complete the sentences. 74

1 They have the pool cleaned every spring.
2 We got the parcel delivered to a different address.
3 I need to have my laptop repaired.
4 You should get your fence painted, it would look so much better.
5 Penny has her dog walked while she's at work.
6 Max got the brakes tested before he bought the car.
7 If you need the recording next week, I'll have it sent to you tomorrow.

2 Complete the sentences using *have/get something done*.

1 I have my hair cut every three weeks. (*have / hair / cut*)
2 The Luong family has a family portrait taken every summer. (*have / a family portrait / take*)
3 My gym got a new sound system installed last week. (*get / a new sound system / install*)
4 It was so nice – Collin got coffee and biscuits brought for everyone at the meeting. (*get / coffee and biscuits / bring*)
5 I had my eyes checked to see if I needed glasses, but they said they were fine. (*have / my eyes / check*)
6 He usually has the piano tuned before each concert. (*have / the piano / tune*)
7 We had pizza delivered after we we'd finished studying. (*have / pizza / deliver*)

3 Write who did the action in bold. Write *don't know* if it is not clear.

1 The classroom was so cold, so our teacher **turned** the temperature **up**. our teacher
2 Peter got his phone **fixed**. don't know
3 The music at the restaurant was too loud, so we got it **turned down**. don't know
4 I have the newsletter **delivered** to my inbox every week. don't know
5 The students **put** the books on the shelves. the students
6 Marissa **drove** her aunt to the airport so that she didn't have to take the bus. Marissa

4 Are the words in bold correct or incorrect? Correct those that are incorrect.

1 We had breakfast **delivering** to our room while we were on holiday. delivered
2 We **have our tickets checked** as we went into the concert. had our tickets checked
3 Professor Sales **had** signs put up all over campus to advertise the lecture. ✓
4 He has the weekly report **got copy** before he sends it to Joe. copied
5 She had the invitations **be sent** a week before the party. sent
6 They **have flowers delivered** to their grandmother on her birthday. ✓
7 The librarian had the books **put has got** back on the shelves. put
8 Addie **gets** her post sent to her school. ✓

5 Look at Nadia's to-do list from yesterday. Write sentences with *have/get something done* to talk about what Nadia did and didn't get done.

get new passport photo [✓]
electrician here to fix lights – 3.00 [✓]
take phone to shop to get fixed [✗]
Sandy here to clean windows – midday [✓]
haircut – 4.30 [✓]
dentist for teeth cleaning – 9.15 [✗]

1 She got/had her new passport photo taken. (*her passport photo*)
2 She got/had the lights fixed. (*the lights*)
3 She didn't get/have her phone fixed. (*her phone*)
4 She got/had the windows cleaned. (*the windows*)
5 She got/had her hair cut. (*her hair*)
6 She didn't get/have her teeth cleaned. (*her teeth*)

6 Complete the text using the words in the box in the correct form of *have/get something done* and the words in brackets in the text. Use up to five words in each gap. There are two words you do not need.

clean cut give repair spend take test

This month has been really busy for me. I had an interview last week and I wanted to look my best, so I **(1)** _____ (*my hair*) at an expensive hairdresser's in town. Then my car broke down

6 1 had my hair cut
2 had it repaired
3 have had my eyes tested
4 will have the windows cleaned
5 are having a photo taken

so I **(2)** _____ (*it*) at my local garage. So far this week, I've been to the doctor's and I **(3)** _____ (*my eyes*) to see if I need glasses. I'm not sure about next week, but I think I **(4)** _____ (*the windows*) because they're very dirty. Oh, and we **(5)** _____ (*a photo*) of the whole family at a studio nearby on Tuesday at 10 o'clock.

7 **Complete the second sentence with *have/get something done*.**

1 They asked the groundsman to check the football pitch to see if it was too wet.
They had the football pitch checked to see if it was too wet.

2 The optician fixed his glasses after he broke them.
He had his glasses fixed after he broke them.

3 She asked the company to make a sign for her coffee shop.
She had a sign made for her coffee shop.

4 He asked Chloe to forward his calls to his mobile.
He had his calls forwarded to his mobile.

5 She told the clerk to send the bill to her mother.
She had the bill sent to her mother.

6 We asked them to bring breakfast to our hotel room.
We had breakfast brought to our hotel room.

7 I asked a plumber to repair the kitchen tap.
I had the kitchen tap repaired by a plumber.

8 **Read and listen to the question. Choose the correct answer.** 75

1 Where do you get your car fixed?
a I get it fixed at Quick Auto Repair, on Main Street.
b I had got it fixing at Quick Auto Repair, on Main Street.

2 Do you have a new ID card yet?
a Yes, I had taking a new picture already.
b No, I haven't had a new picture taken yet.

3 Is everything ready for the party?
a Yes! I had the food delivered this morning and the house cleaned this afternoon.
b Well, tomorrow I still need to had the food delivered and got the house cleaned.

4 Do you think you need to get new glasses?
a No. I got my eyes checked last month and the glasses I have are fine.
b No. My optician got my eyes had checked and the glasses I have are fine.

5 Did Dr Jensen give you anything for your sore throat?
a Yes, she got sent a prescription to the pharmacy.
b Yes, she had a prescription sent to the pharmacy.

6 Are you ready to eat dinner?
a No. I was really hungry earlier, so I had some pizza delivered.
b Yes. I'm really hungry, so let's got some pizza delivered.

7 Is your computer still broken?
a No, I'm having it fixed last week.
b No. I had it fixed last week.



9 **Complete the second sentence so that it means the same as the first. Use *have/get something done*.**

1 Someone came to fix my roof last week
I had my roof fixed last week.

2 The painter is decorating our living room this week.
We are having our living room decorated this week.

3 We can bring the furniture to your house for you.
You can have the furniture brought to your house.

4 I need someone to replace my phone screen.
I need to have my phone screen replaced.

5 The wedding invitations were printed last week.
We had the wedding invitations printed last week.

10 **Complete the sentences with the correct form of the words in brackets. Add *have/get something done*.**

1 She _____ (*her nails / paint*) every week by a manicurist.

2 He _____ (*his new laptop / send*) by express courier last Thursday.

3 I have an appointment at the dentist's on Monday.
I _____ (*a tooth / remove*).

4 We _____ (*a tree / cut down*) last weekend.

5 I _____ (*my bike / fix*) at the moment.

6 He _____ (*his car / polish*) last Sunday.

10 **1** has her nails painted
2 had his new laptop sent
3 am having a tooth removed
4 had a tree cut down
5 am having my bike fixed
6 had his car polished

Technology guide

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

TEDTALKS Extra
Grow your own clothes



"In the future, what would you choose to grow?"

SUZANNE LEE

AUTHENTIC LISTENING SKILLS

Reformulating

One way to make a new or complicated idea clearer to understand is by reformulating, or saying it again using different words. Notice in this example how the second sentence helps to explain what static means:
And this is a static culture. You don't have to do anything to it.

1 Look at the Authentic listening skills box. Then listen to this extract from the talk. Which word in the first sentence is made clearer by the second sentence? 76

What excites me about using microbes is their efficiency. So we only grow what we need.

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.

brew tea | acetic acid | be in full swing | thickness | soapy water | evaporate | lightweight | seams | water-resistant | absorb | fall apart | efficiency | waste | spin | replacement | ultimately | curiosity | random

Life Skills guide
3 Critical thinking, Mediation

3 Work in pairs. Discuss the questions.

1 Look at the labels on the clothes you are wearing. Are they made of cotton, wool, leather or plastic, or other materials?
2 What are the advantages and disadvantages of these materials?
3 Are there any materials you wouldn't wear? Why not?
4 Which materials are most easily biodegradable? Which don't biodegrade easily?
5 Look at the jacket Suzanne is wearing and the one behind her. What do you think they are made of?

WHILE YOU WATCH

4 Watch the clip about the Speaker. Choose the correct definition of the words and phrases. ▶ 7.0

fabric | microbes | layers | cellulose | flexible | sustainable | resources

5 Watch part 1 of the talk. Use some of the words and numbers to complete the recipe for making the fabric. ▶ 7.1 p. 406

2–3 | 3 | 10 | 30 | bath | hot | salt | sheets | sugar | tea

1 Start by making the ___tea___ (30 litres).
2 Then add some ___sugar___ when it is still hot, to let it dissolve.
3 Pour the liquid into a ___bath___ where it can grow.
4 When it is less than ___30___ °C, add the microbes.
5 You can keep it outside when the weather is ___hot___.
6 Bubbles will start to appear on the surface after about ___3___ days.
7 Now the microbes have started forming ___sheets___ of cellulose.
8 The material is about one inch (2.5 cm) thick after ___2–3___ weeks.



6 Watch part 2 of the talk. Choose the correct options to complete the summary. ▶ 7.2 p. 406

When the material is ready, you first need to **(1)** *dry* / *wash* it. Then, because it is mostly **(2)** *bacteria* / *water*, you leave it on a piece of wood. The finished product will be **(3)** *darker* / *thinner* than before. It will either be like **(4)** *paper* / *plastic* or like **(5)** *cotton* / *leather*. You can cut it and sew it like normal clothes, or you can shape it when it **(6)** *has been coloured* / *is still wet*. The main problem is that the material absorbs **(7)** *heat* / *water*, making it **(8)** *dangerous* / *weak*. So, Suzanne still has work to do before the material is really useful.

7 Watch part 3 of the talk. Which of the things does Suzanne say? ▶ 7.3 p. 406

1 Using microbes to make fabric means you can make clothes very cheaply.
2 You could throw your clothes away without worrying about the environment.
3 Cellulose will one day replace cotton, leather and other materials.
4 This process may be used in furniture design.
5 It may be used to heat buildings.

8 VOCABULARY IN CONTEXT

Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases you see in the clip. ▶ 7.4

pour	spread	transparent	naked
bug	precious	efficiency	

9 Think of examples of the following things. Then work in pairs and compare your examples.

1 something you *spread* on bread or toast
2 three materials that are *transparent*
3 a *bug* you would be afraid to hold in your hands
4 an object that is *precious* to you
5 something you have to do where *efficiency* is important.

Life Skills guide
9 Creativity, Mediation

10 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

1 What things do you buy that are?
- sustainable
- biodegradable

2 What things that you buy are not so good for the environment? Why not?
3 Do you think about environmental issues when you buy these things?
- clothes
- soap, shower gel, make up, etc.
- food and snacks
- other things

Life Skills guide
10 Critical thinking, Mediation, Self-development

Technology guide

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

Technology guide

LearningApps.org

TEDTALKS Practice
Grow your own clothes

Rozwiąż dodatkowe zadania do filmu na LearningApps.org.

AUTHENTIC LISTENING SKILLS

1 Read the extracts from parts 2 and 3 of the TED Talk. Choose the sentence that you think follows it. Then listen and check your answers. 77

1 At this point, it's really heavy.
- **a** So we start by brewing the tea.
- **b** And then we're ready to add the living organism.
- **c** It's over 90 percent water.

2 What I can't yet do is make it water-resistant.
- **a** Possibly a good performance piece, but definitely not ideal for everyday wear.
- **b** So, if I was to walk outside in the rain wearing this dress today, I would immediately start to absorb huge amounts of water.
- **c** After about three days, the bubbles will appear on the surface of the liquid.

3 And in fact, we could make it from a waste stream.
- **a** So, we only grow what we need.
- **b** So, for example, a waste sugar stream from a food processing plant.
- **c** And as it evaporates, it will knit itself together, forming seams.

4 What I'm not suggesting is that microbial cellulose is going to be a replacement for cotton, leather or other textile materials.
- **a** But I do think it could be quite a smart and sustainable addition to our increasingly precious natural resources.
- **b** So they're spinning these tiny nano-fibres of pure cellulose.
- **c** And they're sticking together, forming layers and giving us a sheet on the surface.

5 Ultimately, maybe it won't even be fashion where we see these microbes have their impact.
- **a** The dress would get really heavy and eventually the seams would probably fall apart.
- **b** What I'm looking for is a way to give the material the qualities that I need.
- **c** We could, for example, imagine growing a lamp, a chair, a car or maybe even a house.

Exam guide

4 English in Use
Multiple choice

WATCH p. 406

2 Watch parts 1 and 2 of the TED Talk. Put the sentences (a–h) in the correct order.

- **a** Brew 30 litres of tea and add two kilos of sugar. 1
- **b** Cool tea to below 30°C and add the living organism and acetic acid. 3
- **c** Cut out shapes and sew, or use the material to form a 3-D shape. 8
- **d** Maintain an optimum temperature for the growth. 4
- **e** Pour tea into a growth bath. 2
- **f** To harvest, take out of the bath, wash it, spread it out and let it evaporate. 7
- **g** When bubbles appear on the surface of the liquid, fermentation has begun. 5
- **h** Within two to three weeks, a one-inch (2.5 cm) sheet has formed. 6

3 Watch part 3 of the TED Talk. Choose the correct words or phrases to complete the sentences.

1 Suzanne Lee is excited by how *efficient* / *economical* / *fast* microbe use is in textile production.
2 Lee thinks fabric could be *spread out* / *poured* / *made* from the sugar that is thrown away at food factories.
3 When Lee says that microbial cellulose can biodegrade naturally with vegetable peelings, she means *it's good for the environment* / *it's easy to clean* / *it can be made from vegetables*.
4 Lee feels that microbial cellulose should *replace* / *not replace* / *be an addition to* other materials.
5 When she says, 'maybe it won't even be fashion where we see these microbes have their impact', she means *they may never be used* / *they might be used in another area* / *they may never become popular in fashion*.

VOCABULARY IN CONTEXT

4 Choose the correct word to complete each sentence.

1 _____ the cake mixture out in the tin so it bakes evenly.
a Pour **b** Spread **c** Extend

2 In the bathroom, there were these horrible ants and other _____ crawling all over the floor.
a birds **b** leaves **c** bugs

3 In many parts of the world, clean water is a _____ resource.
a precious **b** beautiful **c** wasteful

4 The box is _____, so you can see everything inside it.
a liquid **b** transparent **c** 3-D

5 I'm not surprised you feel cold, you're practically _____! Put some more clothes on!
a stupid **b** naked **c** wet

6 _____ the liquid into the bowl and mix it with the other ingredients.
a Pour **b** Catch **c** Fall

7 I was very impressed by the speed and _____ of the process.
a waste **b** concept **c** efficiency

7F Speaking

1 Complete the conversation with the phrases (a–i). Then listen and check your answers. 78

a It's OK, I'm just browsing.
b I need a size 'L'.
c Where are the changing rooms?
d I'm after something smarter.
e Is it the right size?
f It looks really good on you.
g We've only got red ones
h I'll buy it.
i have you got these in a larger size?

Shop assistant: Hi. Can I help you with anything?

Customer: **(1)** a

S: No problem. Let me know if you need anything.

C: Thanks. Actually, I wonder, **(2)** i

S: The linen skirts. We might do. I'll just check. What size are you looking for?

C: **(3)** b

S: OK. We also have these linen trousers in a large.

C: Yes, they're nice, but **(4)** d

S: OK. I'll be right back.

…

S: **(5)** g in large. I've brought one and the blue in a medium – in case you might like to try it.

C: Thanks. **(6)** c

S: Just over there on the right.

…

C: Excuse me. Could I ask what you think?

S: Of course.

C: **(7)** e

S: Oh, yes! **(8)** f

C: Great. **(9)** h

2 When speaking English fast, some sounds in consonant clusters disappear or change. Look at the underlined consonant clusters and say the phrases quickly. Decide which consonant sound disappears/changes in fast speech. Listen again and check your answers. 78

1 just browsing … It's OK, I'm just browsing.
2 got these … Have you got these in a larger size?
3 something smarter … I'm after something smarter.
4 got red … We've only got red ones
5 changing rooms … where are the changing rooms?
6 right size … Is it the right size?
7 looks really … It looks really good on you.

3 Match the sentences (1–7) with the responses (a–g).

1 Are you looking for anything in particular? c
2 We've got some great new t-shirts in stock. f
3 I need a size 'M'. e
4 Have you got these in a different colour? g
5 Is it the right size? d
6 Where are the changing rooms? b
7 It looks really good on you. a

a Great – I'll buy it.
b Just over there, next to the cash desk.
c It's OK, I'm just browsing.
d It's a bit tight around the shoulders.
e I'm not sure we have any, but they're coming in on the next delivery.
f Right, thanks – but I'm after something smarter.
g No, we've only got the green ones.

4 Practise conversations for the two situations below. Make notes on your ideas. Then listen to the model conversations and compare your ideas. 79 p. 400

Clothes shop:

You want to buy some jeans. First the sales assistant suggests a standard design, but you want something more fashionable. You're size 30 long. They have all colours in 30 regular but only black in 30 long. You ask to try both on, the black ones fit and you decide to buy them.

Phone shop:

You want to get a new phone, something reliable with a large memory. First the sales assistant suggests an iPhone, but you want something at a lower price. She offers you a much cheaper silver phone with 128GB – you like the design but want more storage. The shop only has a black or white phone with more storage, and you ask to see the black one. You decide to buy this phone.

Life Skills guide
4 Communication, Practical skills

5 Some people think it is better to go into shops to buy clothes. Others think it is better to buy clothes online. Which do you think is better? Explain why.

Make some notes on your ideas for this. Then listen to the model answer and compare your ideas. 80 p. 400

Life Skills guide
5 Critical thinking, Mediation

7G Writing

An announcement

1 Choose four things you should not do when writing an announcement to sell an item online.

1 Use a clear heading with the name of the item. ☐
2 Include fun facts even if they aren't relevant. ☑
3 Post a photo of the item. ☐
4 Provide the price and types of payment accepted. ☐
5 Use rhetorical questions. ☐
6 Write long, very detailed sentences. ☑
7 Supply a description of the item, including age and condition. ☐
8 Say what you dislike about the item. ☑
9 Mention who the item would be suitable for. ☐
10 Talk about the seller's background and hobbies. ☑
11 Provide details about postage. ☐

2 Read and choose the sentences from a 'for sale' announcement.



1 (a) Telescope: Celestron Astromaster 76EQ!
b An old telescope with quite a nice tripod.

2 a Do you want to own my telescope, which I've had for a year?
(b) Want a cool telescope for an excellent price? Keep reading!

3 a Not bad condition. Probably suitable for someone who would not use it very often.
(b) Good condition. Suitable for someone developing a new interest in astronomy.

4 (a) Not accepting any offers under £50.
b Costs £100 new. Make me an offer.

5 a Once paid, I will post the item as soon as I can.
(b) Shipping within two days of receipt of payment.

3 Look at the sentences in exercise 2 again. Then match the problems (1–5) with the correct headings (a–e).

1 Not clear and sounds lazy. Buyers need to know when they will receive the item. d
2 Not relevant or exact enough to attract a buyer's interest. b
3 Too general; isn't clear about how much to pay. e
4 Too boring, and doesn't really make anyone interested in finding out more. c
5 Too negative. Doesn't provide a good reason to buy. a

a condition/suitability
b heading
c opening question
d postage
e price

4 Complete the 'for sale' announcement with the words or phrases in the box.

bargain price	Brand new	Cash payment	Central Madrid
for general travel		Lots of smaller	quality
selling because	Selling price	students	Suitable for

Black rucksack



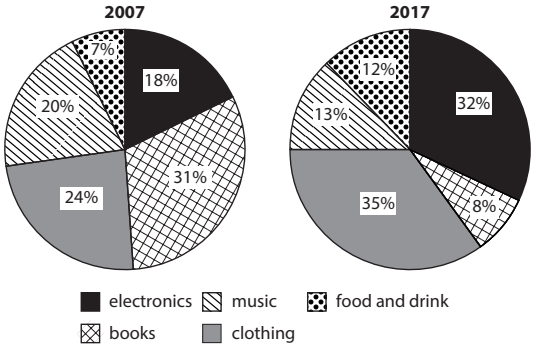
(1) Selling price: €35
Payment: Cash only
Seller: **(2)** Central Madrid
Need a comfortable rucksack **(3)** for general travel?
This rucksack holds 40 litres in the main section.
(4) Lots of smaller pockets for convenience.
(5) Suitable for hiking, walking or camping weekends. Ideal for **(6)** students!
(7) Brand new with the tags still on.
Material is excellent **(8)** quality.
Only **(9)** selling because I received a similar rucksack for my birthday.

These rucksacks cost €50 in the shops. I'm asking the **(10)** bargain price of €35 for a quick sale.
No shipping, sorry. **(11)** Cash payment and local collection of item in Madrid only.

5 Follow the instructions.
The pie charts show how online shopping trends among 20- to 30-year-olds changed over a period of ten years in one region of the UK.

Summarise the information by reporting the main features and make comparisons where relevant.

Write at least 150 words.

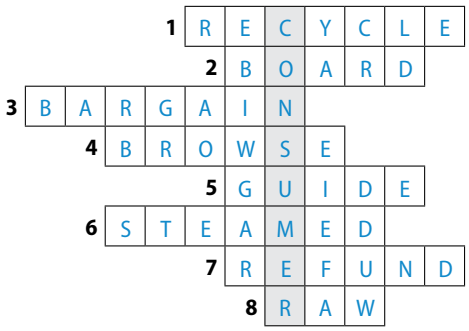


Life Skills guide

5 Creativity, Critical thinking, Mediation, Practical skills

Lexical Review 7

1 Complete the crossword, using the clues, and write the keyword below.



Keyword: consumer

1 to use metal, plastic, etc. again
2 what you stand on when you go surfing
3 something you buy that you think is very cheap
4 to look at products in a shop without buying anything
5 a person who takes you on a tour of a city
6 cooked over boiling water
7 when a shop gives you your money back
8 food that is uncooked

2 Write one word in each gap to complete each sentence. The first letter is given.

1 These plants g**row** very fast, almost one metre every year.
2 I still o**we** my parents some money that they lent me last year.
3 I don't feel hungry at all. I've lost my a**ppetite** after seeing that news report.
4 You c**ontrol** the robot's movements using the buttons on this device.
5 The farmers s**ell** their products in the market at low prices.
6 We need to use more renewable e**nergy** like wind power.
7 Those trousers are made of bad quality m**aterial**.
8 The company is developing a d**riverless** car that has no steering wheel.

3 Match the words (1–8) with the definitions (a–h).

1 natural **e**
2 donate **a**
3 consumer **g**
4 lend **h**
5 well-balanced **b**
6 gift **d**
7 loan **c**
8 processed **f**

a to give money to a charity
b a diet with all types of food in the right amounts
c when you borrow money from a bank
d another word for a 'present'
e not man-made
f food that is not raw, but is prepared in some way
g another word for customer
h to give someone money that they have to give back later

4 Choose the correct option to complete each sentence.

1 Could you tell me where the nearest ____ station is?
a underneath **c** under train
b below ground **d** underground

2 Food that is ____ is healthier because it has less fat.
a grilled **c** cooked
b oven **d** fried

3 She bought her computer in an online ____.
a seller **c** auction
b sell **d** bargain

4 He works as a ____ in a top firm of lawyers.
a graduate **c** full-time
b manager **d** manufacture

5 They use complicated laser ____ to make their products.
a design **c** progress
b process **d** technology

6 If you want to get fit, start by doing some easy ____ in a park near your home.
a warm-up **c** diving
b jogging **d** track

7 It's much better to buy an expensive ____ than waste your money on cheap goods.
a brand **c** afford
b material **d** produce

8 The best way to ____ a product nowadays is on Facebook.
a browse **c** advertise
b design **d** auction

5 Use the word in capitals to form a word that fits in the gap.

1 Please drive onto the **roundabout** and take the second exit. ROUND
2 I think **sailing** is one of the most exciting sports. SAIL
3 He felt very **homesick** during his stay in Spain and missed his parents. HOME
4 This is completely **tasteless**! It has no flavour at all. TASTE
5 She is a **well-known** artist and people pay a lot of money for her paintings. KNOW
6 Many older people suffer from **loneliness** if they don't live with anyone else. LONELY
7 Eat a little of everything to make sure you have a **(well-)balanced** diet. BALANCE
8 The **seller** at the market gave me 20% off these shoes. SELL

Exam guide
4 English in Use
Multiple choice

Exam guide
5 English in Use
Word formation

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 The last sale of the tickets for this performance didn't go as ___well___ as we expected. GOOD
2 Susan always makes ___careful___ choices when she buys new clothes and that's why so many friends would like to go shopping with her. CARE
3 It's hard to pick one of those beautiful dresses – they are all so ___colourful___ and lovely. COLOUR
4 Some Spanish fashion ___designers___ say that stripes will be popular this summer. DESIGN
5 Peter has been chosen best ___seller___ of the month. SELL
6 Because the boss fired John, the company had to hire a new shop ___assistant___. ASSIST

Uzupełnianie luk

Exam guide
2 English in Use
Gap-filling

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 It is impossible to get tickets for this concert now because they were sold ___out___ within an hour.
2 Anna couldn't decide what kind of apples to choose, so she ___changed___ her mind and bought bananas.
3 This new type of jacket that is so fashionable can only ___be___ found in the most expensive shops.
4 Who ___does___ the shopping for Mrs Smith every day?
5 The clock in the hall has stopped. You should ___have/get___ it fixed.
6 There were ___lots___ of shoes on the shelves, so it was hard for Janet to choose which pair to buy.

Parafrazy zdań

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 I can't afford to buy a new computer because it's too expensive.
ENOUGH
I haven't ___got enough money___ to buy a new computer because it's too expensive.
2 They can repair the broken phone for a pretty low price.
BE
The broken phone ___can be repaired___ for a pretty low price.
3 When I came to the shop, there weren't any pairs of shoes left.
SOLD
The last pair of shoes ___had been sold___ before I came to the shop.
4 My mum asked me if I could do the shopping, so I did.
HAD
My mum ___had her shopping done___ by me.
5 Nowadays, people buy clothes and electronic things online.
ARE
Nowadays clothes and electronic things ___are bought online___.

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 Cheap, but good quality shoes ___can be found___ (*can / find*) in this shoe shop.
2 I ___was charged___ (*charge*) too much for the clothes I bought last week.
3 He didn't put the goods on the shelves himself, he ___had it done___ (*do / it*) by another salesperson.
4 We've had this car for fifteen years. It ___is not produced___ (*not / produce*) any longer.
5 Mary doesn't carry the shopping home, she ___has it delivered___ (*it / deliver*).

Exam guide
5 English in Use
Word formation

5 Przeczytaj zdania. Uzupełnij każdą lukę wyrazami z ramki przekształconymi w taki sposób, aby powstało spójne i logiczne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.
Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

attract	browse	display	manufacture
persuade		realise	supply

1 Window ___displays___ are most attractive at Christmas time.
2 ___Attractive___ goods are usually very expensive.
3 I love ___browsing___ in the shops to find a bargain.
4 The advertisement I saw in the newspaper ___persuaded___ me to buy something I didn't really need.
5 It takes an automobile company a lot of time and money ___to manufacture___ a new car model.

Tłumaczenie fragmentów zdań

6 **Przetłumacz podane w nawiasach fragmenty zdań na język angielski.**

1 I try (*nie pożyczać*) not to borrow any money from the bank.

2 In most supermarkets, expensive products (*są na poziomie oczu*) are at eye level.

3 Most customers (*zwracają uwagę na produkty*) pay attention to products that are attractively packed.

4 If the thing you bought (*jest uszkodzona*) is damaged, you can return it.

5 The price of the dress (*została obniżona*) was reduced because it was the last one in the shop.

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 TAKE EXTRA CARE OF LOYAL CUSTOMERS
b CHECK HOW EFFECTIVE YOUR ACTIONS ARE
c AVOID SELLING GOODS AT ALL COSTS
d MAKE IT CLEAR WHO YOU WANT TO ATTRACT
e UNDERSTAND WHAT WILL SATISFY YOUR CUSTOMERS
f ADVERTISE THE SALES TO ATTRACT BUYERS

HOW TO ATTRACT CUSTOMERS TO YOUR SHOP – USEFUL TIPS

1 d

The first thing you need to do is to define your target group. You must carefully examine who can benefit most from the services you offer. Without precisely shaping your customer's profile, you shouldn't expect your marketing strategy to be effective. This strategy will sooner or later work out and is definitely the first step in gaining loyal customers.

2 e

When you identify the best target group, you need to find out what they really need. You will not sell them your goods if you are unaware of what they expect from you. If you don't know, you will not be able to advertise your products well. The customers buy what they want and not what you think is necessary for them.

3 c

Always try to improve the quality of the goods you want to sell to meet the needs of your customers. However, don't try to push people to buy something in your shop. Instead, you should give your customers detailed information about the products. Then they will treat you as a real professional who wants to advise them on what to buy and not just get their money.

4 a

A large part of your profit will depend on whether the customers come to your shop again or not. Those with whom you have already set up a working relationship know that they can rely on you and will return to your shop. Create a list of products that you can recommend to them in response to their needs.

Exam guide
6 English in Use
Translations

Life Skills guide
6 Mediation

WRITING

8 **Twój kolega otworzył niedawno sklep. Uczestniczyłeś/Uczestniczyłaś w jego otwarciu. Napisz o tym na forum internetowym.**

- Poinformuj o lokalizacji sklepu.
- Przedstaw, jakie artykuły można nabyć w sklepie.
- Opisz reakcję pierwszych klientów.
- Zachęć do robienia zakupów w sklepie kolegi i uzasadnij dlaczego.

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. A new shop has just been opened. It's run by my friend.

. . .

Exam guide
7 English in Use
Matching paragraphs

Exam guide
8 Writing
A blog entry

Life Skills guide
8 Creativity,
Mediation,
Practical skills

SPEAKING

9 **Rozmawiasz z kolegą/koleżanką z Anglii na temat pieniędzy.**

Poniżej podane są cztery kwestie, które musisz omówić w rozmowie z egzaminującym.

- wpływ pieniędzy na standard życia
- sposoby oszczędzania pieniędzy
- pożyczanie pieniędzy
- wydawanie pieniędzy

Rozmowę rozpoczyna egzaminujący.

Exam guide
9 Oral Matura

Life Skills guide
9 Communication,
Mediation

8 Superhuman

8A Vocabulary

The human body

1 **Revision** Unscramble the letters to make words about the body.

1 wbeol — e l b o w
2 rathot — t h r o a t
3 eenk — k n e e
4 sone — n o s e
5 firneg — f i n g e r
6 tosachm — s t o m a c h
7 tsceh — c h e s t
8 hdna — h a n d

2 **Revision** Put the parts of the body in order from the highest in the body (1) to the lowest (7).

chest foot head knee neck shoulder stomach

1 head
2 neck
3 shoulder
4 chest
5 stomach
6 knee
7 foot

3 **Revision** Complete the words about health. The first letter is given.

1 Feeling ill because of the way a boat is moving. s e a s i c k
2 A cold is an example of this, which can't be cured with medicine. v i r u s
3 It's important for your health that this isn't too high or too low. t e m p e r a t u r e
4 If you fall and hurt a bone, it might be … b r o k e n
5 A feeling that you have in a part of your body when you are ill or hurt. p a i n
6 A person who comes to a doctor for help. p a t i e n t

4 Match the parts of the body (1–6) with the descriptions (a–f).

1 heart b
2 skeleton a
3 blood vessel c
4 brain f
5 skin d
6 lungs e

a supports the body
b moves blood around the body
c carries blood to different parts of the body
d protects the body from the environment
e allow air into and out of the body
f controls the body

5 Unscramble the letters to make words about the digestive system.

1 fdoo — f o o d
2 ebctarai — b a c t e r i a
3 ntierntsu — n u t r i e n t s
4 basorb — a b s o r b
5 gdisitnoe — d i g e s t i o n
6 gutone — t o n g u e

6 Complete the sentences with the correct form of the words in exercise 5.

1 Nutrients are absorbed into the blood and carried around the body.
2 The tongue is covered in thousands of taste buds.
3 Digestion is the process of changing food into nutrients for our bodies.
4 The body uses food for energy and to repair cells.
5 Some foods have a lot more nutrients than others.
6 Your stomach is full of bacteria – some are healthy and some are not.

7 Translate the Polish fragments of the sentences into English.

1 If they smoke, a person's (*płuca*) lungs can get damaged.
2 Your (*łokieć*) elbow is the joint in the middle of your arm.
3 All the bones in your body make up the (*szkielet*) skeleton.
4 Different (*kubki smakowe*) taste buds are responsible for different tastes.
5 I always get (*chorobę morską*) seasickness when I travel by boat.
6 Your stomach is where the (*trawienie*) digestion of food takes place.

8 Listen and complete the advice from a doctor. 81

You're feeling ill because of problems in your **(1)** digestive system. You're eating too many processed things. It's important to eat a variety of **(2)** foods that are full of **(3)** nutrients. Your organs and **(4)** muscles need these to stay healthy. You should also eat more yoghurt to get plenty

Exam guide
7 English in Use
Translations

Life Skills guide
7 Mediation

of good **(5)** bacteria into your stomach. When you do this, your **(6)** digestion will improve and you'll feel much better, too.

9 **Choose the correct word to complete each sentence.**

1 Everyone has red and white blood *cells* / *vessels* in their body.
2 The lungs help bring *oxygen* / *nutrients* into the body.
3 The tongue is important for a person's sense of *touch* / *taste*.
4 Babies' bones don't *beat* / *break* quite as easily as adults'.
5 There are over 200 bones in a human *skeleton* / *digestive system*.
6 *Muscles* / *Cells* are tissues in the body that help you move.
7 If you find it difficult to *digestion* / *breathe*, you should see a doctor immediately.

10 **Extension** **Are the things internal (inside the body) or external (outside)? Complete the table.**

eyebrow fingernail intestines liver ribs
skin spine vein wrist

Internal	External
intestines	eyebrow
liver	fingernail
ribs	skin
spine	wrist
vein	

11 **Extension** **Choose the word that is not related to each of the five senses.**

1 taste *tongue / flavour / ~~vein~~*
2 touch *~~tendon~~ / skin / nerves*
3 smell *nose / ~~ribs~~ / food*
4 hearing *ear / ~~blood~~ / sound*
5 sight *~~bacteria~~ / eyes / brain*

12 **Choose the correct option to complete both sentences.**

1 I _____ much better after sleeping so well.
She says that she can't _____ anything in her toes.
a sense **b** feel **c** touch

2 You should _____ an appointment to see the doctor as soon as possible.
These tablets will _____ you sleepy, so you mustn't drive after taking them.
a make **b** do **c** book

3 You must remember to _____ these tablets three times a day.
Can you _____ me to the clinic? I need to be there at 10 o'clock.
a eat **b** take **c** bring

4 He fell off his bike and _____ himself quite badly.
It doesn't _____ when I walk normally, Doctor.
a ache **b** pain **c** hurt

5 Well, you _____ a high temperature and your throat is red.
I _____ a problem breathing when I run fast.
a have **b** are **c** feel

6 You'll be able to _____ much better with your new glasses.
Would it be possible for me to _____ the doctor today?
a look **b** view **c** see

Exam guide
12 English in Use
Lexical pairs

13 **Complete the text with the correct form of the words in the box. There are two words you do not need.**

bad beat break breath leg Vein wrist

Yesterday afternoon an accident took place on West Street near the market. An elderly man was hit by a car as he was crossing the road. When the ambulance arrived, he was sitting in the road. He had blood on his face and his arm **(1)** was broken. The paramedics measured his pulse and found that his heart **(2)** was beating very fast, probably from the stress and shock. The man also said he couldn't **(3)** breathe properly and had pain in his chest. The paramedics thought that he had damaged both **(4)** wrists, but they were only bruised. In the end, it turned out that the accident looked much **(5)** worse than it actually was.

Exam guide
13 English in Use
Word formation

8B Listening

Exam guide
1 English in Use
Multiple choice

1 Listen to the voicemail and choose the correct option. 82 p. 400

1 Why did Dr Jacobs leave Kevin a message?
a He wants Kevin to take some tests.
b He has the results of Kevin's tests.
c He wants Kevin to call for his test results.
d The results of the tests weren't clear.

2 Dr Jacobs said that Kevin has a _____ infection.
a backbone **c** bone
b breathing **d** bacterial

Exam guide
4 Listening
Multiple choice

3 How does the doctor describe the problem?
a some need to worry **c** nothing serious
b pretty bad news **d** causing other problems

4 What does the doctor want Kevin to do?
a go to his pharmacy as soon as possible
b drink water when he's in the sun
c call now to make an appointment
d stop taking the tablets when he feels better

5 What does the doctor want Kevin to follow very carefully?
a any other problems he has
b the prescription instructions
c when his next appointment is
d what the name of the tablets is

6 When does the doctor want Kevin to make a follow-up appointment?
a when the prescription is finished
b if he starts feeling better
c if he doesn't take all his tablets
d if he's still feeling unwell

Exam guide
2 Listening
Multiple choice

2 Listen and choose the correct option to answer the questions. 83 p. 400

1 How do you think James felt when the little girl stared?
a He was upset.
b He didn't like the joke she told.
c He wasn't worried. He's used to it.

2 What other way of saying 'to joke' does James use?
a to kid around
b to clown around
c to fool around

Exam guide
5 Listening
True/false

3 What is very important to James?
a eating your vegetables
b having a sense of humour
c going to the beach

4 Why does James make jokes about himself?
a because he accepts who he is
b because laughing makes it hurt less
c because people think he's strange

5 How does James describe the fact that he doesn't have arms?
a a physical problem
b a physical challenge
c a physical accident

6 What happened when James was two and a half years old?
a He lost his arms.
b He moved to India.
c He was adopted.

7 How many brothers and sisters does James have?
a eleven **b** eight **c** one

3 Listen and choose the best title for the talk. 84 p. 400

a Not normal, but OK
b No arms, amazing feet
c Hard to deal with

4 Listen again and choose the correct option to answer the questions. 84 p. 400

1 What does James not mention doing?
a brushing his teeth
b texting
c getting dressed

2 What comes naturally to James?
a using his feet like hands
b answering lots of questions
c asking for help sometimes

3 Which statement is true?
a He never needs help.
b He sometimes needs help.
c He doesn't like help.

4 What does James think is very important?
a to be helpful
b to be adaptable
c to be acceptable

5 What is hard for James to deal with?
a teachers who don't know him
b getting to know people
c people who judge him

6 What is James' message for all of us?
a explain yourself
b accept yourself
c admire yourself

5 Listen to the speaker. Are the sentences true (T) or false (F)? 85 p. 400

1 The first illness mentioned is often shared by family members. F
2 People who don't like to be touched never use public transport. F
3 People with the second illness mentioned are worried about getting sick. T
4 It is good for us to have contact with some bacteria. T
5 The third illness mentioned is only due to people's diet. F

8C Grammar 1

Zero and first conditional

1 Read the sentences (a–g) and put them in the correct column in the table.

a Call your doctor if the pain is really bad.
b Drinking tea with honey may help if you have a sore throat.
c I can make you a sandwich if you're hungry when you arrive.
d If you have a high temperature, you shouldn't go to school.
e If you see Helen, tell her I'm not very well.
f If your clothes no longer fit, it's time to go on a diet!
g Your bones will become weak if you don't drink enough milk.

Zero conditional	First conditional
a, b, d, f	c, e, g

2 Choose the correct options to complete the zero conditional sentences.

1 If you *wash* / *to wash* / *washed* your hands frequently, you *is reduced* / *reduce* / *reducing* the chance of infection.
2 You *should to treat* / *should treated* / *should treat* the infection right away if you *are recognising* / *recognise* / *recognised* the symptoms.
3 If you *receiving* / *to receive* / *receive* the correct treatment, you *recovering* / *recover* / *recovered* very quickly.
4 *Go* / *Gone* / *Will go* to bed if you *will feel* / *feel* / *feeling* so unwell.
5 If the wound *isn't* / *won't* / *not been* clean, *don't apply* / *doesn't apply* / *won't apply* a bandage.
6 A headache usually *goes* / *is going* / *go* away if you *taken* / *took* / *take* an aspirin.
7 He *should seen* / *should to see* / *should see* a doctor if his temperature *be* / *being* / *is* very high.



3 Complete the first conditional sentences with the correct form of the verbs in brackets.

1 If you don't wash your hands, you will catch (*catch*) my cold.
2 You will feel (*feel*) much healthier if you drink plenty of water every day.
3 Germs will enter your body if you touch (*touch*) your nose and eyes.
4 If she bites her nails, she will introduce (*introduce*) germs into her mouth.
5 Your immune system will improve (*improve*) significantly if you eat more vegetables.
6 If people don't get a flu jab, they won't be (*not / be*) protected for a year.
7 If your headache gets really bad, relax (*relax*) in a quiet, dark room.

4 Choose the correct option to complete the sentences.

1 You will get better quickly if your doctor *will treat* / *treats* / *should treat* your illness.
2 If the germ gets into your body, it *will destroy* / *is destroying* / *will destroys* cells.
3 You *injured* / *'ll injure* / *'ll injured* yourself if you aren't careful!
4 If you want to reduce his temperature, *give* / *may give* / *gives* him an aspirin.
5 If we avoid areas with lots of mosquitoes, we probably *not catch* / *aren't catching* / *won't catch* malaria.
6 You'll damage your lungs if you *breathed* / *breathe* / *will breathe* in poisonous chemicals.
7 *May wear* / *Will wear* / *Wear* insect repellent if you want to prevent mosquito bites.
8 Scientists will find a cure for cancer if they *will continue* / *continue* / *continued* doing research.

5 Complete the first conditional sentences with the correct form of the verbs in brackets.

1 If you increase (*increase*) how much you exercise, you will begin (*begin*) to lose weight.
2 You probably won't get (*not / get*) injured if you warm up (*warm up*) before you exercise.
3 If you end up (*end up*) in hospital, the staff will take (*take*) good care of you.
4 The nurse will contact (*contact*) you if she observes (*observe*) any changes.
5 You won't get (*not / get*) dehydrated if you remember (*remember*) to drink water.
6 Your condition won't improve (*not / improve*) unless you follow (*follow*) your doctor's instructions.

8D Reading

Exam guide
1 Reading
Matching headings

1 Match the headings (a–f) with the paragraphs (1–5) in the text. There is one heading you do not need.

a 'Aha!' moment 2
b A young inventor's beginnings 1
c Easton goes to NASA 4
d A very personal goal 5
e Easton's $80,000 hand –
f Changing an industry 3

2 Match the two parts of the sentences.

1 Easton taught himself to code b
2 Easton had an 'Aha!' moment a
3 While developing a prosthetic limb, e
4 If everything goes as planned, d
5 One of Easton's personal goals c

a when he met a girl with a prosthetic arm at a local science fair.
b in order to continue improving his invention.
c is to help a student at his school walk for graduation.
d Easton's work will be included in NASA's Robonaut project.
e Easton saw an opportunity to change an industry.

Exam guide
5 English in Use
Sentence formation

3 Complete the definitions with the words. There are two words you do not need.

bone brain crew functional headset
muscle skeleton skin sophisticated tubing

1 The skin is the natural outer covering of a body.
2 The brain is the organ of the body that controls thoughts and feelings.
3 A bone is one of the hard pieces that form the structure of a person's body.
4 Sophisticated describes a machine or system that works in a clever way.
5 The skeleton is the structure that supports the body of a person or animal.
6 A muscle is one of many pieces of body tissue that can produce movement.
7 A headset is a piece of equipment that you wear over your ears with a part that you can speak into.
8 Functional describes something that is designed to be good at doing a particular job.

VOCABULARY BUILDING Verbs describing ability

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

allow enable help let prevent save stop

1 I can lend you a map if you like – that will save you from buying one.
2 This piece of equipment allows you to make several recordings at the same time.
3 I wrote down the names of all the characters to stop myself getting confused.
4 If you wear safety glasses, you'll prevent an eye injury.
5 It makes things easier and lets me concentrate on what's important.
6 If that box is too heavy for you then I'll help you carry it upstairs.
7 Extremely sensitive fingertips enable the robotic hand to pick up tiny objects.

5 Complete the sentences with the correct form of the words in brackets.

1 Her helmet saved her from being (*save / her / be*) injured when she fell.
2 He was not able to stop (*not / able / stop*) in time and crashed into the barrier.
3 We are/were not allowed to remove (*not / allow / remove*) any substances from the laboratory.
4 This gate prevents the children from running (*prevent / the children / run*) onto the road.
5 The professor let us watch (*let / we / watch*) the experiments yesterday.
6 They tried to exit the building, but the guard stopped them from leaving (*stop / them / leave*).
7 This machine enables us to produce (*enable / us / produce*) the parts much faster than before.

Easton LaChappelle: inventor



1 86 Since he was a small child, Easton LaChappelle has been taking things apart and putting them back together again. At the age of fourteen, Easton made his first robotic hand from plastic Lego™ bricks, fishing line and electrical tubing. But that wasn't good enough for Easton. In order to continue improving his invention, Easton taught himself to code*. He learnt how to use a 3-D printer and work with complicated electronics and wireless communication technology. By the time he was sixteen, Easton had created a more sophisticated and much stronger robotic arm. It could throw balls, shake hands and do many of the things that humans do.

2 Easton entered his robotic arm into a local science fair in Colorado. While there, he met a seven-year-old girl with a prosthetic* arm and hand. Easton learnt that the prosthetic limb* had cost over $80,000, despite the fact that it had very limited functionality. He realised that the girl would need several prosthetics during her life, and thought of the enormous expense she and her family would face. Easton calls that meeting his 'Aha!' moment. As he later explained, 'This turned into something that started from boredom into something that could change people's lives.'

3 Easton then became interested in developing fully functional prosthetic limbs that people could afford. He began experimenting with 3-D printers, silicone (for skin), motors and advanced technology, all in his bedroom! He found ways of using cheaper technology that functioned just as well as much more expensive equipment. 'I really saw an opportunity to change this industry by creating a prosthetic that was under a thousand dollars.'

4 The latest version of Easton's prosthetic limb uses a wireless headset that works with ten different channels of the brain. The technology is so effective that it caught the attention of NASA, where Easton is now working as an intern on the Robonaut, a robot that copies human movements and performs tasks and duties too dangerous for astronauts. If everything goes as planned, NASA hopes that the Robonaut will eventually become a working member of the space crew.

5 Along with several friends, Easton has also started a company called 'Unlimited Tomorrow'. One of their projects involves designing and developing exoskeletons* that will allow paraplegics* to walk again. This is a personal goal for Easton, who knows of a young man at his school who became a paraplegic as the result of an accident. Easton would like to help him achieve something that seems simple to most of us. 'My goal is to create an exoskeleton pair of legs for him so he can actually walk for graduation.'

code *to write computer programs*
prosthetic *used to replace a missing body part*
limb *a leg or arm of a person or animal*

paraplegic *a person who cannot move the lower part of their body*
exoskeleton *a piece of equipment like an 'external skeleton' that a paraplegic can wear to help them move*

8E Grammar 2

Second conditional, *I wish*, *If only*

1 Put *if* and commas in the correct places in the sentences. Not all the sentences need commas.

1 ____ I would be really disappointed __if__ I didn't pass.
2 __If__ we won the match __,__ we would be the champions.
3 __If__ I improved my English __,__ I could get a job in London.
4 ____ I'd know what to do __if__ I listened to his advice.
5 ____ They would fly to Tamil Nadu __if__ they had enough money.
6 __If__ Marcy took a holiday __,__ she might feel more relaxed.

2 Read the sentences and complete the answers to the questions.

1 If dogs could talk, I think they'd have a lot to say.
Are dogs able to talk?
No, they aren't.

2 Patrick would buy his mother that scarf if she liked bright colours.
Why isn't Patrick going to buy his mother that scarf?
Because she doesn't like bright colours.

3 If Maddie liked fish, Zach would recommend that new restaurant.
Does Maddie like fish?
No, she doesn't.

4 Alani and Marcus could take an Italian class together if Alani liked learning languages.
Why aren't Marcus and Alani going to learn Italian together?
Because Alani doesn't like learning languages.

5 Lilya said, 'I wish I could climb Mount Everest.'
Is Lilya able to climb Mount Everest?
No, she isn't.

6 Danny could go to the theatre with me if he didn't have to work.
Does Danny have to work?
Yes, he does,.
Can Danny go to the theatre?
No, he can't.

7 I'd invite Anna to come with us if she liked baseball.
Does Anna like baseball?
No, she doesn't.

8 If Natalie didn't have a cold, she would play tennis with us tomorrow.
Does Natalie have a cold?
Yes, she does.
Is Natalie going to play tennis tomorrow?
No, she isn't.

3 Choose the correct option to complete each sentence.

1 If I had all the money in the world, *I'd* / *I will* buy you a horse.
2 If the day *had* / *has* thirty hours, we *would* / *had* be able to get everything done.
3 I wish I *had* / *have* a brother.
4 If you *were* / *could* here, *I'd* / *I'm* take you to my favourite restaurant.
5 Emmet *would be* / *had* less stressed if he *made* / *makes* a list of what he needs to do.
6 If only I *could* / *can* wake up to this view every morning.
7 I *would* / *would be* offer you a drink if we *had* / *has had* any clean glasses.
8 If there *were* / *could* life on far-away planets, I *would* / *were* like to live on one.

4 Complete the second sentence so that it means the same as the first. Use no more than three words in each space.

1 I'd leave now and visit you if I didn't have a lesson.
I am not able to leave now and visit you because I have a lesson.

2 If you drove a sports car, you'd get to school in three minutes.
You don't drive a sports car, so it takes you longer/more than three minutes to get to school.

3 If only I had long, blonde hair.
I haven't got long, blonde hair.

4 I would live in the palace if my mother were the queen.
My mother isn't the queen and I don't live in the palace.

5 I wish I could graduate tomorrow.
I'm not going to graduate tomorrow, but I want to.

6 If she had more spare time, she'd write to him every week.
She hasn't got enough time, so she doesn't write to him every week.

5 Are the words in bold correct or incorrect? Correct those that are incorrect.

1 He'd be exhausted if he **would ran** the London Marathon. ran
2 If only I didn't **had** to tell you this. have
3 You could win the competition if you **practised** every day. ✓
4 She **call** an ambulance if it was an emergency. would call
5 If only **could I write** fantastic novels like J. K. Rowling. I could write
6 If you ate beans and salad for lunch, you **would have** more energy in the afternoon. ✓
7 **I'll** wash my hands if I had soap. I'd

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

1 slim / I / be / chocolate / if / I / would / less / ate.
I would be slim if I ate less chocolate.
2 If / you / only / now / I / talk / could / to / right
If only I could talk to you right now.
3 would / If / the / , / Akira / pharmacy / collect / her / were / open / medicine
If the pharmacy were open, Akira would collect her medicine.
4 Oslo / I / lived / in / wish / I
I wish I lived in Oslo.
5 if / They'd / didn't / worried / she / be / call / day / every
They'd be worried if she didn't call every day.
6 I'd / If / I / teeth / had / brush / toothbrush / , / a / my
If I had a toothbrush, I'd brush my teeth.
7 I / wish / I / didn't / to / go / have / bed / to
I wish I didn't have to go to bed!

7 Read and listen to the questions. Choose the correct answers. 87

1 Do you want to come shopping with us?
(a) I'd come if I had more time.
b I'll come if I had more time.
2 Did you hear that Sally isn't moving to Greece now?
a Yes. I'd be sad if she will move there.
(b) Yes. I'd be sad if she moved there.
3 What do you think about playing tennis after school?
a I would have a sore throat if I'm playing.
(b) If I didn't have a sore throat, I'd play.
4 Do you exercise every day?
(a) No, I don't. But if I made time to, I'd feel better.
b Yes, I do. If I made time to, I'd feel better.
5 Have you tried that new Mexican restaurant?
(a) No, I haven't. I'd try it if I liked spicy food.
b Yes, I have! I'd try it if I liked spicy food.
6 Do you have a photograph of your grandfather?
a I don't. I'd be putting it on my wall when I have one.
(b) I don't. If I had one, I'd put it on my wall.
7 Do you ever go to the science museum?
(a) Yes, I do sometimes. I wish I had a membership there.
b No, I don't. I'll go if I would have a membership there.

8 Translate the Polish fragments of the sentences into English.

1 (*Gdybym był*) If I were/was taller, I would be able to play on the basketball team.
2 I wish (*wiedział*) I knew how to play the guitar.
3 You would be a better cook if you (*używał*) used a cookery book.
4 If I had more free time, I (*nauczyłbym się*) would learn how to sail.
5 I'd take you there myself if I (*miał*) had my own car.
6 If only my dog (*umiał mówić*) could talk/speak / knew how to talk/speak!
7 I think I'd go on a trip around the world if I (*wygrał*) won the lottery.

9 Choose the correct option to complete each dialogue.

1 A: Would you work abroad if you had the chance?
B: _____
A: Why not? It would be fun.
(a) No, I'd prefer to stay in my country.
b No, I have always wanted to.
c Yes, I'd like to try it for a while.

2 A: It's a shame we're not rich.
B: _____
A: I know, wouldn't it be great.
a Yes, we will do a lot together.
b No, I wouldn't have to.
(c) Yes, we could do so much.

3 A: I can't do this maths homework.
B: _____
A: Don't worry, I'll manage somehow.
a I wish I could help you, but I'm terrible at maths.
b If only I wasn't good at maths.
(c) If it's difficult, I'll help you.

4 A: How can I get better at volleyball?
B: _____
A: I suppose you're right. I must play more often.
a I wish I could play volleyball.
(b) If you practised more, you would improve.
c If I didn't play, I wouldn't know what to do.

5 A: What do you think about living on Mars?
B: _____
A: Really? I wouldn't.
(a) If I had the chance, I think I'd go.
b I'd choose a different one, I think.
c I'd live somewhere near the ocean.

Exam guide
8 English in Use Translations

Life Skills guide
8 Mediation

Exam guide
9 English in Use Mini-dialogues

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TEDTALKS Practice
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AUTHENTIC LISTENING SKILLS

1 Listen to the TED Talk extract. Underline four phrases that help structure the argument. 88

It is the most amazing experience, beyond most other things I've experienced in life. I literally have the freedom to move in 360 degrees of space and an ecstatic experience of joy and freedom. And the incredibly unexpected thing is that other people seem to see and feel that, too. Their eyes literally light up and they say things like, 'I want one of those', or, 'If you can do that, I can do anything'. And I'm thinking, it's because in that moment of them seeing an object they have no frame of reference for, or so transcends the frames of reference they have with the wheelchair, they have to think in a completely new way. And I think that moment of completely new thought perhaps creates a freedom that spreads to the rest of other people's lives. For me, this means that they're seeing the value of difference, the joy it brings when instead of focusing on loss or limitation, we see and discover the power and joy of seeing the world from exciting new perspectives.

WATCH p. 406

2 Limitations prevent us from doing things. Freedoms allow us to do them. Decide if the words and phrases are examples of limitations or freedoms. Then watch the TED Talk to check your answers.

doing something unexpected | fear | feeling joy | having a new toy | pity | preconceptions | restrictions | taking a journey

Limitations	Freedoms
fear	doing something unexpected
pity	feeling joy
preconceptions	having a new toy
restrictions	taking a journey

Exam guide
5 English in Use
Multiple choice

Exam guide
3 Listening
Gap-filling

3 Watch part 1 of the TED Talk. Complete the sentences with a word or short phrase.

1 Sue says the wheelchair has bought her ___freedom___.
2 An extended ___illness___ changed the way she could access the world.
3 When Sue first started using the wheelchair, it was like having an enormous ___new toy___.
4 She felt that being out ___on the street___ in the wheelchair was exhilarating.
5 But people's ___reaction___ towards her was completely different when she was in a wheelchair.
6 Sue felt invisible. She felt as if people couldn't ___see___ her anymore.
7 Sue felt she had been ___changed___ on a core level because of responses to the wheelchair.
8 Sue knew that she had to reclaim her ___identity___.

4 Watch parts 2 and 3 of the TED Talk. Match the details of Sue Austin's journey (1–6) with the explanations (a–f).

1 2005 ___f___
2 'I wonder what'll happen if I put the two together?' ___e___
3 Seven years ___a___
4 360 degrees ___b___
5 'I want one of those.' ___d___
6 nobody has seen an underwater wheelchair before ___c___

a how long the journey with the underwater wheelchair has lasted so far
b Sue's freedom of movement underwater
c the reason why people have to think in a completely new way
d what people say when they see Sue dive in her wheelchair
e what Sue thought about diving whilst being in a wheelchair
f when Sue began to dive

VOCABULARY IN CONTEXT

5 Choose the correct option to complete each sentence.

1 If I could ____ the accounts, I could tell you how much money was spent.
a extend **b** access **c** enter

2 The ____ of someone deep-sea diving in a wheelchair is pretty unusual.
a outcome **b** risk **c** concept

3 My son's eyes ____ when I told him we were going rock climbing. It's his favourite activity.
a lit up **b** started crying **c** looked sad

4 We plan to ____ the range of products for sale in our larger stores.
a access **b** extend **c** allow

5 People with ____ creativity have the power to change the way we see the world.
a tough **b** tremendous **c** clear

6 The best ____ would be for our team to win the tournament and yours to come second.
a outcome **b** experiences **c** assignment

8F Speaking

1 Match the two parts of the sentences. Then listen to the description of the photo and check your answers. 89

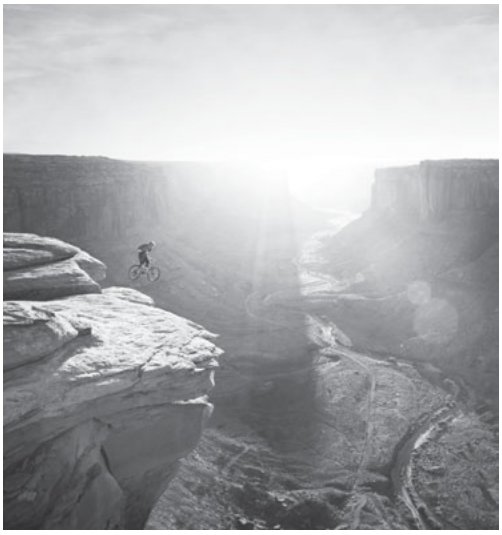


1	This photo __i__	**a**	quite happy.
2	It's obviously an __e__	**b**	the teacher.
3	It's a sort of __h__	**c**	they're painting pictures.
4	The children seem __a__	**d**	be a messy lesson, because of the aprons.
5	It looks as if __c__	**e**	art lesson.
6	It must __d__	**f**	lots of different paints.
7	Behind the tables, you __j__	**g**	blackboard.
8	She looks like __b__	**h**	primary-school class.
9	In the background, there's a __g__	**i**	shows some children in a classroom.
10	On the table, there are __f__	**j**	can see a woman.

2 Underline the stressed word in the sentences in exercise 1. Then listen again and check your answers. 89

3 Listen to someone describing a photo and draw what you hear. 90 p. 401

4 Look at the two photos and think about how you can describe them. Make notes about your ideas. Then listen to the model answers and compare your ideas. 91 p. 401





Life Skills guide
4 Creativity, Mediation

Life Skills guide
3 Creativity

8G Writing

An informal email describing people

1 Read the phrases (a–h) used in informal emails and complete the table.

a Give my love to your family.
b How are things?
c It was great to get your news!
d Please write soon.
e Say 'hi' to everyone for me.
f Sorry I haven't written for a while.
g Speak to you soon!
h Thanks so much for your email.

Ways of starting an informal email	Ways of ending an informal email
b, c, f, h	a, d, e, g

2 Complete the sentences with the words or phrases in the box. There are two that you do not need.

ages at the mo BTW in a rush loads LOL my place my stuff sad say 'hi' to thrilled

1 Things are really busy here ___at the mo___.
2 Sorry I haven't written for ___ages___.
3 I have absolutely ___loads___ to tell you!
4 I had a pizza party at ___my place___ last night.
5 I have so much to do. I'm always ___in a rush___.
6 I was totally ___thrilled___ to get your last email!
7 ___BTW___, do you ever see Zhang these days?
8 Well, ___say 'hi' to___ the guys for me.
9 I don't know how I'm going to carry ___my stuff___ to the airport!

3 Complete the informal email with the correct phrases (a–h).

From: peter-90@emailz.ae
To: adam@gotmail.com.jp
Subject: Inspirational people

Hi Adam,

(1) ___g___. It sounds like your family reunion is going really well! **(2)** ___f___, and I especially enjoyed reading your description of your grandfather. Actually, it made me think about my own grandfather, **(3)** ___c___. Shall I tell you about him?

(4) ___e___. When we were kids, we didn't live near him, but he phoned us every weekend. It sounds like a small thing, but he always asked me questions, too. He also asked for my opinion on things! It made me feel special that an adult was interested in what I thought. Once a month, he came to visit us, or we went to visit him. **(5)** ___h___! He used to take us to the beach and we'd play there all day.

Then, when I was ten, he moved very close to us and we saw him every day. He taught me to play tennis, **(6)** ___b___ and advice about everything. BTW, he could speak four different languages. Imagine that! My grandfather wasn't famous or anything, **(7)** ___d___.

Anyway, I'm thrilled we've shared stories about our grandfathers – I hope we can inspire others the way they inspired us! ☺

(8) ___a___,
Peter

a All the best
b and he gave me loads of encouragement
c and how much he's inspired me
d but he was the kindest person I ever met
e First of all, he's probably the person I admire the most
f I was delighted to hear all the news
g Thanks for your great email
h Those were the best times

4 Read the email in exercise 3 again. Then write *Adam* or *Peter* to complete the summary.

(1) ___Peter___ is replying to an email from **(2)** ___Adam___. **(3)** ___Adam___ has told **(4)** ___Peter___ about his family reunion. **(5)** ___Peter___ really enjoyed **(6)** ___Adam___'s description of his grandfather. In fact, it gave **(7)** ___Peter___ the idea to describe his own grandfather to **(8)** ___Adam___. **(9)** ___Peter___ explains how his grandfather made him feel and how kind he was. He hopes that he and **(10)** ___Adam___ can one day inspire other people in the same way.

5 Follow the instructions.
Your family has moved from Poland to Los Angeles in the US. You have become good friends with your new next-door neighbour who is your age and makes very popular video blogs. You want to tell your cousin, Jacek, back in Poland how amazing this person is.

Write an email to Jacek. In your email, you should:

- ask Jacek for news and how he is,
- describe your new neighbour,
- explain why this person is amazing.

Write 150–200 words.

Exam guide
3 Reading
Missing sentences

Exam guide
5 Writing
An informal email

Life Skills guide
5 Creativity, Mediation, Practical skills

Lexical Review 8

1 Circle the odd one out in each of the lines below.

1	hear	sight	taste	see
2	screen	software	programme	virus
3	eyebrow	cheek	headache	brain
4	finger	heart	foot	arm
5	broken	protected	cured	covered
6	vein	liver	intestines	skin
7	choose	pick	select	option
8	sell	auction	trade	give away

2 Complete the crossword, using the clues, and write the keyword below.

1	S	E	A	S	I	C	K	
		2	T	H	R	O	A	T
		3	B	O	X	I	N	G
4	F	L	A	V	O	U	R	
		5	S	K	E	L	E	T	O	N
				6	D	I	G	E	S	T
			7	E	Y	E	B	R	O	W
			8	S	E	R	V	E		

Keyword: shoulder

1 when you feel bad on a boat or ship
2 when you eat food it goes down this to your stomach
3 a sport when two people fight in a ring
4 salt and pepper give food more of this
5 all the bones in your body
6 when your body processes the food you eat
7 the line of hair above your eye
8 when a waiter takes food or drinks to a table

3 Choose the correct option to complete each sentence.

1 Our ____ offer is only available until 6 pm today.
a suitable **c** special
b selling **d** sell

2 Don't throw that ____! It might be useful one day.
a by **c** away
b off **d** on

3 I'm having ____ for my back because it hurts when I walk.
a ache **c** medical
b treatment **d** cure

4 Our blood contains millions of red and white blood ____.
a cells **c** nutrients
b lungs **d** vessels

5 He had an operation on his ____, so he can't go running at the moment.
a hand **c** elbow
b wrist **d** knee

6 I'm sorry, there aren't any more consoles left. They're all sold ____.
a by **c** away
b out **d** off

7 If it's broken, I think you should take it ____ to the shop.
a back **c** off
b for **d** away

8 The local people use this ____ in almost every dish.
a taste **c** spice
b flavour **d** mild

4 Write one word in each gap to complete each sentence. The first letter is given.

1 After you download the programme from our website, click on the startup icon.
2 The pain is really bad, doctor. Can you give me something to stop it from hurting?
3 The organs we use for breathing are called the lungs.
4 The outside of our body is covered in skin with small hairs all over it.
5 There are three to choose from, so pick the one you like best.
6 A person who doesn't eat meat is called a vegetarian.
7 In golf, you hit the ball with a metal club.
8 The spine is the line of bones down our back.

5 Translate the Polish fragments of the sentences into English.

1 Her (*biuro*) office is on the top floor of the building.
2 She helped to (*stworzyć*) create a new design for the product.
3 He works for a local (*piekarz*) baker and he starts work at 3 am!
4 You only get 3% (*odsetki*) interest on your savings in the bank.
5 Charlie broke three (*żebra*) ribs when he fell while climbing.
6 I can't (*oddychać*) breathe properly, doctor, and I feel hot.
7 You can damage your (*łokieć*) elbow if you play a lot of tennis.
8 Can I (*zwrócić*) return the skirt if it doesn't fit me?

Exam guide
3 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

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

1 Eating too much processed food is not acceptable. ACCEPT
2 People should drink water and do some exercise frequently to improve their health. FREQUENT
3 Receiving the correct treatment will enable the patient to recover quickly. ABLE
4 My eyes are very sensitive to the sunlight, so I always wear sunglasses. SENSE
5 If you take care of your digestive system, you will be much healthier. DIGEST
6 After graduation, Tom concentrated on designing prosthetic limbs. GRADUATE

Uzupełnianie luk

Exam guide
2 English in Use
Gap-filling

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 Jack didn't come to the party because of his illness.
2 I will call doctor Richards as soon as I get the test results.
3 If you don't turn the music off, I will no longer stay here, because loud music gives me a headache.
4 If you feel that you have put on weight, it's time/advisable to go on a diet.
5 Your condition will not get better unless you take some medicine.

Parafrazy zdań

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 He is ill because he doesn't want to wear a scarf.
IF
He wouldn't be ill if he wore / if he wanted to wear a scarf.
2 It's a pity I do not have this book.
WISH
I wish I had this book.
3 I don't want to be a doctor, I want to be a psychologist.
SOONER
I would sooner be a psychologist than a doctor.
4 Unfortunately, the doctor can't see me today.
ONLY
If only the doctor could see me today.
5 The doctor warned Mike to quit smoking or his health would get worse.
GIVE
The doctor warned Mike that his health would get worse if he didn't give up smoking.

4 Uzupełnij drugie zdanie, tak żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów.

1 If I were two metres tall, I would play basketball professionally.
I am not two meters tall and that's why I don't play basketball professionally.
2 I'm sorry I can't climb the Himalayas.
I wish I could climb the Himalayas.
3 My friend doesn't exercise a lot, so he isn't fit.
If my friend exercised more, he would be fit.
4 Luke never leaves home early enough to get to school on time.
If only Luke left home early enough to get to school on time.
5 Drink some mineral water, and you'll feel better.
If you drink some mineral water, you'll feel better.

Uzupełnianie zdań

Exam guide
5 English in Use
Multiple choice

5 Wybierz odpowiedź, która poprawnie uzupełnia zdanie.

1 As far as I can remember, I used to take things _____ to put them back together after some time.
a out of **b** apart **c** aside
2 You can't get certain medicines without a _____.
a recipe **b** receipt **c** prescription
3 The device Jim designed _____ the attention of the National Institute of Technology.
a caught **b** gave **c** paid
4 If I _____ good at physics, I would work on designing robotic arms.
a am **b** were **c** would be
5 The skeleton provides the framework that _____ the body and maintains its shape.
a keeps **b** holds **c** supports

Tłumaczenie fragmentów zdań

6 **Przetłumacz podane w nawiasach fragmenty zdań na język angielski.**

1 My goal is to (*poprawić mój system odpornościowy*) improve my immune system.

2 (*Pomimo faktu*) Despite / In spite of the fact that John suffered from terrible pain, he managed to get to the base.

3 (*Jeśli wszystko odbędzie się zgodnie z planem*) If everything goes as planned / according to the plan, the new cure for allergies will appear on the market next month.

4 Can you imagine what our lives would be like if we lost our (*zmysł smaku*) sense of taste?

5 Before you use an (środek *odstraszający owady*) insect repellent, read the instructions on how to do it carefully.

LISTENING

7 **Usłyszysz dwukrotnie wywiad z Markiem, osobistym trenerem fitness. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.** 92 p. 401

1 What made Mark decide to take up fitness?
a an unfavourable comparison to his brother
b his friends' encouragement
c his determination to set an example

2 During the first meeting, Mark tries to find out
a how fit his clients are.
b what his clients' diet is like.
c if his clients are healthy.

3 According to Mark, some people who need his help
a realise they've had an unhealthy lifestyle.
b expect him to change their looks in a short time.
c blame themselves for being careless about their health.

4 Mark believes that people should
a begin exercising at their own tempo.
b start with organised personal training sessions.
c change their eating habits immediately.

WRITING

8 **Wraz z grupą znajomych, którzy zajmują się penetrowaniem jaskiń, wziąłeś/wzięłaś udział w jednej z takich wypraw. Piszesz o tym w mailu do kolegi z Londynu.**

- Poinformuj, jak przygotowywałeś/przygotowałaś się do wyprawy.
- Przedstaw twoje pierwsze wrażenie po wejściu do jaskini.
- Opisz problem, który pojawił się w trakcie wyprawy i wyjaśnij, jak go rozwiązaliście.
- Uzasadnij, dlaczego warto podejmować tego typu wyzwania.

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 my latest adventure. Last week, I explored a cave with a group of friends.

...

Exam guide
6 English in Use
Translations

Life Skills guide
6 Mediation

SPEAKING

9 **Popatrz na plakaty.**

Przygotowujesz prezentację na lekcję języka angielskiego na temat udziału osób niepełnosprawnych w zawodach sportowych. W prezentacji zamierzasz wykorzystać jeden z plakatów.

- Wybierz plakat, który będzie, twoim zdaniem, najbardziej odpowiedni do prezentacji i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugi plakat.

Exam guide
9 Oral Matura

Life Skills guide
9 Critical thinking, Mediation

Exam guide
7 Listening
Multiple choice

1



2



Odpowiedz na pytania:

1 What problems do people with disabilities face?
2 Do you think that disabled people always need help? Why?/Why not?
3 Do you think famous athletes are good role models for children? Why?/Why not?

Exam guide
8 Writing
An informal email

Life Skills guide
8 Creativity, Mediation, Practical skills

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045 'On a Roll: Food Trucks', by David Brindley and Gerd Ludwig, National Geographic Magazine, July 2015. Reprinted by permission. **086** 'Chew on This', by Kay Boatner, National Geographic Kids, December 2013–January 2014, p. 6., **086** 'The Joy of Food: Bringing Family and FriendsTogether', by Victoria Pope, National Geographic Magazine, December 2014, p. 37+., **116** 'No Arms, Amazing Feet', byJames Dennehy, et al., National Geographic Kids, December 2011–January 2012, p. 28+.

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 Jeopardy!

Aim
To revise and practise the structure of subject and object questions, using a variety of tenses

Language
Subject and object questions

Time
30 minutes

Preparation
One copy of the worksheet for every five students. First, cut out the three components (board, number cards and answers) and then cut out the number cards so that you have individual cards. Before handing the material to students, place the number cards on the jeopardy board (number 100 on questions 1–4, 200: 5–8, 300: 9–12, 400: 13–16, 500: 17–20).

Procedure
- Divide the class into groups of 5 students, then divide the groups into two pairs and one gamemaster. Hand out the jeopardy boards and number cards to each group, and the answer cards to each of the gamemasters.
- Tell students that each group will play a jeopardy game, which comprises forming questions. The gamemaster's function is to confirm the correct question form and to keep the score.
- In turns, each team chooses a number and then has to create a question to the answer or sentence (corresponding to the underlined part) which is on the board below the number card. If the question is correct, they are awarded the number of points on the card. If not, the opposing team has a chance to create a question and, if it's correct, they are awarded half of the points available. The higher the number, the more difficult the question is likely to be. The winner is the team with more points.
- Ask students to start playing and monitor the activity. Help out if there are any difficulties. You may consider imposing a time limit so that, for example, each team only has 20 seconds to form a question (the gamemaster can keep the time). This makes the game more challenging.
- After they've finished, ask for the winning team's score.

1.2 Snatch!

Aim
To talk about the present

Language
Present simple, present continuous, present perfect

Time
30 minutes

Preparation
Two copies of worksheet for every four or five students. Cut out sentence halves (or pairs of sentences) of one of the worksheets. Separate first halves of sentences from second halves. Mix both sets up separately.

Procedure
- Write on the board:

1 *Karol lives in Poznań …*	**a** … *until he moves to Szczecin.*
2 *Karol is living in Poznań …*	**b** … *where he grew up.*
3 *Karol has lived in Poznań …*	**c** … *for about five years.*

- In pairs, students match sentence beginnings (1–3) and endings (a–c). They explain reasons for their choices. If they are having difficulties, refer them to page 24 of the Student's Book.
- Elicit answers
  1 b – describes permanent present action;
  2 a – describes temporary present situation;
  3 c – describes present action that started in past.
- Students place the pack of first parts of sentences face down in a pile and spread out sentence endings face up on the table so that all are visible.
- One player is 'quizmaster' and reads out a sentence beginning from the top of the pile. They also have the other worksheet as an answer sheet. The other players are in a race to pick up the correct ending.
- The player who chooses the correct ending first wins the sentence, but must explain the reason to the quizmaster. Teacher decides if there are any differences of opinion, or if no one in the group can explain.
- Play continues until only one sentence ending remains. Players count sentences they have won; the player with most sentences wins.
- When groups have finished, congratulate winners. Elicit from the class the completed sentences and explanations.
- Give feedback about errors that came up, writing them on the board.

Vocabulary Activities

1.3 I remember the time when …

Aim
To revise adjectives describing emotions and practise speaking (storytelling)

Language
Adjectives describing emotions

Time
25 minutes

Preparation
One copy of the worksheet for every pair or group of up to four students. Cut out the adjective cards along the dotted lines.

Procedure
- Divide the class into pairs or groups and hand out the material. The adjective cards should be placed in a pile face down.
- Tell students in each group to draw one card from the pile, but not to show it to their partner(s). Inform them that now they'll need to tell each other a story (real or fictional) about a situation in which they have felt the emotion on the card, starting with the words *I remember the time when …* However, they mustn't name the emotion, but focus on describing the circumstances. The partner(s) have to guess the word that they think the storyteller has on their card. Present the activity by telling a story yourself and asking the students to guess the word.
- Ask students to start playing, taking turns to tell their stories and guess the adjectives. Monitor the activity and help out if necessary.

1.4 Happiness is …

Aim
To revise and extend vocabulary from the unit

Language
Adjectives describing feelings and their abstract nouns

Time
30 minutes

Preparation
One copy of the worksheet for every student

Procedure
- Give each student a worksheet. Explain that each answer is related to the word in italics. Show them the first 'across' clue. Explain that the word in italics, *delight*, is a noun, so the answer is the corresponding adjective, *delighted*. Then show the word in italics in the first 'down' clue: it is an adjective (*disappointed*), so the answer is the corresponding noun, *disappointment*. Point out that the answer to 3 across is not a derivative of *fear*. Students do the crossword in pairs.
- Go through the answers with the whole class. Write the nouns on the board (*delight*, *fear*, *friendliness*, *sadness*, *exhaustion*, *disappointment*, *loneliness*, *depression*, *embarrassment*, *happiness*, *nervousness*, *confusion*, *excitement*, *relaxation*).
- Explain that the crossword clues are not good definitions because they don't help you understand the meaning of the words (saying you feel *delight* when you are *delighted* doesn't clarify at all). Offer a personal definition, using the structure: *[abstract noun] is [gerund]*, e.g. *For me, delight is finding out my favourite band are coming to play a concert in my town*. Elicit more concrete examples of *delight*.
- Tell students to write personal, concrete definitions for six of the abstract nouns from the crossword.
- Go round the room and offer support and ideas, correcting errors.
- Nominate students to read out definitions without saying the abstract nouns; the others guess and call out the abstract noun.

Answers
Across
1 delighted **3** scared/afraid **11** friendliness **12** sadness **13** exhausted

Down
1 disappointment **2** lonely **4** depression **5** embarrassment **6** happiness **7** nervousness **8** confused **9** excitement **10** relaxed

Matura Activities

1.5 Transformations
1.6 Word formation and Translations
1.7 Equivalent words
1.8 Sentence formation and Multiple choice

Time and Answers

1.5

Time: 10 minutes

Answers:

1 have had this book **2** is always complaining **3** (very) often plays **4** tired and annoyed / annoyed and tired
5 known Adam since **6** are getting better **7** does she do **8** I'm doing something **9** do you think **10** not be surprised

1.6

Time: 15 minutes

Answers 1.6a:

1 unable **2** worried **3** nervousness **4** depression

Answers 1.6b:

1 have you worked for / have you been working for **2** is smiling at you **3** helps me feel
4 delighted to hear / when he heard **5** usually wins **6** is developing very fast **7** do you like/enjoy **8** try talking to them
9 sadness and disappointment **10** have studied/researched the influence

1.7

Time: 8–10 minutes

Answers:

1 a **2** b **3** b **4** a **5** c **6** c **7** a **8** b **9** c **10** a **11** b **12** c **13** c **14** b **15** a

1.8

Time: 15 minutes

Answers 1.8a:

1 is always borrowing my **2** have never wanted to study **3** does not like it when people **4** is changing really quickly
5 do you usually travel with **6** needs (some) time now **7** exactly happens / will happen if **8** Does she enjoy doing
9 have seen the/this film twice/two times **10** many tourists visit the/this country

Answers 1.8b:

1 a **2** c **3** a **4** b **5** b

1.1 Jeopardy!

1 Yes, we do.	**2** No, I didn't.	**3** Yes, they have.	**4** No, she won't.
5 He works <u>on a farm</u>.	**6** She's going to be here <u>at 5 pm</u>.	**7** They're meeting <u>their friend</u>.	**8** She'll feel <u>angry</u>.
9 We <u>closed the window</u>.	**10** I was sitting <u>at home</u> then.	**11** She trains <u>three times a week</u>.	**12** He's saved <u>€500</u>.
13 <u>She</u> has planned the party.	**14** <u>They</u> will buy the snacks.	**15** <u>The phone</u> was ringing.	**16** <u>His friend</u> is dancing there.
17 <u>Mike</u> likes spaghetti.	**18** <u>Their house</u> is going to be redecorated.	**19** <u>Her car</u> broke down.	**20** <u>My parents</u> live in the country.

100	100	100	100
200	200	200	200
300	300	300	300
400	400	400	400
500	500	500	500

ANSWERS

1 Do you [infinitive] …?
2 Did you [infinitive] …?
3 Have they [past participle] …?
4 Will she [infinitive] …?
5 Where does he work?
6 When is she going to be here?
7 Who are they meeting?
8 How will she feel?
9 What did you do?
10 Where were you sitting then?
11 How often does she train?
12 How much has he saved?
13 Who has planned the party?
14 Who will buy the snacks?
15 What was ringing?
16 Who is dancing there?
17 Who likes spaghetti?
18 What is going to be redecorated?
19 What broke down?
20 Who lives in the country?

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1.2 Snatch!

The water's boiling …	… Shall I make the tea?
Water boils …	… when it reaches 100 degrees.
He's always making that noise …	… It's really annoying!
He always makes that noise …	… when he's sleeping.
I'm visiting my new friend Jackie, every day …	… this week. She's in hospital.
I've visited my new friend Jackie, every day …	… since we met two weeks ago.
Anna stays in Le Havre …	… every time she comes to France. She loves it there!
Anna is staying in Le Havre …	… but she doesn't think that she'll be here much longer.
What are you cooking? …	… It smells delicious!
What do you cook? …	… It depends what ingredients I have in the kitchen.
Are you riding to school on your bike? …	… It's been perfect weather for it this week!
Do you ride to school on your bike? …	… What? Even when it rains?!
You're getting better at speaking English …	… every day! It's fantastic!
You get better at speaking English …	… if you practise!
Youssef and Brian have known each other …	… for about five years.
Youssef and Brian know each other …	… from working in the same supermarket a few years ago.
She's had headaches …	… almost every day for about a week now. She should see a doctor.
She's having headaches …	… again, like she did last year. Do you think she should see a doctor?

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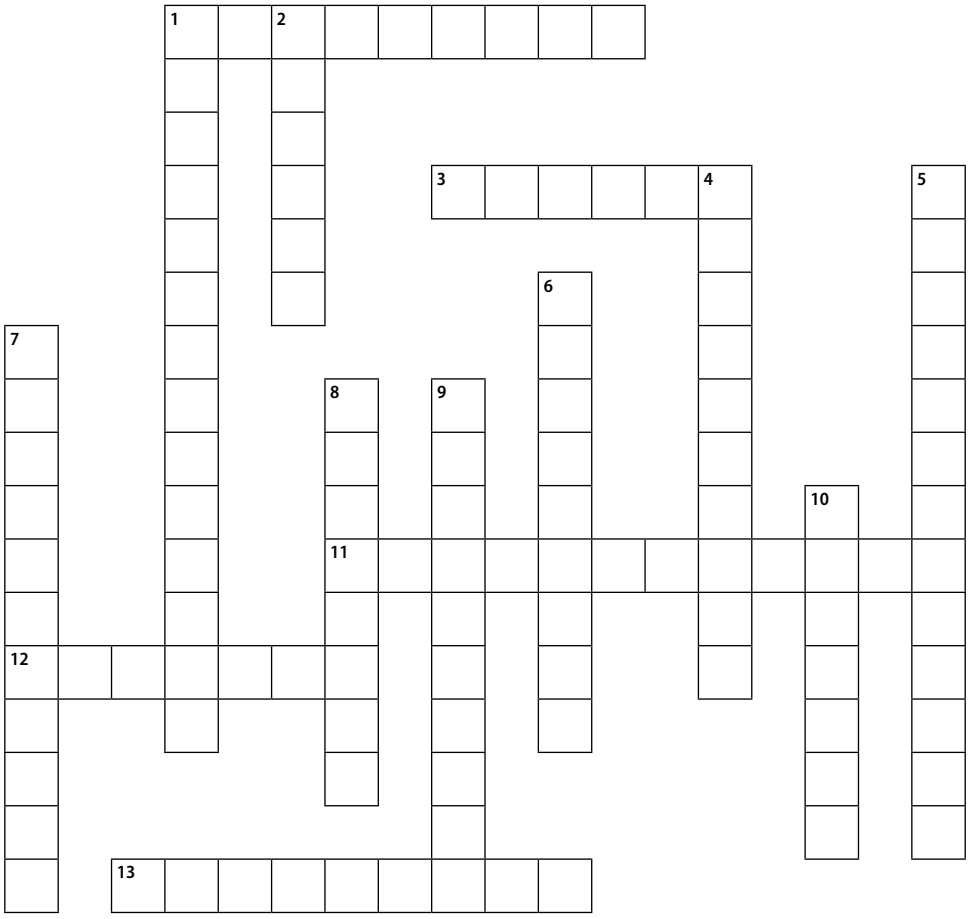
1.3 I remember the time when …

scared	delighted	confused	lonely
relaxed	nervous	embarrassed	stressed
angry	annoyed	bored	excited
interested	surprised	worried	cheerful
impatient	furious	ashamed	satisfied

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1.4 Happiness is …

Do the crossword. Each answer is a word in the same family as the word in italics.



Across

1 If you feel *delight*, you are _____.
3 The emotion is *fear*; you're feeling _____.
11 It's a *friendly* place. They like to encourage _____ there.
12 She wasn't *sad*. Those weren't tears of _____; they were tears of joy.
13 *Exhaustion* is what you experience when you are _____.

Down

1 The team was *disappointed*. The emotion is _____.
2 During a time of *loneliness*, you are _____.
4 I'm a bit sad, but I'm not *depressed*. _____ is a serious issue.
5 I don't get *embarrassed* very easily. _____ isn't something that bothers me.
6 _____ for me is about the people around me also being *happy*.
7 _____ is the state of being *nervous*.
8 You are _____ if you are in a state of *confusion*.
9 The adjective is *excited*; the noun is _____.
10 The noun is *relaxation*; the adjective is _____.

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1.5 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 I bought this book a few weeks ago.
HAD
I _____ for a few weeks.

2 One boy in my class never stops complaining, so it's difficult to like him.
ALWAYS
One boy in my class _____, so it's difficult to like him

3 Playing computer games is something my brother does very often.
OFTEN
My brother _____ computer games.

4 The journey to my grandmother's was tiring and annoying.
AND
I felt _____ during the journey to my grandmother's.

5 I met Adam when we both started secondary school.
SINCE
I have _____ starting secondary school.

6 I think Mike's test results are improving.
BETTER
I think Mike's test results _____.

7 What is her profession?
SHE
What _____ for a living?

8 I can't help you. I've got something important to do at the moment.
DOING
I can't help you. _____ important at the moment.

9 Who, in your opinion, gets angry easier, men or women?
THINK
Who _____ gets angry easier, men or women?

10 It won't be a surprise to me if she stops studying soon.
BE
I will _____ if she stops studying soon.

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1.6a Word formation

Przeczytaj tekst i uzupełnij każdą lukę, przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

nervous	bad	depressed	little	worry	able

EXAM STRESS

Stress is very often present in our lives, but it can sometimes be helpful, as it motivates us to work harder. However, sometimes the level of stress rises so much that we are **1** _____ to do the work we are supposed to. One of the situations in which such a surge in stress occurs is the school exam session.

Exam stress may be experienced for many reasons. Sometimes the individual taking the exam is **2** _____ that they won't get the expected result or, in the worst case, fail completely. Sometimes, they also feel confused because the subject is difficult and they don't understand it. People suffering from exam stress may have problems with sleeping and getting out of bed. They often experience **3** _____ and unhappiness and they also lack the motivation to do anything.

Furthermore, exam stress can result in headaches and an upset stomach. Equally seriously, it might trigger some serious mental health issues, such as anxiety or even **4** _____, so it's really important to deal with it as soon as possible.

1.6b Translations (gaps)

Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

1 How long (*pracujesz dla*) _____ this company?

2 Do you know the man who (*uśmiecha się do ciebie*) _____ from the other side of the room?

3 Doing sports (*pomaga mi czuć się*) _____ relaxed.

4 Danny was (*zachwycony gdy usłyszał*) _____ that he had been awarded a scholarship.

5 Which team (*zazwyczaj wygrywa*) _____ the football championships in your country?

6 Nowadays, technology (*rozwija się bardzo szybko*) _____, so it's difficult to keep up with all the latest changes.

7 Who (*lubisz*) _____ going to the cinema with?

8 If you often get embarrassed because of your parents' behaviour, (*spróbuj porozmawiać z nimi*) _____ to explain your feelings.

9 Losing the match caused huge (*smutek i rozczarowanie*) _____ among both fans and the players.

10 Different scientists (*badają wpływ*) _____ of nature on the human body for many years now, so the results shouldn't be surprising.

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1.7 Equivalent words

W poniższych zdaniach, spośród podanych opcji wybierz tę, która może najlepiej zastąpić zaznaczony fragment. Zakreśl literę a, b albo c.

1 Have you ever been ***afraid of*** anything?
a scared of **b** stressed by **c** surprised by

2 On Mondays I ***usually*** have a piano lesson and a yoga class.
a sometimes **b** regularly **c** seldom

3 I think her smile is ***fake***. She's just failed an important test.
a genuine **b** false **c** true

4 Amanda always feels ***really pleased*** when her friends throw a surprise party for her.
a delighted **b** embarrassed **c** confused

5 When she found out he had been lying, she experienced ***great displeasure and annoyance***.
a fear **b** worry **c** anger

6 I know it's difficult to believe, but I'm ***actually*** beginning to take exercise seriously.
a now **b** usually **c** really

7 This new diet has had a very positive ***influence*** on me, so I'll continue following it.
a effect **b** reason **c** way

8 I really loved this film, I hope they'll make a ***follow up***.
a soundtrack **b** sequel **c** scene

9 Spending time outside can ***lower*** your stress levels and help your body fight infection.
a increase **b** pass **c** reduce

10 Do you experience a sense of ***happiness*** when participating in sports events?
a enjoyment **b** affection **c** friendliness

11 Who is your favourite ***person*** in the *Hunger Games* trilogy?
a hero **b** character **c** star

12 Many people are suffering from depression and other mental health issues ***at the moment***.
a everyday **b** someday **c** nowadays

13 The ***story*** of the book was so complicated that I couldn't understand what was going on.
a drama **b** event **c** plot

14 If you keep exercising so hard, it may result in ***extreme tiredness***.
a excitement **b** exhaustion **c** expression

15 There are some famous names among the ***actors starring in*** this film.
a cast of **b** directors of **c** staff of

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1.8a 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 My sister (*always / borrow / I*) _____ clothes without my permission, and it really irritates me.

2 Speaking honestly, I (*never / want / study*) _____ engineering, but now that I am about to, I'm actually very happy about it.

3 I think Brian (*not like / when / people*) _____ ask him about his personal life.

4 The city centre (*change / really / quick*) _____. A few years ago it looked completely different, and I've heard that some more development projects are planned.

5 Who (*you / usually / travel*) _____ when you visit your parents in the country?

6 Miranda (*need / time / now*) _____ to think about the matter, but she'll give you her answer tomorrow.

7 What (*exactly / happen / if*) _____ you mix these two chemical substances together?

8 (*she / enjoy / do*) _____ presentations in front of the class?

9 I (*see / film / two*) _____ already and I am still confused by the plot. I don't really know who killed the main character.

10 How (*tourist / visit / country*) _____ every year?

1.8b Multiple choice

Przeczytaj tekst i z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl literę a, b albo c.

Last week I decided it was high time to catch up on several of the superhero hits from the last few years. I borrowed the DVDs from my friends and my long-awaited superhero journey began. So far I **1** _____ the whole *X-men* series, some of the Batman and Superman films and *Guardians of the Galaxy*.

The last one is really great, even if you're not really **2** _____ in superhero films. The characters are really funny, the dialogues are quite interesting and, although the **3** _____ is not too complicated, it manages to hold your attention, so you don't start feeling bored after the first 15 minutes. There were even one or two **4** _____ that made me cry with laughter.

At the moment I **5** _____ to watch *The Avengers*, because many of my friends have recommended it to me as one of the most interesting superhero films. We'll see. I hope the Iron Man won't disappoint me.

1 **a** have watched
b am watching
c watch

2 **a** excited
b delighted
c interested

3 **a** plot
b drama
c history

4 **a** stages
b scenes
c soundtracks

5 **a** have planned
b am planning
c plan

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Grammar Activities

2.1 How does it make you feel?

Aim
To revise, extend the range of, and practice adjectives ending in *-ed* and *-ing*

Language
Adjectives ending in *-ed* and *-ing*

Time
30 minutes

Preparation
One copy of the worksheet for every two or three students, cut out into individual cards. Make sure that the verb cards and question cards are in separate piles.

Procedure
- Divide the class into pairs or groups and hand out the sets of verb cards. Do not hand out the question cards at this stage!
- Tell students that in their pairs / groups they will have to sort the verbs into those with positive and negative meanings and make an adjective ending in *-ed* and *-ing* for each of them. Some of the verbs may be interpreted as either positive or negative, or even neutral (e.g. *surprise, convince*), so let the students decide for themselves which category they want to put the verb in. After this stage has been completed, ask them to put them face down in two separate piles.
- Now hand out the question cards to each group and ask students to place them in a pile face down (it's also a good idea to shuffle them beforehand). Then tell the students to take turns and draw one card from the pile of question cards, along with one of the verb cards (they may choose from either the 'positive' or the 'negative' pile after having read the question). The student drawing the cards needs to create a correctly formed question, using either an *-ed* or an *-ing* adjective where the gap is in the question. They then ask it to (one of) their partner(s). The partner then answers the question, and the game moves on to the next player. Monitor the activity and help out, if necessary.

2.2 Find someone who …

Aim
To practise grammar from the unit

Language
Narrative tenses: past simple, continuous and perfect, *used to* affirmative, negative and interrogative forms

Time
40 minutes

Preparation
One copy of the worksheet for every student

Procedure
- Tell students that they are going to do a speaking activity in which they find out about each other's childhoods.
- Show the class the worksheet and say *It says 'Find someone who … was already reading when they started going to school.* Write this on the board. Ask *What question would you ask people to find out if they were reading then?* Elicit the sentence on the board: *Were you already reading when you …?*
- Elicit the other question structures they will need, e.g. *Could you … / Did you use to … / Had you already …* If students need help forming questions, tell them to write the questions before doing the speaking activity.
- Point to the second column on the worksheet. Explain that they need to ask the same question to different classmates until they find someone who says 'yes' to the question, at which point they should write that student's name. Tell them to try to get a different name for each question.
- Point to the third column. Tell them to ask for more information and make notes. Invite suggestions for questions to follow up with after finding out that their classmate could read aged three, e.g. *Who taught you so young?* or *What did you read?*
- Point out the spaces at the bottom of the worksheet. Tell them to write one or two more questions to ask.
- Ask students to stand up with the worksheet and pen. Put music on to encourage conversation. Listen to check for correct question formation and for follow-up questions. Make a note of common errors, especially concerning tenses. Correct serious errors as you hear them.
- Nominate students to share with the class the most interesting things they learnt. Correct errors on the board.

Vocabulary Activities

2.3 Excuse me, …?

Aim
To practise asking for, giving and understanding directions around town

Language
Expressions used for asking for and giving directions, landmarks

Time
40 minutes

Preparation
One copy of the worksheet for every two students, cut in two

Procedure
- Tell students that they are going to roleplay asking for and giving directions. Elicit useful language by writing on the board the headings: *Asking for directions*, *Giving directions* and *Talking about landmarks*.
- Tell students to copy the headings into their notebooks and to write sentences they might say under each heading (with Student's Books closed).
- Show the class the two maps, A and B. Explain that they are maps of the same place, but map A shows where eight places are which map B doesn't, and *vice versa*. Tell them to find out where the eight missing places are by asking their partner (and not by looking at their partner's map!).
- Point to where it says *Start here* and explain that the first time they speak they must imagine that they are in the street at this point, and that A asks B for directions to the first place on their list (i.e. the market). A must say *Excuse me* and thank B for their help, and write in the name of the place on the correct building.
- Tell them to take turns asking for directions, starting with Student A asking where the market is (then B asking for the supermarket, and so on). After each roleplay, they start from the last destination.
- Put students in pairs, A and B, and hand out one map each, which they must not show to each other. Set a time limit of ten minutes. Go round and make a note of errors.
- When they finish, let them compare their maps to check that they have marked every building correctly.
- Correct any errors you heard.

Extension
Students give directions to a mystery destination. The rest of the class call out the name of the place as soon as they think they know.

2.4 Compound nouns dominoes

Aim
To revise, extend the range of, and practice compound nouns related to transport and travelling

Language
Compound nouns related to transport and travelling.

Time
30 minutes

Preparation
One copy of the worksheet for every three or four students, cut out along the dotted lines

Procedure
- Divide the class into groups of 3 or 4 students and hand out the material (a set of dominoes) face down.
- Tell students that they're going to play compound nouns dominoes. Ask them to shuffle the cards and deal out four each. The rest of the cards should be placed in a pile face down, except for one card that will start the game.
- Assign one student in each group to keep the score, and then explain the rules: the players take turns and lay cards from their hand alongside those already on the table so that they form a correct compound noun related to either travel or transport; if a player doesn't have a card to lay, they take one from the pile; for each correct compound noun they get one point, and they may get an additional one for giving a definition and/or creating a correct sentence that includes the noun; the game continues until all the cards have been used up, and the winner is the person with the most points.
- Ask students to start playing and monitor the activity. Help out if necessary. When all the groups have finished, ask for the winning team's score.
- As a follow up, elicit answers from the whole class as to which of the nouns in the game are written together (skyscraper, airport, viewpoint, rooftop, smartphone).

Matura Activities

2.5 Translations
2.6 Transformations and Gap-filling
2.7 Lexical pairs
2.8 Mini-dialogues

Time and Answers

2.5

Time: 10 minutes

Answers:

1 public transport in my **2** used to read many **3** cruise or a flight **4** take a different route
5 had started working / to work **6** use to go/commute **7** trip/excursion takes about **8** was very confusing
9 I was lying on **10** I had passed my **11** exhausted and disappointed **12** were sightseeing/exploring/visiting Paris
13 not use to write **14** got on the train **15** excited about these boring

2.6

Time: 15 minutes

Answers 2.6a:

1 c **2** a **3** a **4** b **5** c **6** a **7** c **8** b **9** a **10** c

Answers 2.6b:

1 had **2** used **3** went **4** on

2.7

Time: 8–10 minutes

Answers:

1 b **2** c **3** c **4** a **5** b **6** c **7** c **8** a **9** b **10** c

2.8

Time: 8–10 minutes

Answers 2.8a:

1 a **2** c **3** b **4** c

Answers 2.8b:

1 Who did you go with? / Who went with you? **2** How far is it? **3** Do you know / Can you tell me the way to the museum?
4 It took only *2 hours*. / It was only about *2 hours* long. (*any other time span possible*)
5 How are you going/planning to travel? **7** I am/feel (so/very/really) *excited/delighted*. (*any other positive feeling possible*)

2.1 How does it make you feel?

terrify	exhaust	annoy	disappoint	depress	shock
interest	worry	confuse	bore	convince	charm
encourage	disturb	embarrass	excite	fascinate	discourage
tire	please	relax	move	amaze	entertain
inspire	frighten	irritate	motivate	satisfy	surprise

What makes you feel …?	What do you usually do when you feel …?	Is there a person who can make you feel …?	Do you often feel …?	Have you been … by anything lately?	Have you been … by anyone recently?
When do you normally feel …?	Do you think you'll feel … tomorrow?	Did you feel … when you started this school?	Which public personality are you often … by?	Which of your teachers are you usually … by?	When was the last time you felt …?
What is the most … book you've ever read?	What is the most … film you've seen lately?	Which school subject do you find …?	Which activity is … in your opinion?	Who is the most … person you know?	Have you experienced any … situations recently?
What is the most … hobby for you?	Do you think your future job will be …?	Did you play any … games when you were a child?	What type of music do you consider …?	What was your most … trip?	Which sport is … for you?

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2.2 Find someone who …

Talk to someone who …	Name	Extra information
… has memories of being a baby.		
… could swim before they learnt to walk.		
… were speaking in sentences before they reached their second birthday.		
… was already reading when they started going to school.		
… used to walk or ride their bike to primary school on their own.		
… had already flown in an aeroplane when they learnt to walk.		
… was learning a musical instrument before they started learning English.		
… used to behave badly at school because they were bored by how easy it was.		
… had learnt how to tie their shoelaces before most of their friends could.		
… prepared their own school bag before they were ten.		
… knows how to cook.		
… has always been allowed to choose their bedtime.		
… had read a novel with no pictures before they had to do it for school.		
… has known what they want to do when they grow up for at least three years.		
… can already iron their own clothes.		
[your own idea]		
[your own idea]		

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2.3 Excuse me, …?

Student A



Take turns to ask for and give directions. Student A, ask Student B for directions to the following places:

• the market	• the stadium	• the bus station	• the town hall
• the theatre	• the library	• the museum	• *Bradaggio's* restaurant

Student B



Take turns to ask for and give directions. Student B, ask Student A for directions to the following places:

• the supermarket	• Yew Tree Park	• the car park	• the art gallery
• the cinema	• the university	• the hotel	• the *Mexican Cantina*

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2.4 Compound nouns dominoes

bag	underground	station	urban
exploration	sky	scraper	travel
guide	bus	ticket	air
port	amusement	park	walking
tour	package	holiday	view
point	flight	attendant	boarding
card	public	transport	shopping
centre	city	life	roof
top	window	seat	speed
limit	credit	card	smart
phone	5-star	accommodation	car
park	driving	licence	sleeping

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2.5 Translations (gaps)

Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

1 I like using the (*komunikację miejską w moim*) _____ city, as there are many different means of transport, and each of them is usually very punctual.

2 When I was at primary school I (*czytywałem wiele*) _____ comic books, but now I don't find them so interesting.

3 Have you ever been on a (*rejsie lub locie*) _____ in order to reach your holiday destination?

4 The interactive map shows that there is a huge traffic jam on the A4, so I think we should (*pojechać inną trasą*) _____.

5 I actually graduated from university after I (*zacząłem pracować*) _____ for this company, so I didn't have any worries about unemployment after graduation.

6 Did you (*kiedyś zwykłeś dojeżdżać*) _____ to school by bike?

7 This (*wycieczka zajmuje około*) _____ 8 hours, so we should take something to eat in case we get hungry.

8 The map we had (*była bardzo myląca*) _____, so we had to ask for directions a few times along the way.

9 It's difficult to believe that this time two weeks ago (*leżałam na*) _____ the beach of a tropical island.

10 My parents promised to buy me a car only after (*zdałem mój*) _____ driving test.

11 I was extremely (*wyczerpany i rozczarowany*) _____ after our day in Athens, as it had been scorching hot and I hadn't managed to see all the monuments I'd hoped to.

12 I bought this wonderful figurine while we (*zwiedzaliśmy Paryż*) _____ on the second day of our stay in France.

13 When I went on a student exchange to London, I did (*nie pisywałem*) _____ text messages to my family, as it was very expensive. We used Skype instead whenever we wanted to communicate.

14 We (*wsiedliśmy do pociągu*) _____ at quarter to five and our journey around Europe began.

15 How can you be so (*podekscytowany tymi nudnymi*) _____ museums? I really think that visiting them is a waste of our time.

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2.6a Transformations (multiple choice)

W poniższych zdaniach, spośród podanych odpowiedzi wybierz tę, która może najlepiej zastąpić zaznaczony fragment zdania. Zakreśl literę a, b albo c.

1 ***In the past I didn't do sports*** all that regularly, but then I had a serious knee injury and I had to stop altogether.
a I used not to exercise **b** I didn't used to exercise **c** I didn't use to exercise

2 ***We expected the city to be*** beautiful, but it turned out to be extremely dirty and full of smog.
a The city was supposed to be **b** The city was considered **c** The city managed to be

3 They ***started their journey*** early in the morning in order to reach the mountain peak before noon.
a set off **b** went for **c** got on

4 Could you ***take me in your car*** to my grandmother's house?
a ride me back **b** give me a lift **c** get me off

5 After Damian closed the door he noticed he ***didn't have*** his phone.
a has forgotten **b** used to forget **c** had forgotten

6 My friend is really keen on exploring ***places that have been deserted by the inhabitants***.
a abandoned sites **b** ghost factories **c** industrial grounds

7 I'm not sure I ***want to*** get to know him better, he seems rude.
a would prefer to **b** feel like **c** am willing to

8 ***It may seem amazing to you,*** but I finished the race in second place.
a To be honest **b** Believe it or not, **c** Fortunately,

9 Mary ***doesn't really know*** if James is going to travel with us.
a has no idea **b** is worried **c** is considering

10 When I was in primary school I ***usually travelled*** to school by bus.
a was commuting **b** had commuted **c** used to commute

2.6b 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.

BACKPACKING IN INDIA

Last year I decided to have the holiday of a lifetime and go on a backpacking tour around India with a couple of my friends. It was a completely new experience for me, as until then I **1** _____ only visited European countries. What's more, backpacking itself was also a change, as I **2** _____ to book my holidays in advance, sleep in hotels and only go on organised excursions.

We arrived in New Delhi and took the underground to the Panchsheel area, which has some backpacker-friendly accommodation. We found a room in a hostel and **3** _____ sightseeing to get to know the most interesting places in the capital of India. The city was bustling with people and the traffic jams were crazy, which made it difficult to get around, so we soon decided to travel further afield. The next destination in our itinerary was Varanasi. We got **4** _____ the train in Delhi and, after about 12 hours, we reached one of the most extraordinary places I have ever seen. The city, which is full of aimlessly wandering cows, shops selling colourful saris and twisting alleys made me feel like I was in a completely different world.

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2.7 Lexical pairs

Wybierz wyraz, który poprawnie uzupełnia luki w obydwu zdaniach. Zakreśl literę a, b albo c.

1 Did you _____ to finish your assignment in time? I've had some problems with it.
Jason is able to _____ his team really well. Everybody knows what they're supposed to do.
a succeed **b** manage **c** decide

2 Getting to school took me much _____ today than it usually does because of the really bad traffic jams.
Mrs Simons no _____ lives here. She moved to Brighton a few months ago.
a more **b** time **c** longer

3 One of the sisters is very cheerful, and the _____ one is very bossy.
How long have you been seeing each _____?
a second **b** another **c** other

4 I was exhausted, so I decided to take the _____ instead of the stairs.
Do you think you could give me a/an _____ to the station?
a lift **b** elevator **c** ride

5 When I was a child I _____ to sleep with my light on, as I was afraid of the dark.
That's incredible, this car was actually _____ in the *Godfather* films.
a wanted **b** used **c** planned

6 Would you like to take _____ in the spelling competition? There are some amazing prizes.
Which _____ of the *Hunger Games* trilogy did you like the best?
a place **b** book **c** part

7 Excuse me, could you tell me the _____ to the railway station, please?
You shouldn't do it that _____ you might break the jar. Let me show you how to do it right.
a distance **b** fast **c** way

8 Do you mind if I borrow this _____? It's not in the library, but I'd love to read it.
We really should _____ a hotel before we start planning any sightseeing tours.
a book **b** article **c** call

9 In the _____ people couldn't travel so fast or so far, so their journeys were usually longer.
If you go _____ this supermarket and turn right, you'll see the museum in front of you.
a along **b** past **c** day

10 Do you know where John is? He _____ yesterday without a word, and I haven't heard from him since.
Did she say we should turn _____? I can't remember.
a went **b** right **c** left

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2.8a Mini-dialogues (multiple choice)

Uzupełnij poniższe minidialogi, wybierając brakującą wypowiedź jednej z osób. Zakreśl literę a, b albo c.

1 A: Oh, look. It's raining outside.

B: You're joking! I haven't even got an umbrella.

A: _____

B: Thank you! You're an angel.

a I can give you a lift.
b Why don't we take the lift?
c I can lift it for you.

2 A: First he asked me out on a date, then he didn't call for two weeks and now he wants to meet again.

B: Really? _____

A: Yeah, I am.

a You must be very confusing.
b He must be very confused.
c You must be very confused.

3 A: Excuse me. Is there a chemist's near here?

B: Yes, just go about 80 metres this way.

A: Thanks. And is it to the right or to the left?

B: To the left, in a big yellow building. _____

A: Great. Thank you again.

a Do you need my help?
b You can't miss it.
c It's a long walk.

4 A: I don't recognise this neighbourhood.

B: Me neither.

A: _____

B: I guess you're right. Let's ask somebody for directions.

a I feel terrified.
b Who lost the map?
c I think we're lost.

2.8b Mini-dialogues (gaps)

Uzupełnij poniższe minidialogi, wpisując brakującą wypowiedź jednej z osób.

1 A: I went to Germany last week.

B: Really? _____

A: My boyfriend and his sister.

2 A: Let's go to the Louvre now.

B: _____

A: It's about a kilometre from here.

3 A: Excuse me. _____

B: Yes, of course. You should go past that church and then turn left. The museum will be on your right.

A: Thank you very much.

4 A: Was the journey very long?

B: No, it wasn't. _____

A: Oh, that's great.

5 A: We're planning a backpacking trip around Slovakia.

B: That's exciting. _____

A: By train mostly, maybe by bus too.

6 A: How do you feel about going to Spain?

B: _____ Going there has always been my biggest dream.

A: I'm so happy for you.

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Grammar Activities

3.1 How about you?

Aim

To practice talking about past events, using the past perfect tense

Language

past perfect tense

Time

30 minutes

Preparation

One copy of the worksheet for every three students, cut out along the dotted lines.

Procedure

- Divide the class into groups of 3 students, and hand out the material (one part for each student).
- Ask students to follow the instructions and fill in the sentences so that they are true for them. They have to use the past perfect (except for the those parts containing specific questions). Monitor the activity closely at this stage to make sure the form of the tense is correct.
- After they've finished completing the sentences, ask them to take turns to read the sentences out loud to their partners, and ask them about their experiences in this area by adding *How about you?* Allow time for some free discussion. Monitor the activity and help out if necessary.

Note: You may also this as a pair work activity, using only two different sets of questions per student.

3.2 Oh, really?

Aim

To revise and practice the use of reported speech

Language

Reported speech

Time

25 minutes

Preparation

Make at least two copies of the worksheet (you'll need as many sentence cards as you have students in the class, and one sentence must be given to two students). Cut out into individual cards and ensure that they are paired with the same sentences.

Procedure

- Revise the basic rules for reported speech. Remember to ask students how they might react in a conversation to show interest, and elicit expressions such as: *Oh, really?*, *Wow!*, *That's interesting!*, etc.
- Hand out the cards to students, making sure that each sentence is given to at least two students (in classes with an odd number of students either give one sentence to three students or participate in the activity yourself). Ask them to walk around the class, reading their sentences to other students, and reacting to what they hear. It's also very important to remember the sentences. If they've already heard a sentence from somebody else, they should react with a sentence in reported speech, e.g. *Oh, really? Małgosia also said her mum was scared of rats*. The activity continues until everybody has found the student(s) with a corresponding question.
- Now divide students into pairs and ask them to write down as many reported speech sentences as they can remember from the first stage, using the names of their friends. You can make it a more exciting competition by rewarding the pair (or pairs) of students with the highest score of correct sentences.

Vocabulary Activities

3.3 What am I?

Aim

To describe a range of jobs while avoiding certain key words

Language

Vocabulary related to jobs and professions

Time

30 minutes

Preparation

One copy of the worksheet for each group of students. Cut out each worksheet to make a set of cards.

Procedure

- Divide the class into groups of three to five students. Each group nominates someone to keep the score. Give each group a set of cards and tell them to place the cards face down in the centre of the group.
- Tell students to take turns to pick up a card. Each card has a job at the top of it. The player has to elicit the job from the rest of the group by describing it without using the name itself, any word derived from it, or the three additional 'taboo' words on the card. These are words that would make it too easy for the other players to guess. They also can't imitate any actions or sounds or use any names. For example, if the job were *writer*, the student presenting it would not be able to use *writer*, *write* and e.g. *book*, *word* or *author*. They also couldn't imitate the action of writing or name any famous writers. Once the student has finished describing the job, other students in the group can ask questions, but only *yes/no* questions. Students should take turns to guess the job.
- At the end of each round, the student in the group who correctly guesses the job gets a point, as does the student who has described it. If nobody guesses the job in two minutes, that card is put aside without any points being awarded.
- The secretary records the points and the next player takes a card. The game continues until all the cards are gone.
- If a student doesn't recognise a job when they take the card, they simply put that card on the bottom of the pile and pick another one from the top. If they don't recognise the next card, they miss their turn and the next student goes.
- The student with the most points at the end of the game is the winner.

3.4 Steal my question

Aim

To revise, extend, and practice the use of dependant prepositions

Language

Verbs and dependant prepositions

Time

25 minutes

Preparation

One copy of the worksheet for each pair or group of up to four students. Cut out the question cards.

Procedure

- Divide the class into pairs or groups of up to four students and hand out the material. The question cards should be placed in a pile face down.
- Tell students that they're going to play a board game, and that the goal is to reach the end of the board as quickly as possible. Ask them to find a small object to use as a counter (one per player) and a coin for tossing. Determine the number of circles they can move after each toss of the coin (heads – one circle, tails – two circles).
- Each time a player lands on a white circle, they draw a card from the pile, read the question out loud, and complete it with a dependant preposition. If it is done correctly, they may remain on their circle. If a player then decides to answer the question and does so correctly, they may move forward another circle. If they don't (e.g. for strategic reasons), another player from the group may ask to 'steal' the question. If more than one player wishes to 'steal' the question, the original player chooses who answers the question. NOTE: A simple 'yes / no' answer in the case of closed questions is insufficient and should be followed by some more explanation.
- Monitor the activity and help out if necessary. After the game, ask students to divide the verbs from the sentences into 7 groups, according to the prepositions that follow them and to write them down in their notebooks.

Answers:

FOR: ask, apologise, apply, prepare, run, wait **TO:** apologise, belong, introduce, listen **FROM:** borrow, graduate, save, suffer **ABOUT:** complain, joke, worry **ON:** concentrate, decide, depend, rely **WITH:** agree, compare **IN:** believe, participate

Matura Activities

3.5 Equivalent words
3.6 Sentence formation and Word formation
3.7 Transformations
3.8 Translation and Reading

Time and Answers

3.5

Time: 8–10 minutes

Answers:

1 b **2** c **3** a **4** a **5** c **6** c **7** a **8** b **9** a **10** a **11** b **12** a **13** c **14** c **15** b

3.6

Time: 15–20 minutes

Answers 3.6a:

1 had already applied for the job **2** had an interesting CV **3** he was going to buy **4** had worked as a waiter in
5 it was raining heavily in London **6** he could travel **7** had checked twice if/that the windows
8 hadn't finished reading the magazine **9** she wasn't normally **10** didn't want to work for/in a

Answers 3.6b:

1 executive **2** management **3** carefully **4** workers

3.7

Time: 10 minutes

Answers:

1 did not think I **2** after I had written **3** she had never worked **4** I had finished **5** could speak **6** had just moved to
7 will be here tomorrow **8** had had his job **9** had already started **10** had been there the

3.8

Time: 15–20 minutes

Answers 3.8a:

1 a **2** b **3** a **4** b **5** b **6** a **7** b

Answers 3.8b:

1 the most / the longest **2** psychological and physiological **3** (psychological) research **4** irritated and tired **5** before

3.1 How about you?

A Complete the sentences below so that they are true for you. Use the past perfect tense. Then read the sentences out loud to your partner and ask them about their own experiences.

1 By the time I was 10, I _____. *How about you?*

2 I felt very tired (when?) _____ because _____. *How about you?*

3 Before I had finished primary school, I _____. *How about you?*

4 I once got home very late because _____. *How about you?*

5 I started (doing what?) _____ after _____. *How about you?*

B Complete the sentences below so that they are true for you. Use the past perfect tense. Then read the sentences out loud to your partner and ask them about their own experiences.

1 I once failed an important test because _____. *How about you?*

2 I decided to (do what?) _____ after _____. *How about you?*

3 By the time I was 5, I _____. *How about you?*

4 Before I gave up (what?/doing what?) _____, I _____. *How about you?*

5 I was angry with my parents (when?) _____ because _____. *How about you?*

C Complete the sentences below so that they are true for you. Use the past perfect tense. Then read the sentences out loud to your partner and ask them about their own experiences.

1 I stopped (doing what?) _____ after _____. *How about you?*

2 One time I was really hungry at school because _____. *How about you?*

3 Before I made friends with (whom?) _____ I _____. *How about you?*

4 I felt furious (when?) _____ because _____. *How about you?*

5 By the time I was 15, I _____. *How about you?*

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3.2 Oh, really?

I've never been abroad.	My mother is scared of rats.
My best friend is getting married next month.	I'm going to buy a lizard.
I fell asleep on the bus yesterday.	I was watching a film trilogy for more than 6 hours.
I don't like spaghetti.	I can't play cricket.
My brother has to find a job.	I'm looking for a new hobby.
I was worried about my test results.	My grandfather hasn't retired yet.
I may start dancing lessons soon.	My family didn't remember about my birthday this year.

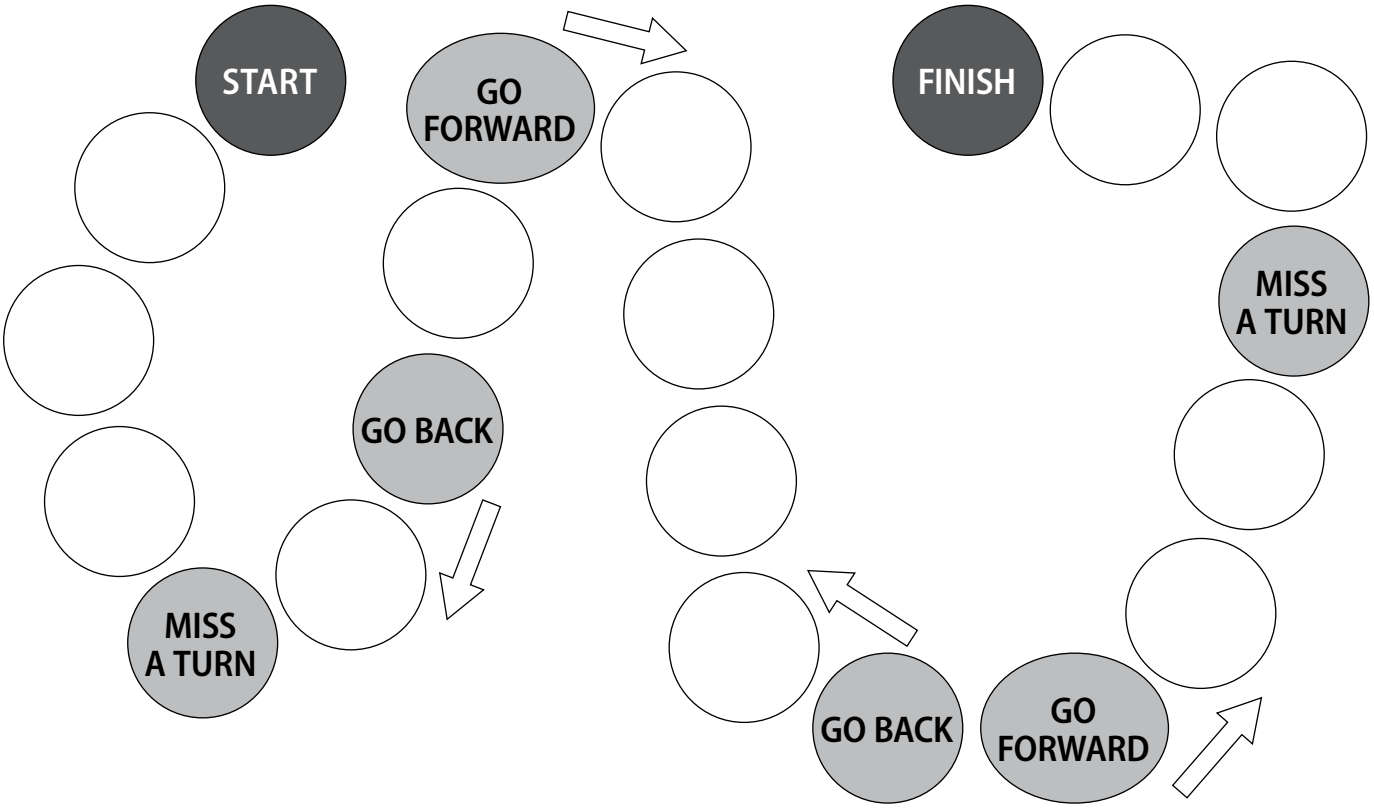
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3.3 What am I?

SOFTWARE DEVELOPER programmer computer apps	NURSE hospital doctor help	DOCTOR nurse ill hospital	ACCOUNTANT numbers money maths
TEACHER school classes student	CHEF cook kitchen restaurant	ARCHITECT design building plans	DENTIST teeth mouth toothache
FIREFIGHTER fire burn fire engine	LAWYER law legal court	CLEANER mop dirty cloths	MANAGER boss tell in charge
PARAMEDIC emergency ambulance doctor	FACTORY WORKER manufacture produce industry	REPORTER newspaper story write	SALESPERSON sell shop marketing
CONSTRUCTION WORKER build wall house	PROFESSIONAL FOOTBALLER goal stadium ball	ELECTRONIC ENGINEER technology hardware computers	POLICE OFFICER arrest thief crime

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3.4 Steal my question



Have you **asked** anyone **[…]** help recently?	Which famous person would you like to be **introduced […]**?	Which university would you like to **graduate […]**?	Have you ever **apologised […]** someone **[…]** something you didn't do?
Have you ever **saved** somebody **[…]** something unpleasant?	Do you always **agree […]** the opinion of your best friend?	What kind of job would you like to **apply […]** in the future?	What does your mood usually **depend […]**?
Have you ever **borrowed** something **[…]** somebody and forgotten to return it?	Do you **believe […]** ghosts?	Do you like **complaining […]** everything?	Is there a person in your life you can always **rely […]**?
Who **worries […]** you the most?	Do you think it'll be easy to **prepare […]** the Matura exam?	What kind of music do you enjoy **listening […]**?	Is it easy for you to **decide […]** your outfit in the morning?
Can you **concentrate […]** doing homework when the TV is on?	Do you **belong […]** any organisation or club?	Are you going to **participate […]** any cultural events soon?	Do you like **comparing** your school grades **[…]** your friends?
Do you often **joke […]** yourself?	Would you like to **run […]** political office one day?	Do you often **suffer […]** headaches?	Is there something pleasant that you are **waiting […]** at the moment?

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3.5 Equivalent words

W poniższych zdaniach, spośród podanych opcji wybierz tę, która może najlepiej zastąpić zaznaczony fragment. Zakreśl literę a, b albo c.

1 He worked as ***a person giving legal advice***, but then he retired and moved to the country.
a an accountant **b** a lawyer **c** a manager

2 This soup is disgusting! I'd like to speak to the ***cook***, please.
a boss **b** chief **c** chef

3 We would like to assure all passengers that ***security*** during the flight is our main concern.
a safety **b** attention **c** care

4 Who did you ***get*** this present from? It's really imaginative!
a receive **b** provide **c** apply

5 We prepared an online ***study*** about eco-friendly behaviours and sent it to other students in our school for them to fill in.
a learning **b** comment **c** survey

6 I think Charlie is very imaginative and great at ***cooperating with others in a group***.
a management **b** organisation **c** teamwork

7 Do you really think a ***job*** of a paramedic is the best idea? You're afraid of blood, aren't you?
a career **b** apprenticeship **c** training

8 You should really ***think about*** all your options before you make any decision.
a conclude **b** consider **c** construct

9 Your CV should include a list of all your ***abilities*** that you think a potential employer may be looking for.
a skills **b** designs **c** requests

10 I think my job is really ***financially rewarding*** and enjoyable, so I don't intend to change it soon.
a well-paid **b** good-paid **c** well-paying

11 In case of ***an unexpected crisis***, call me right away, and I'll come as soon as possible.
a retail **b** emergency **c** trade

12 During her recruitment process she had a few ***formal meetings*** with several people working for the company.
a interviews **b** conversations **c** executives

13 When did you ***finish studying at*** university, Mr Simons?
a introduce to **b** apply for **c** graduate from

14 If you can ***find an answer to*** this problem quickly, it will improve your chances of getting the job.
a research **b** reason **c** solve

15 He's ***surely*** going to accept the job offer, he's been dreaming about such an opportunity for years.
a probably **b** definitely **c** sadly

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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 When I showed him the advert, he told me he (*already / apply / job*) _____.

2 The interviewer told me I (*have / interesting / CV*) _____, so I am quite confident that they will hire me.

3 My father was very happy and he said (*he / going to / buy*) _____ me a car when I graduate.

4 I already had some useful experience, because by the time I finished school I (*work / waiter / in*) _____ a hotel.

5 Angie called me and told me (*rain / heavy / London*) _____, at the time and she advised me to take an umbrella and a raincoat with me.

6 Mark assured me (*he / can / travel*) _____ with us to China, but then it turned out that he didn't have a passport and, as a result, he had to stay behind.

7 I left the house only after I (*check / twice / window*) _____ were locked because I was afraid our house could be burgled again.

8 My mum said she (*not finish / read / magazine*) _____ yet, but that I could get it off her later.

9 When I was talking to Miranda at the party, she admitted (*she / not be / normally*) _____ so talkative, which was very surprising for me.

10 Haven't I already told you that I (*not want / work*) _____ company which doesn't respect animal rights?

3.6b Word formation

Przeczytaj tekst i uzupełnij każdą lukę, przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

careful	few	work	prepare	execute	manage

MAJOR LAYOFFS IN HERNANT

Yesterday, the Hernant Company, one of the major employers in the region, announced that almost 10% of its employees would be dismissed during the following year. This decision was made by Hernant's chief **1** _____ Michael Canard, who has decided to limit the expenses of the company. The job cuts are expected to save Hernant $3.5 million annually. They are all part of Hernant's new **2** _____ style and restructuring plan, which is supposed to strengthen the company's competitiveness in the market.

The local media in Hutchinson, where Hernant has over 2,000 employees, have reacted **3** _____ to the announcement, waiting for more details before making any comments. The **4** _____ however are very worried with the whole situation.

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3.7 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 think you should accept this job,' Mark said.

NOT

Mark said he _____ should accept that job.

2 First I wrote my CV and then I sent off my job application.

AFTER

I sent off my job application _____ my CV.

3 'I have never worked abroad,' Stephanie told me.

NEVER

Stephanie told me _____ abroad.

4 I finished the report before leaving the office.

FINISHED

By the time I left the office _____ the report.

5 'I can speak five languages,' the candidate said.

SPEAK

The candidate said she _____ languages.

6 I met Kate immediately after moving to Sydney.

JUST

I _____ Sydney when I met Kate.

7 The manager told me he would be there the next day.

HERE

'I _____,' the manager told me.

8 'I had my job interview in this building,' my friend said.

HAD

My friend said he _____ interview in that building.

9 My colleague was already giving a presentation when we entered the meeting.

STARTED

By the time we entered the meeting, my colleague _____ giving a presentation.

10 'I was here yesterday,' the witness claimed.

THE

The witness claimed he _____ day before.

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3.8a 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 app for job seekers is really (*łatwa w użyciu*).
a easy to use **b** simple in using **c** light for use

2 Playing sports at school definitely (*dostarczyło mi*) a lot of teamwork skills.
a presented to me **b** provided me with **c** prepared me for

3 When you apply for a job, you should (*przynajmniej*) try to look professional.
a at least **b** at last **c** at large

4 My friend told me that she had bought the bag (*poprzedniego dnia*).
a yesterday **b** the previous day **c** the following day

5 The outcome of this project (*zależy od*) your cooperation and involvement.
a decides on **b** depends on **c** agrees with

6 (*Do czasu gdy*) I was 25, I had already worked for two companies.
a By the time **b** At the same time **c** For the time being

7 When James (*powiedział mi*) he didn't want to marry me I was devastated.
a said me **b** told me **c** told to me

3.8b Reading (gap-filling)

Przeczytaj tekst. Uzupełnij luki w zdaniach zgodnie z treścią tekstu. Luki należy uzupełnić w języku angielskim.

The International Space Station commander, Russian cosmonaut Sergei Krikalev, has set a new record after spending 748 days in orbit – almost 2 years. This outstrips the record set by Sergei Avdeyev's missions on Mir station.

Being in space has many health risks – both psychological and physiological, such as bone loss and radiation exposure. Krikalev's long-term experience of life in space could help to shed light on what physical and mental factors will be needed for future long-duration flights – such as a manned mission to Mars. University of Texas, Austin psychology researcher David Musson is studying the phenomenon of irritability, tiredness, and lack of sleep which many space-travellers experience. He hopes to determine which mental characteristics will help deal with or avoid these problems. He also considers Krikalev's experience important for understanding ways to counter the physical side effects of space-travel.

Krikalev and his American counterpart John L. Phillips are due to return to Earth on 7 October, but not before celebrating Krikalev's 47th birthday in orbit. They are also expecting to perform two spacewalks. The first of these is intended to move equipment, install a television camera, and check on experiments.

adapted from: wikinews.org/wiki/New_record_time_spent_in_space

1 Sergei Krikalev is a cosmonaut who has spent _____ time in space.

2 People working in space expose themelves to both _____ health problems.

3 Krikalev's experience is very useful for David Musson's _____.

4 Space-travellers may get easily _____, as well as have difficulties with sleeping.

5 Krikalev wants to celebrate his 47th birthday _____ returning to Earth.

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Grammar Activities

4.1 Well, what do you know!

Aim

To practise passive sentences

Language

The passive, vocabulary of inventions and technology

Time

30 minutes

Preparation

One copy of the worksheet for every two students. Cut the cards out.

Procedure

- Put the class into pairs, A and B. Give the students in each pair cards A1 and B1 respectively.
- Students will be competing against each other. Round 1: tell them to try to complete the sentences individually with one word in each gap, usually a passive or part of a passive, or a preposition. At this point they do not touch the T / F letters. Allow them to use their books for reference. Give them up to 10 minutes to complete the sentences.
- Hand out cards A2 and B2 respectively. Students read their sentences out loud to each other in order to check whether they are correct, and receive one point for each correct answer. This stage should take up to 5 minutes.
- Now tell students to decide (or guess) if each of their sentences is true or false by circling the appropriate letter. Again, they are competing against each other so there should be no collaboration at this point. Allow students 5 minutes for this part. When students have made their suggestions, hand out cards A3 and B3. They should now listen to each others' suggestions, say if they are correct or not, and provide any additional information. Again, students receive 1 point for each correct answer. This part should take about 10 minutes.
- The winner is the student who has the most points overall from both rounds. An alternative format is to allow students to use the internet to help them make their suggestions. After fifteen minutes online, hand out the answer cards and students correct each other's sentences and suggestions in the same manner as described above.

4.2 General knowledge quiz

Aim

To revise and practise the passive voice with *by*

Language

The passive with *by*

Time

25–30 minutes

Preparation

One copy of the worksheet for each group of three up to five students. Cut out into individual cards.

Procedure

- Divide the class into groups of three to five students and hand out the material. The cards should be placed in a pile face down.
- To present the activity, write *Facebook* and *create* on the board, and tell students to make a question about the founder of Facebook, Mark Zuckerberg (he wasn't the only one behind the company, but his name is probably the most known among students). Elicit the question *Who created Facebook?*. Write it on the board and ask them to now change the question into the passive voice with *by*, (*Who was Facebook created by?*).
- Now tell students that they're going to play a general knowledge game, in which they'll ask and answer each other's questions, using the passive voice with *by* and the information on the cards. They should take turns, draw a card from the pile and, using the information on the card, create a question for the rest of the group. The first person to answer the question correctly is awarded the card. If nobody knows the answer, the person asking the question provides the answer and keeps the card. The winner of the game is the player who has collected the most cards.
- Ask students to use full sentences in order to practise the structure. Monitor the activity and help out if necessary.
- If your students have enjoyed the game, you may ask them to reuse the cards and write their own prompts on the other side. They may choose less general categories and make a quiz related e.g. to their classmates.

Vocabulary Activities

4.3 Design your own survey!

Aim
To design and conduct a survey

Language
Vocabulary related to technology

Time
30–45 minutes

Preparation
One copy of the worksheet for each student

Procedure
- Hand out one worksheet to each student. Explain that they are going to write a survey for their partner on technology. Tell them that their partner may *not* necessarily be the person sitting next to them.
- Draw students' attention to the ideas in the first column, but explain that these are optional. If they want to write questions on other aspects of technology, they may.
- To encourage a variety of question types and forms, put some useful stems on the board for reference, e.g.

Do you . . .?	*Have you ever . . .?*
Have you . . .?	*In your opinion, what . . .?*
Which . . .?	*Can you . . .?*
What . . .?	*Are you familiar with . . .?*
How often do you . . .?	

  Allow ten to fifteen minutes for students to write their questions.
- As individual students finish, put them in pairs and ask them to conduct their surveys with each other. Allow about ten minutes for this. If you have time, you could ask them to change partners when they have finished and conduct the survey again. They may have to write the answers on a different sheet of paper, or you could make more than one copy of the worksheet per student if you think you'll have time for this.

Extension
When the students have conducted their surveys, ask them to write a short report or deliver a short presentation explaining the five most interesting facts they discovered about their partner.

4.4 Word families relay race

Aim
To revise and extend the knowledge of word families

Language
Verbs, nouns and adjectives grouped in word families

Time
20 minutes

Preparation
One copy of the worksheet for every four students. Cut out into individual cards.

Procedure
- Divide the class into groups of four students and hand out the material. Each student should have a card marked with a different letter.
- For the first stage of this activity, ask students to fill in the missing nouns. Then tell them to pass their grid to the student sitting on their right.
- Now ask them to fill in the missing adjectives. Again, after finishing, they should pass their grids to the right.
- In the third stage, ask students to write a sentence for each of the word families that contains at least one of the words from this family. However, it is essential that they leave the space for the actual word blank. Again, they should pass the cards to the right.
- Now ask students to fill in the sentences that their classmates have prepared with the correct word from the family. After this, they can compare their answers with one another.
- Monitor the activity and help students, especially during the first three stages.

Answers:
A: development, equipment, confusing/confused, fascinating/fascinated, irritating/irritated, admiration
B: entertainment, disappointment, creative, healthy, invention, acceptable
C: improvement, amazing/amazed, decision, impressive, pleasant, instruction
D: achievement, boring/bored, embarrassment, information, destructive, annoying/annoyed

Matura Activities

4.5 Lexical pairs
4.6 Translations and Gap-filling
4.7 Sentence formation
4.8 Transformations

Time and Answers

4.5

Time: 8–10 minutes

Answers: 1 b **2** a **3** c **4** a **5** a **6** b **7** b **8** a **9** c **10** b

4.6

Time: 15 minutes

Answers 4.6a:

1 has recently been taken **2** switch/turn it off **3** Was the telegraph invented **4** is played against
5 can be developed further / further developed **6** are used by people **7** will be driven **8** he was rescued/saved by
9 by artificial intelligence **10** must / has to be checked / tested

Answers 4.6b:

1 Although **2** be **3** by **4** worse/lower

4.7

Time: 15 minutes

Answers:

1 did scientists develop the telegraph **2** were used to communicate / for communication with/by people
3 are produced nowadays by companies **4** will be driven by artificial intelligence **5** can only be sent
6 is going to be sold for **7** has not been launched yet **8** must be improved this **9** were designed by the famous engineer
10 should be switched off whenever **11** homework will be done by computers **12** been finished by your team
13 Are social media used by **14** I was taught (how) to swim **15** device may be damaged

4.8

Time: 15 minutes

Answers 4.8:

1 was invented by **2** be taught how **3** has recently been stolen **4** is this cake baked **5** should be switched on
6 was not written by **7** going to be donated **8** has to be closed **9** will be replaced **10** cannot be told

4.1 Well, what do you know!

A1 Complete these sentences.

1 The World Wide Web (WWW) _____ invented in 1989. **T / F**

2 The creator of eBay was b_____ in France. **T / F**

3 Bill Gates and Steve Wozniak founded Microsoft _____1975. **T / F**

4 About 50 hours of videos _____ uploaded to YouTube every minute. **T / F**

5 Firefox is a web browser that can _____ used for free. **T / F**

6 The f_____ PlayStation was sold in the USA in 1994. **T / F**

7 The inventors of YouTube _____ working for PayPal when they launched the platform. **T / F**

8 Disney was b_____ by Pixar in 2006. **T / F**

B1 Complete these sentences.

1 YouTube _____ invented in 2005. **T / F**

2 The first mobile phone was m_____ in 1983. **T / F**

3 Instagram can only _____ used on mobile devices. **T / F**

4 YouTube was s_____ to Google for US$1.65 billion. **T / F**

5 The word emoji is made _____ the Japanese words *e* (picture) and *moji* (character). **T / F**

6 The company Nintendo was founded _____ 1889. **T / F**

7 Over 30 million WhatsApp messages _____ sent each day. **T / F**

8 The f_____ Star Wars film was shot in 1977. **T / F**

A2 Correct B's sentences.

1 was
2 (m)ade
3 be
4 (s)old
5 from
6 in
7 are
8 first

A3 Score B's guesses.

1 T (by Jawad Karim, Chad Hurley and Steve Chen)
2 F (It was made in 1973 by Martin Cooper, a senior engineer at Motorola.)
3 F (Instagram can also be used on computers, but some options, like uploading photos, are not available.).
4 T
5 T
6 T (It originally sold playing cards.)
7 F (It is closer to 30 billion.)
8 T (by George Lucas)

B2 Correct A's sentences.

1 was
2 (b)orn
3 in
4 are
5 be
6 first
7 were
8 (b)ought

B3 Score A's guesses.

1 T (by Tim Berners-Lee)
2 T (Pierre Morad Omidyar USA/Iranian was born in France.)
3 F (Bill Gates and Paul Allen founded Microsoft in 1975. Steve Wozniak was a co-founder of Apple.)
4 F (It's about 300 hours.)
5 T
6 F (It was sold in Japan in 1994.)
7 T
8 F (It is the other way around – Disney bought Pixar.)

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4.2 General knowledge quiz

light bulb (invent) / Thomas Edison	telephone (invent) / Alexander Graham Bell	plane (invent) / the Wright brothers	radio (invent) / Guglielmo Marconi
Four Seasons (compose) / Antonio Vivaldi	*Revolutionary Etude* (compose) / Frederic Chopin	*Moonlight Sonata* (compose) / Ludwig van Beethoven	*Swan Lake* (compose) / Pyotr Tchaikovsky
America (discover) / Christopher Columbus	gravity (discover) / Isaac Newton	penicillin (discover) / Alexander Fleming	heliocentrism (discover) / Nicholas Copernicus
Mona Lisa (paint) / Leonardo da Vinci	*The Scream* (paint) / Edvard Munch	*Impression, Sunrise* (paint) / Claude Monet	*The Kiss* (paint) / Gustav Klimt
Romeo and Juliet (write) / William Shakespeare	*The Lord of the Rings* (write) / J. R. R. Tolkien	*Heart of Darkness* (write) / Joseph Conrad	*Animal Farm* (write) / George Orwell
Star Wars (direct) / George Lucas	*Avatar* (direct) / James Cameron	*E.T.* (direct) / Steven Spielberg	*Pulp Fiction* (direct) / Quentin Tarantino
Rolling in the Deep (sing) / Adele	*Poker Face* (sing) / Lady Gaga	*We Will Rock You* (sing) / Freddie Mercury (Queen)	*Shape of You* (sing) / Ed Sheeran

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4.3 Design your own survey!

Design a survey to find out how your partner feels about and uses technology. Write your own questions. If you need ideas, there are optional ideas in the boxes but you do not have to use them.

Optional ideas	Your questions	Your partner's responses
A question about using smartphones?	1	
A question about the apps that they use?	2	
A question about sending emails?	3	
A question about social media?	4	
A question about digital devices: laptops, PCs or tablets?	5	
A question about their digital devices breaking?	6	
A question about using technology in an emergency?	7	
A prediction or opinion about robots?	8	
A question about digital devices they want in the future?	9	
A question about being able to use different systems, programmes or write code?	10	

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4.4 Word families relay race

A

Verb	Noun	Adjective
develop		developed
equip		equipped
confuse	confusion	
fascinate	fascination	
irritate	irritation	
admire		admirable

B

Verb	Noun	Adjective
entertain		entertaining
disappoint		disappointed
create	creation	
heal	health	
invent		inventive
accept	acceptance	

C

Verb	Noun	Adjective
improve		improved
amaze	amazement	
decide		decisive
impress	impression	
please	pleasure	
instruct		instructive

D

Verb	Noun	Adjective
achieve		achievable
bore	boredom	
embarrass		embarrassed
inform		informative
destroy	destruction	
annoy	annoyance	

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4.5 Lexical pairs

Wybierz wyraz, który poprawnie uzupełnia luki w obydwu zdaniach. Zakreśl literę a, b albo c.

1 Nowadays people are often under a lot of _____, so they need to find different ways to relax.
I want to _____ that this project is extremely important to us, so, please, do your best.
a pressure **b** stress **c** underline

2 Have you already received that phone _____ you were waiting for?
I really don't want you to _____ me *Princess*, especially in front of my friends.
a call **b** message **c** device

3 What happened to your _____? It's so red! Have you burnt yourself? Can you move your fingers?
On the one _____, I'd like to have a new phone, but then again, my current one is still OK.
a side **b** arm **c** hand

4 I've been to this island only _____, but I can still remember the peace and quiet that exists there.
_____ I had so many friends, but now only one or two people contact me regularly.
a once **b** before **c** recently

5 At what _____ are people allowed to drive in Poland?
During our visit to the museum you'll be able to see some tools from the Stone _____.
a age **b** period **c** time

6 Astronauts work in _____, so they often don't see their families for long periods of time.
There isn't enough _____ for my books on this shelf.
a orbit **b** space **c** room

7 This tea is _____ hot, I need to wait a bit before drinking it.
'I really like this new tablet.''I like it _____, it has so many useful functionalities.'
a really **b** too **c** also

8 They took the man to his prison _____ and told him he would be free in 5 years.
How long have you been using your current _____ phone?
a cell **b** room **c** mobile

9 If you want to belong to our club, you need to _____ a few simple rules.
Please, _____ me. I'm going to show you where your rooms are.
a accompany **b** obey **c** follow

10 I didn't _____ attention during the lesson and now I don't know what I should learn.
I'm sorry, but our terminal is out of order, you need to _____ in cash.
a draw **b** pay **c** bill

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4.6a Translations (gaps)

Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

1 This photo (*zostało niedawno zrobione*) _____ with a digital camera.

2 If your laptop freezes, you should (*wyłączyć go*) _____ and then start again.

3 (*Czy telegraf został wynaleziony*) _____in the 19th century?

4 When a game (*jest rozgrywana przeciwko*) _____ a computer opponent, many players feel less stressed.

5 This mobile app (*może być rozwijana dalej*) _____ to reach more potential users.

6 Our devices (*są używane przez ludzi*) _____ all over the world.

7 I (*będę zawieziony*) _____ to the airport by my parents.

8 When my friend broke his leg in the mountains last year, (*został uratowany przez*) _____ another climber.

9 I think many workers will be replaced (*przez sztuczną inteligencję*) _____ one day.

10 The equipment has been applied repeatedly and now it (*musi zostać sprawdzony*) _____ before we can apply it again.

4.6b 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.

In 1957, Russia launched *Sputnik 1*, the first-ever man-made satellite. **1** _____ it was a huge shock for American scientists, because it meant that they had lost the race into space, it actually led them to make an even bigger technological breakthrough. Observing the Russian satellite, they noticed that the frequency of the radio signals it transmitted increased whenever it was nearer Earth but decreased as it moved away. This allowed them to draw the conclusion that satellites could **2** _____ tracked from the ground, as could different locations on the ground depending on their distance from the satellite. In 1959 the first global positioning system (GPS) was built **3** _____ the Navy. Its initial purpose was tracking submarines. GPS technology became available for civilian use in the '80s. The first commercial tracking was of a much **4** _____ quality than the military one, because the US military was worried that other countries would use GPS technology against them. That is why the civilian positioning was often highly inaccurate.

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4.7 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 When (*scientists / develop / telegraph*) _____ for the first time?

2 Smoke signals (*use / communicate / people*) _____ who didn't have access to modern technology.

3 Smartphones (*produce / nowadays / company*) _____ such as Samsung, Nokia and Huawei.

4 I think cars in the future (*drive / artificial / intelligence*) _____, and we won't have to worry about accidents any more.

5 These text messages (*can / only / send*) _____ if you have access to a telephone network.

6 According to the scientist, his invention (*going / be / sell*) _____ more than one million dollars.

7 This mobile app (*not / launch / yet*) _____, but our team of designers is working on it at the moment.

8 Our new technology (*must / improve / this*) _____ year; otherwise, our competitors will launch their products first and we'll lose a lot of money.

9 The first hybrid cars (*designed / famous / engineer*) _____ Ferdinand Porsche in the 20th century.

10 Remember that your laptop (*should / switch / whenever*) _____ you aren't using it.

11 I really hope that in the future (*homework / do / computer*) _____, and students won't have to do it any longer.

12 Has this project (*finish / you / team*) _____, or do we have to continue working on it?

13 (*social / medium / use*) _____ all your friends or do only some of them use them for staying in touch?

14 I'm really happy that (*I / teach / swim*) _____ when I was still a small child, because now I feel confident swimming pretty much anywhere.

15 Be careful, this (*device / may / damaged*) _____, so it's better not to touch it.

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4.8 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 John Logie Baird invented the television.

BY

The television _____ John Logie Baird.

2 Will schools teach every individual student how to type in the future?

HOW

Will every individual student _____ to type in the schools of the future?

3 Someone has recently stolen the latest technology from this company.

RECENTLY

The latest technology _____ from this company.

4 How long do you bake this cake for?

IS

How long _____ for?

5 I'm not sure if we should switch this on, you'd better ask Mum.

BE

I'm not sure if this _____, you'd better ask Mum.

6 Adam was not the person who wrote this letter.

NOT

This letter _____ Adam.

7 I'm going to donate these books to charity.

GOING

These books are _____ to charity.

8 We have to close the window, a storm is on its way.

TO

The window _____, a storm is on its way.

9 They will replace all current mobile phones with new ones.

WILL

All current mobile phones _____ with new ones.

10 You can't tell Brenda the truth about her boyfriend. She would be devastated.

ABOUT

Brenda _____ the truth about her boyfriend. She would be devastated.

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Grammar Activities

5.1 Spot a lie!

Aim
To revise the differences between the present perfect and the past simple and practice the use of both tenses

Language
The present perfect and the past simple

Time
30 minutes

Preparation
One copy of the worksheet for every three students. Cut out into individual cards.

Procedure
- Divide the class into groups of three students and hand out the material (one part for each student).
- Tell students that each group member is going to ask and answer questions about events from their life. The first question must be in the present perfect, start with Have you ever … and the answer to it MUST be positive, no matter what the truth is. Then three 'Wh …' questions in the Past Simple should follow in order to specify the details of the event in question. After all the questions have been answered, the remaining group members have to decide whether the individual who answered the questions lied or told the truth.
- Ask students with question set A to start by asking their questions to students with set B. Students with set C may help with creating the questions and they will also have to take an active part in deciding whether the story was true or not. Then students B ask questions to students C and so forth. Monitor the activity and help out if necessary.
- After the students have used up most or all of their questions, ask each group which individual was the best liar among them. You may continue the activity with the whole class by discussing the following questions:
  - *What makes a good liar? How can we recognise that someone is lying?*
  - *Is lying a useful skill in life? Why / Why not?*
  - *Should we always tell the truth?*

5.2 Pass the hot potato!

Aim
To practise present perfect with time expressions

Language
Present perfect simple and continuous
Time expressions: *already, yet, just, for, since, never*

Time
30 minutes

Preparation
One sheet cut up for every six students. If possible, one potato for each group

Procedure
- Divide the class into groups of four to six.
- Explain the game. In groups of six, five players stand or sit in a circle and place their card so that others can read it. The last student sits out and is the note-taker; their job is to note all sentences and keep time.
- The player with the potato passes it to another player by saying a correct sentence containing the word of the person they want to pass the potato to. To pass the potato to the person with the question mark, they must form a question.
- The rules are as follows.
  - Sentences must be grammatically correct. Anyone, including the note-taker, can challenge a sentence. The teacher adjudicates in any disagreements.
  - Sentences must be in the present perfect simple or continuous. To win, at least one sentence must be in the present perfect continuous.
  - Players must not repeat sentences, or say sentences which are similar, e.g. changing the subject from *we* to *he* isn't acceptable. Players cannot use sentences from a previous round.
  - Players have ten seconds to say their sentence (the hot potato will burn their hands), otherwise they pass the potato to the person to their left without making a sentence.
- The winner is the first person to have passed the potato to everyone in the circle with correct sentences. The winner is now the note-taker; cards are shuffled, and the next round begins.
- Hand out a set of cards to each group. Replace the potato cards for potatoes if possible. Tell them to start.

Vocabulary Activities

5.3 Collocation relay

Aim
To revise and practise vocabulary from the unit

Language
Collocations and expressions related to sport
Other expressions from previous Units.

Time
45 minutes

Preparation
Two copies of the worksheet for every three or four students. Cut one in half, then cut Game 1 (the completed cards) into cards and shuffle them

Procedure
- Draw the first two domino cards on the board. Show the connection by underlining the collocation: *won … second prize*. Elicit what the first words on the third card might be: *Represent … what?* (*country, club*, etc.). Explain that sentences are unrelated to each other.
- Put students in teams of three or four. Tell them they must join all the cards in a relay line. The first and last cards are marked 'Start' and 'Finish'. The first group to finish is the winner.
- Place cards face down. Then say *Ready … steady … GO!*
- Check that teams are matching cards correctly. Help slower teams by indicating errors. Check the order of relays is correct before declaring a winner.
- Ask the winners to read out answers. Correct any errors you noticed.
- Show the class the blank cards. Explain that teams are going to prepare a similar relay for another team to order. Point out that the expressions in Game 1 came from Unit 5; they may now use expressions from Units 1–4. Elicit one or two expressions from each unit to remind them what they have learnt.
- Hand out the blank sheets. Explain that they should separate the collocation, e.g. *throw … | … food away,* writing the first part on one card, and the second on the next. Hand out the second unused worksheets for them to make a copy of the answers.
- Set a time limit of fifteen minutes. Check if the sentences are correct, and if you can match the cards.
- When groups have finished, hand out scissors for them to cut up one relay. Slower groups can shorten their relays by missing out some cards.
- When all the groups are ready, have them swap cards with another group.
- Go round and notice errors and difficulties.
- Give feedback about errors you noticed.

5.4 Check my phrasal verbs

Aim
To revise and extend phrasal verbs related to sports

Language
Phrasal verbs related to sports

Time
10–15 minutes

Preparation
One copy of the worksheet for every pair, cut out into individual cards (you should have two for student A and two for student B).

Procedure
- Divide the class into pairs and hand out the material.
- Tell students they are going to have to fill in short texts with phrasal verbs related to sports (the relevant phrasal verbs are provided). Some of the phrasal verbs have been covered in the unit, but some may be new to them. This is why they are provided with a second card containing definitions of the phrasal verbs that their partner requires.
- Ask students to complete their own texts first. Give them about 3–5 minutes to do so.
- Now ask them to swap texts and check their partner's answers. They should refer to their lists containing the definitions of phrasal verbs. Again, give them about 3–5 minutes.
- Ask them to show each other the checked texts and explain any corrections they have made. Monitor the activity and help out if necessary. In less confident classes you may also want to provide a list of correct answers on the board at the end of the activity.

Answers:
Text A: 1 take up **2** keep up **3** work out **4** warm up **5** cool down **6** take part **7** bulk up
Text B: 1 join in **2** try out for **3** go in for **4** take on **5** knock out **6** give up **7** give in

Matura Activities

5.5 Transformations
5.6 Multiple choice and Translations
5.7 Equivalent words
5.8 Sentence formation and Mini-dialogues

Time and Answers

5.5

Time: 10 minutes

Answers:

1 gave up (playing) tennis **2** have had this hockey **3** has been doing fitness **4** do you work out **5** I have watched nine **6** has been living here **7** going to take up **8** now I have watched **9** join in / take part in it **10** have always wanted to

5.6

Time: 15 minutes

Answers 5.6a:

1 a **2** c **3** b **4** b **5** c

Answers 5.6b:

1 achieve your goal / aim **2** have always encouraged **3** beat/defeated their opponents **4** have you been doing **5** do my best **6** Have you finished **7** has she been running **8** broke my record / beat my personal best **9** has trained / been training **10** warm up / do warm-up

5.7

Time: 8–10 minutes

Answers:

1 a **2** c **3** b **4** c **5** a **6** b **7** c **8** a **9** b **10** c **11** a **12** b **13** a **14** b **15** a

5.8

Time: 15 minutes

Answers 5.8a:

1 I have been chopping onions **2** Have you ever participated **3** Jason wrote an email **4** has been training / has trained hard since January **5** have always wanted to visit **6** left the office 5 minutes **7** it has been following us for **8** have never seen anything

Answers 5.8b:

1 a **2** a **3** b **4** c

5.1 Spot a lie!

A

travel to a non-European country	**win** anything in a lottery or a prize draw	**participate** in a sports event	**meet** someone famous
cry at the cinema	**play** a computer game together with your parents	**be** so happy that you kissed someone	**watch** all episodes of a series in one sitting (binge-watch)

B

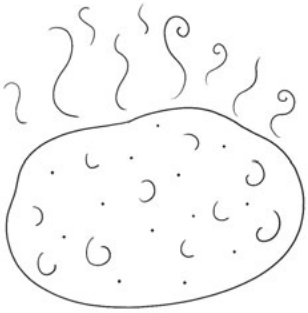
receive an awful present	**read** a book more than three times	**leave** something important in a shop or a restaurant	**lie** to your parents
ride any kind of animal	**wait** for someone for more than an hour	**see** something unusual	**break** a promise

C

oversleep on an important day	**write** a love letter or email	**buy** something totally useless	**lend** money to a friend
injure yourself so badly that you had to go to hospital	**help** a stranger	**fall asleep** during a lesson	**get lost** in a foreign country

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5.2 Pass the hot potato!

yet	already
for	since
never	ever
not	?
been	

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5.3 Collocation relay

Game 1

START HERE 	She won …	… second prize in the 50 metres freestyle.	He went on to represent …	… his country in the following year's championships.	The ball can only …
… bounce once on your side of the net.	He can run even faster in the 200-metre …	… sprint.	They beat …	… the champions two-nil.	We train in the gym and at the basketball …
… court.	They won't get gold, but they might win a …	… medal.	The stadium has a pitch and an athletics …	… track.	Motivation plays an important …
… role in success.	I think the referee made …	… a poor decision. That wasn't a goal!	I first saw her skating at a …	… rink in Norway.	He was definitely man of the match. He scored …
… two goals!	I might never achieve …	… my goal, but for me it's about trying.	Seeing my sister win that trophy made me feel …	… really proud.	They're training …
… hard, but will it be enough?	I don't know why more teenagers don't play …	… golf.	As long as you did …	… your best, that's the main thing.	The organisation encourages …
… children to do more sport.	I've never done …	… yoga.	It's going to be a difficult race; I'm pushing …	… my own limits.	YOU'VE FINISHED! 

Game 2

START HERE 					
					YOU'VE FINISHED! 

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5.4 Check my phrasal verbs

Text A

Complete the text with the phrasal verbs in the box.

warm up | take part | take up | bulk up | cool down | keep up | work out



I've never been a sporty person, so exercising has never been my favourite idea of spending time. However, I have recently decided to do something about my weight. My first idea was to **1** _____ jogging. My friend offered to go running with me, which I got very excited about. However, when we started our first run, it was obvious that my friend was in much better shape and that I would not be able to **2** _____ with her. I knew it was not a competition but I didn't want to slow her down. She suggested that maybe I should first **3** _____ at the gym. I liked the idea, because I knew at the gym I could get some professional help if I needed it. My first visit there started off quite well, I had to **4** _____ before the training session, and an instructor checked what I was actually able to do with my body. Then he showed me some exercises, which were quite demanding. I was totally exhausted after the training session, but he still made me **5** _____ and told me I had done really well. He also encouraged me to **6** _____ in some group activities, such as Zumba or cross-fit. I'm still not sure if I will, but so far I like training with him and although I don't want to **7** _____ too much, I think that exercises in the gym are the best option for me at the moment.

Definitions A

Check your partner's answers. Use the definitions below to help you.

give in – stop competing and accept that you can't win
give up – surrender or quit
go in for – enter a competition
join in – start doing an activity with other people that have already been doing it
knock out – eliminate somebody from a competition by beating them
take on – challenge an opponent in a competition
try out for – perform for a place in a team or a part in a play

Text B

Complete the text with the phrasal verbs in the box.

take on | go in for | join in | try out for | give in | give up | knock out



I've loved football since I was a small child. I still remember the first time I asked if I could **1** _____ a match on the pitch next to my school, where some older boys were already playing. They weren't too happy about the idea but they gave me a chance and they've never regretted it. I soon became a more confident player and wanted to **2** _____ our local team. To my surprise, I was accepted and started training four times a week. It wasn't easy, but the team slowly got better and better, and it wasn't long before our coach decided that we should **3** _____ a national football competition. We knew it would be difficult, because we had to **4** _____ teams with much more experience, but we were still really enthusiastic. In the quarter-finals we managed to **5** _____ two really good teams. It all went splendidly, until our star player was seriously injured and had to **6** _____ playing, as it was a risk to his health. We were devastated by the news but we decided not to **7** _____. We finished eighth, which was not as good as we had hoped for, but it was still a great achievement for the team.

Definitions B

Check your partner's answers. Use the definitions below to help you.

bulk up – put on weight and build muscle
cool down – move or stretch after your main exercise in order to relax
keep up – continue at the same level or pace
take part – be involved in an activity with other people
take up – start doing a sport or hobby
warm up – prepare for a sport or other activity by doing some gentle exercises
work out – do physical exercise

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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 I stopped playing tennis a few years ago.

UP

I _____ a few years ago.

2 I bought this hockey equipment five years ago.

HAD

I _____ equipment for five years.

3 She's just finished the second hour of her fitness training.

DOING

She _____ training for two hours.

4 How often do you exercise during the week?

OUT

How often _____ during the week?

5 I am watching the tenth episode of a very interesting series.

NINE

So far, I _____ episodes of a very interesting series.

6 Jason moved here last September.

LIVING

Jason _____ since last September.

7 I think I'm going to start doing yoga next year.

TAKE

I think I'm _____ yoga next year.

8 This is the second time I'm watching a football match live in a stadium.

NOW

Until _____ a football match live in a stadium only once.

9 My school was organising a singing competition and I decided to participate.

IN

My school was organising a singing competition and I decided to _____.

10 Visiting Africa has always been my dream.

WANTED

I _____ visit Africa.

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5.6a Multiple choice

Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl literę a, b albo c.

MUGGLE QUIDDITCH

There aren't many people who **1** _____ the *Harry Potter* books, so you are probably familiar with quidditch. It is the sport **2** _____ was played on flying broomsticks by the pupils of Hogwarts. What you may not know, however, is that enthusiasts of the books have come up with a real world version of the game. It is played on a hockey pitch and it is called *muggle quidditch* to distinguish it from the fictional version.

The game **3** _____ in 2005 in US colleges, so it is still quite a young sport, but there are more and more teams being formed around the world. The goal of the game is to **4** _____ more points than the opposing team by the time a snitch (a special type of tennis ball) is caught by one of the players. Each team has six players on the pitch, and they all run with brooms held between their legs.

I **5** _____ muggle quidditch for three years now and I have to admit that it brings a lot of pleasure. The International Quidditch Association organises many tournaments and even a World Cup, so we have plenty of opportunities to play against other teams and even win prizes.

1 **a** haven't read
b didn't read
c haven't been reading

2 **a** who
b where
c which

3 **a** played first
b was first played
c has been played

4 **a** achieve
b score
c win

5 **a** am playing
b played
c have been playing

5.6b Translations (gaps)

Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

1 If you want to (*osiągnąć swój cel*) _____, you have to work hard.

2 I (*zawsze zachęcałam*) _____ my children to exercise more, as it's good for their health.

3 The Brazilian players (*pokonali swoich przeciwników*) _____ and won the trophy in last year's championships.

4 You look exhausted! What (*robiłeś*) _____?

5 During the 100-metre sprint I always (*daję z siebie wszystko*) _____ but I still need to do a lot more training in order to catch up with the fastest runners in our team.

6 (*Czy skończyłeś*) _____ reading this book? I'd like to borrow it.

7 How long (*ona biega*) _____ I think she's run more than 20 laps now.

8 I still can't believe it! I actually (*pobiłem swój rekord*) _____ in freestyle when I was swimming yesterday.

9 Sam (*trenowała*) _____ for ice-skating competitions for as long as she can remember, so the rink is like a second home to her.

10 I didn't use to (*robić rozgrzewki*) _____ before practice, but now I know how important it is.

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5.7 Equivalent words

W poniższych zdaniach, spośród podanych opcji wybierz tę, która może najlepiej zastąpić zaznaczony fragment. Zakreśl literę a, b albo c.

1 Have you ever ***collected*** money for charity?
a raised **b** risen **c** rose

2 When did Josh ***start doing*** karate?
a take on **b** give up **c** take up

3 I still can't believe it! Our team actually ***knocked out*** the favourites and won the match.
a braked **b** beat **c** broke

4 There are many ***dangers*** facing animals in the wild.
a disasters **b** competitions **c** threats

5 We can easily ***reduce*** the amount of rubbish we throw away every day.
a decrease **b** increase **c** grow

6 The ***protection*** of lions was the main reason the Maasai Olympics were organised.
a conversation **b** conservation **c** congregation

7 ***Even though*** he was very tired, he continued his training.
a However **b** Moreover **c** Although

8 We have to do it. There is no ***other option***.
a alternative **b** reason **c** conclusion

9 His ***way of thinking*** is really different from mine.
a influence **b** attitude **c** effort

10 In the semi-finals we ***played against*** a very strong team and we ended up losing the match.
a took up **b** kept up with **c** competed with

11 Do you actually enjoy ***exercising***? I think it's rather boring.
a working out **b** warming up **c** taking on

12 Mark wants to ***continue*** with his studies and training routine at the same time.
a give up **b** go on **c** join in

13 Anita is the kind of person who always ***reaches*** her goals.
a achieves **b** encourages **c** scores

14 After winning the championships, they received a ***prize***.
a pitch **b** trophy **c** record

15 How many ***people watching the event*** were there in the stadium?
a spectators **b** competitors **c** participants

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5.8a 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 My eyes are so red because (*I / chop / onion*) _____ for the last 20 minutes and, so far, I've chopped more than 10.

2 (*you / ever / participate*) _____ in a sports competition?

3 When was the last time (*Jason / write / email*) _____ to you? I have had difficulties contacting him.

4 I can't believe it! Tom (*train / hard / January*) _____ and, as a result, he has actually qualified for the national championships!

5 My parents (*always / wanted / visit*) _____ Italy, so I'm planning a surprise trip for them.

6 I'm quite sure Samantha (*leave / office / 5 minutes*) _____ ago. If you hurry, you may still catch her at the bus stop.

7 Mr Bond, can you see that black van? I'm under the impression that (*it / follow / we*) _____ the last 20 minutes or so.

8 I'm standing in front of the Taj Mahal and I have to admit that I (*never / see / anything*) _____ more spectacular than this building.

5.8b Mini-dialogues (multiple choice)

Uzupełnij poniższe minidialogi, wybierając brakującą wypowiedź jednej z osób. Zakreśl literę a, b albo c.

1 A: This match is so boring.
B: _____ Both teams have been attacking constantly and, as a result, there have been quite a few interesting situations.
A: So what? Neither side has scored a single goal yet.

a I'm not sure I agree.
b You're not wrong there.
c That's a good point.

2 A: _____
B: No, never, but I'd really like to.
A: I can take you to the stable near my home. They have some excellent instructors.

a Have you ever ridden a horse?
b Did you ride a horse?
c Will you ride a horse?

3 A: I did it! I won the trophy!
B: That's wonderful! _____
A: Thank you, Dad.

a You have to push your limits.
b I'm really proud of you.
c Tell me all about it.

4 A: France is a wonderful country. I've been there a few times.
B: _____
A: In 2015.

a When have you last gone there?
b When have you been going there?
c When did you last go there?

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Grammar Activities

6.1 Picnic planning

Aim
To practise grammar from the unit

Language
Futures, especially future arrangements

Time
40 minutes

Preparation
One copy of the worksheet for every student, cut in two

Procedure
- Show the class a copy of the diary. Tell them to imagine that it is Monday morning (if it isn't) and that they have an exciting week ahead (including English lessons!).
- Invite suggestions for an exciting week, and encourage them to include unusual or unlikely events, e.g. *attending the premiere of a new film, going parachute-jumping*.
- When students make a suggestion, say, *Fantastic! And when are you doing that?* When they tell you, pretend to write it in your diary. Tell students to spend five minutes filling in their diaries with five exciting things.
- When they have finished, find out from one or two students what they are most looking forward to.
- Tell the class about another exciting event to look forward to – a picnic with their classmates. Tell them that they will have to organise it beforehand, and elicit what it includes. List the following: agreeing on the day and time of the picnic (bearing in mind what they are already doing this week); deciding where they will go, what they will eat and other details (e.g. transport, shopping, cooking); and any sports or games they will play and what they will need for these.
- Elicit useful future structures, i.e. present continuous for arrangements, present simple for scheduled events, *will* for predictions/spontaneous decisions, *going to* for firm intentions.
- Put students in groups of four or five. Tell them not to look at each other's diaries, but to organise a time and place for the picnic. Everyone in the group must be able to come, even if it means rearranging other events. Give them five minutes for this.
- Hand out a picnic planner to each student. Tell them to organise other details and decide who's doing what.
- After five minutes, stop the discussion and find out about each group's arrangements.

6.2 Testbuilder

Aim
To prepare a test for another pair of students on the future forms covered in the unit

Language
Future forms (*may/might*, *going* to, present simple, present continuous, future simple and future continuous, future perfect)

Time
30 minutes

Preparation
One copy of the worksheet for every two students

Procedure
- Put the students into pairs. Give each pair a worksheet and ask them to look at and answer the first four questions. These questions are designed to remind students about the different question formats that are often used in tests. This should take about 5 minutes.
- Correct the questions.
  Answers: 1 complete / fill in **2** a **3** T **4** X ~~There is~~ – There are, ~~you writes~~ – you write
- Direct students' attention to the pages with Grammar boxes containing future forms, and also to the Grammar reference section at the end of the book. Write the names of the possible future forms on the board (*may / might*, *going* to, present simple, present continuous, future simple, future continuous and future perfect). Explain that they should make a test comprising seven questions (one for each tense/structure) that are designed to test another pair's knowledge of future forms. Allow about 15 minutes for this.
- Students may need assistance while writing the tests. Go round the class and check their questions to make sure they are appropriate and correct. Tell students to write the answers to their own test on a separate piece of paper.
- When students have finished writing their tests, tell each pair to swap them with another pair and do one another's test. Allow them about ten minutes to do this. Then ask them to return the tests for correction.

Note: designing a test may be a new activity for students. It will be challenging for them, so they may slip back into their first language. This doesn't matter as the focus of the task is upon the grammar rather than speaking.

Vocabulary Activities

6.3 Food sayings

Aim
To further explore the topic of the unit

Language
Food proverbs, quotes and other sayings

Time
40 minutes

Preparation
One copy of the worksheet for every student and one more for every 24 students. Cut one (two if you have more than 24 students) up and shuffle cards

Procedure
- Write on the board: *An apple a day keeps the doctor away.* Ask students to translate it into Polish and to explain what it means in English.
- Hand out one card from the cut-up sheet to each student. Explain that they have half of a food-related saying and they need to find the person with the other half.
- When everyone has a partner, elicit each full saying, checking they are all correct.
- Give pairs 2 minutes to discuss what their saying means. Nominate pairs to explain their sayings.
- Hand out one worksheet to each student. Give them a minute to match the beginnings and endings.
- Tell the class to read the sayings again and to a class vote on the top three sayings.

Answers and suggested interpretations
1g Eating shouldn't be forgotten even if you are busy.
2j Food is necessary for making it fun when people get together.
3b Food has the power to make you see the best in people, even people that make you very angry.
4i Good food doesn't have to be expensive.
5c A light-hearted way of justifying eating at any time.
6l The food you eat affects you in profound ways.
7e Eat healthy food, so that you don't get sick and die early.
8d A funny saying (by Miss Piggy of *The Muppets*). Eating that much is impossible!
9k Start your day with a big meal, then have smaller meals as you go through the day.
10a You decide whether your life is good or bad by what you include in it.
11f The enjoyment of food depends on how much you need it. Everything tastes good if you are very hungry.
12h Giving food only helps people temporarily; education is more useful – you don't need help.

6.4 Compound adjectives crossword

Aim
To revise and extend compound adjectives

Language
Compound adjectives and the language of descriptions

Time
20 minutes

Preparation
One copy of the worksheet for every two students

Procedure
- Hand out the material to students. Individual students in each pair should be given 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. Any hyphens that are required are provided.
- 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. To make the task a little more challenging, you may ask students not to use any of the words contained in the compound adjectives (e.g. in the word *world-famous* they mustn't use either *world* or *famous*).
- Monitor the activity and help if necessary.

Matura Activities

6.5 Translations
6.6 Transformations and Word formation
6.7 Lexical pairs
6.8 Transformations and Multiple choice

Time and Answers

6.5

Time: 10 minutes

Answers:

1 tastes disgusting **2** boiled or steamed **3** contain a lot of / lots of **4** with your mouth full
5 is going / intends to prepare **6** as soon as / once **7** will probably have **8** will have finished doing
9 looking forward to **10** Polish cuisine **11** will be participating / taking part **12** (that) I will become **13** is taking me
14 characteristics that/which distinguish **15** without (a) doubt / undoubtedly

6.6

Time: 15 minutes

Answers 6.6a:

1 a **2** c **3** c **4** b **5** a **6** c **7** b **8** c **9** a **10** c

Answers 6.6b:

1 without **2** unhealthy **3** home-made **4** probably

6.7

Time: 8–10 minutes

Answers:

1 b **2** a **3** b **4** c **5** a **6** b **7** c **8** a **9** b **10** a

6.8

Time: 15 minutes

Answers 6.8a:

1 are you going to **2** will not be late **3** as soon as **4** is having a party **5** does the show start

Answers 6.8b:

1 b **2** b **3** a **4** c **5** a

6.1 Picnic planning

Diary

	morning	afternoon	evening
Monday	*English class*		
Tuesday			
Wednesday	*English class*		
Thursday			
Friday	*English class*		
Saturday			
Sunday			

✂ - - -

6.2 Testbuilder

A Look at the following examples of question types and answer / complete them.

1 A *gap-fill* question is one where you have to _____ the gaps.

2 A *multiple-choice* question is one where you

a have a number of answers to choose from.
b have no answers to choose from.
c can choose if you want to answer the question or go home early.

3 A *true/false* question is one where you circle or write the letters T / F.

4 There is also questions where you writes a ✓ or an ✗ if the grammar is correct or incorrect, and you correct the grammar.

❑ _____

_____

B In pairs, write eight questions to test another pair on future forms in English. You can use all the test formats mentioned above, i.e. gap-fill, multiple choice, true/false, finding and correcting grammar mistakes. Put the answers to your questions on a separate piece of paper!

Test

Our test on (date) _____. By _____ and _____

C When you have finished, swap tests with another pair for them to complete. You complete the test they have written.

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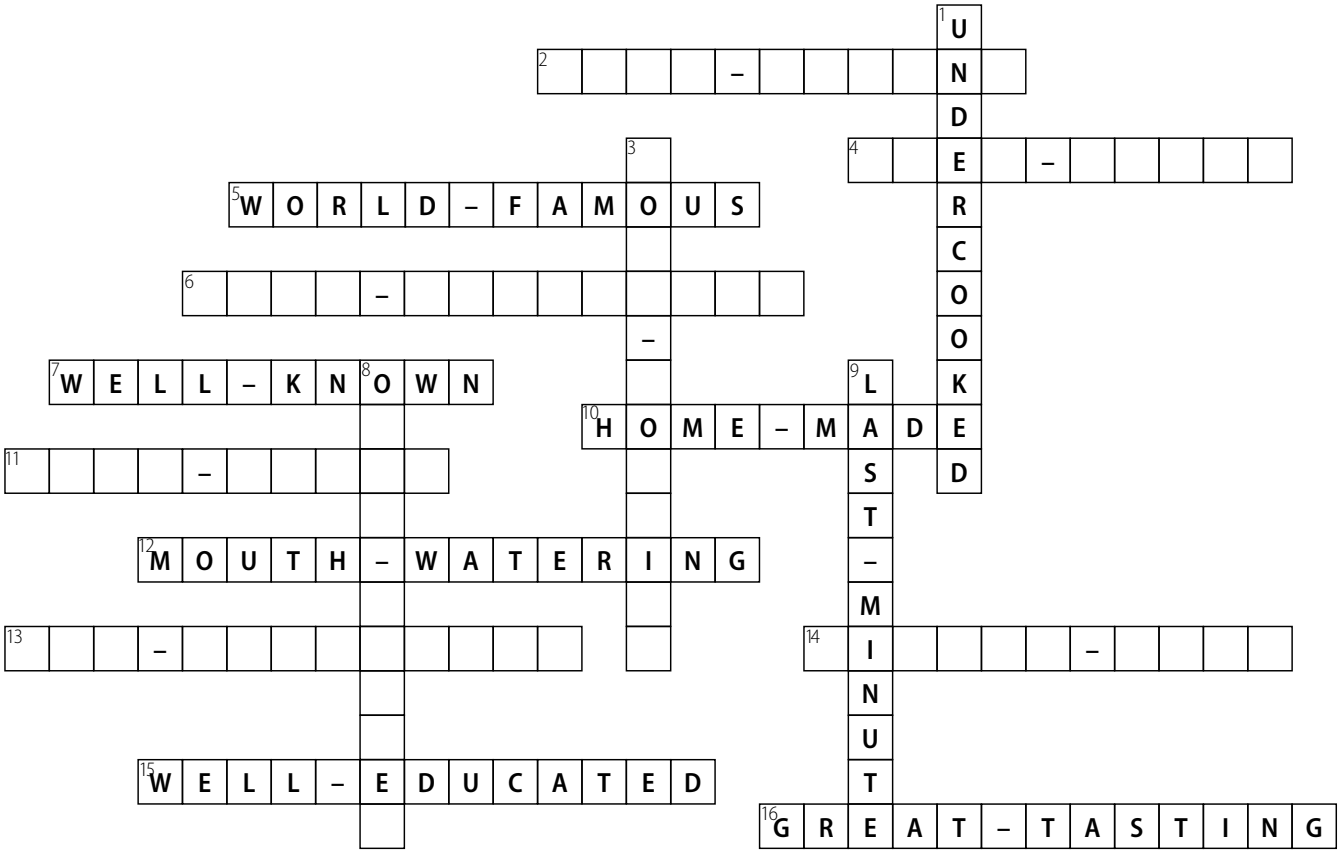
6.3 Food sayings

1 First we eat, …	a … you have to fill it with the best ingredients.
2 A party without cake …	b … even your own relatives.
3 After a good dinner, you can forgive anybody, …	c … why is there a light in the fridge?
4 You don't need a silver fork …	d … than you can lift.
5 If we're not meant to have midnight snacks, …	e … your own knife and fork.
6 You are …	f … to a hungry person.
7 Don't dig your grave with …	g … then we do everything else.
8 Never eat more …	h … teach a man to fish, and you have fed him for a lifetime.
9 Eat breakfast like a king, lunch like a prince, …	i … to eat good food.
10 Life is like a sandwich; …	j …. is just a meeting.
11 There is no such thing as bad food …	k … and dinner like a poor person.
12 Give a man a fish, you have fed him for today, …	l … what you eat.

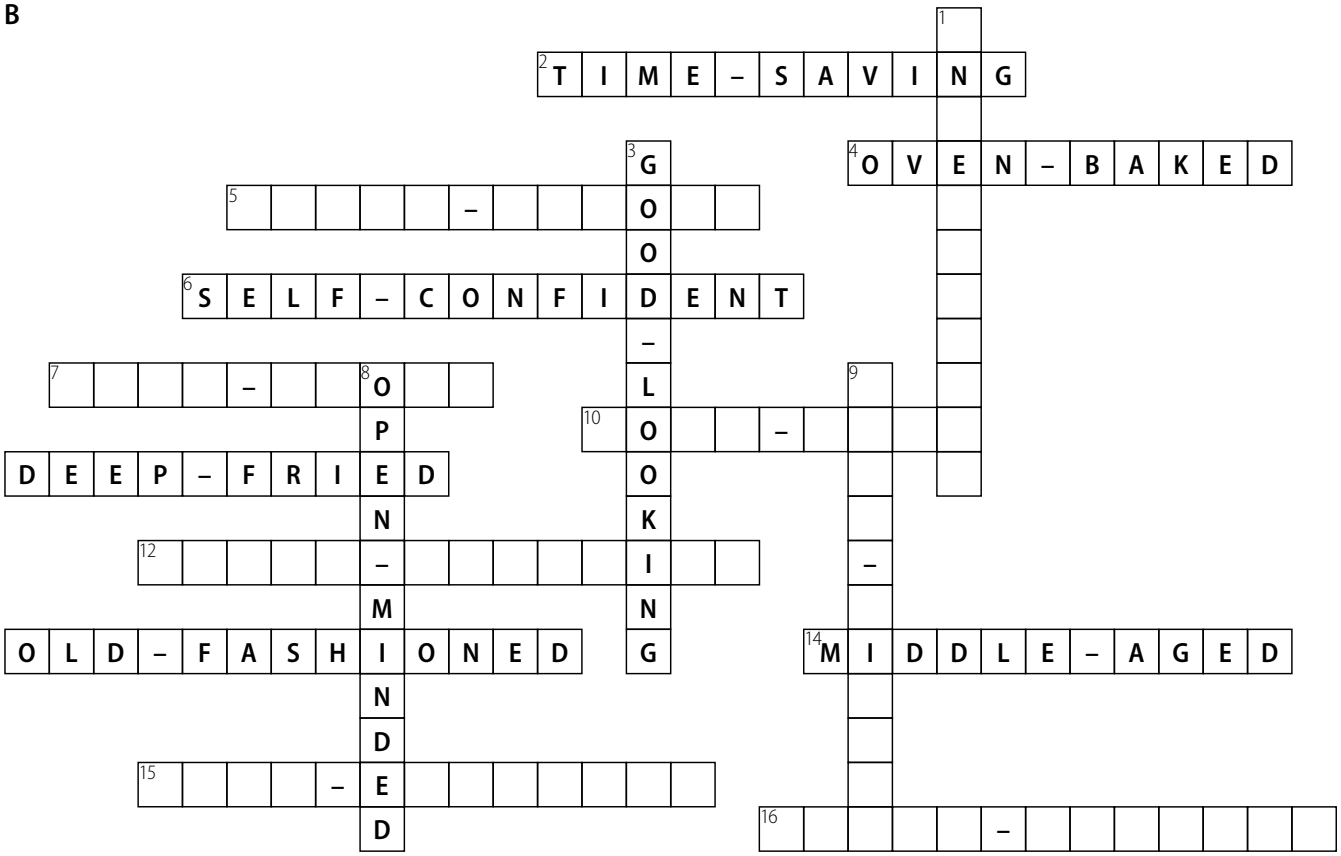
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6.4 Compound adjectives crossword

A



B



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6.5 Translations (gaps)

Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

1 This pizza (*smakuje ohydnie*) _____. How could you put seafood in the topping?

2 Do you prefer (*gotowane w wodzie czy gotowane na parze*) _____ vegetables?

3 Red peppers (*zawierają dużo*) _____ vitamin C, even more than lemons!

4 Talking (*z pełną buzią*) _____ is considered very rude in many countries.

5 Janice (*zamierza przygotować*) _____ a special dish for her party on Saturday.

6 I'll add all the spices (*jak tylko*) _____ you have finished slicing the vegetables.

7 They haven't decided yet but they (*prawdopodobnie zjedzą*) _____ a takeaway for supper.

8 By 7 o'clock, he (*skończy robienie*) _____ the shopping, and we will be able to start baking the cakes for the reception.

9 Our children are really (*oczekują z niecierpliwością*) _____ our trip to Disneyland.

10 I am a great fan of (*kuchni polskiej*) _____. I can't imagine a week without pierogi or a bowl of chicken broth.

11 On Monday afternoon, (*będę uczestniczyć*) _____ in a cookery course, so please don't call me then.

12 My parents hope (*że zostanę*) _____ a professional chef one day, but I'm not sure if this is what I actually want to do.

13 Mark (*zabiera mnie*) _____ on a date tomorrow. I'm so excited I can't sleep.

14 There are a few (*cech charakterystycznych które odróżniają*) _____ Beef Stroganoff from other beef dishes.

15 This is (*bez wątpienia*) _____ one of the best dishes I've ever eaten.

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6.6a Transformations (multiple choice)

W poniższych zdaniach, spośród podanych odpowiedzi wybierz tę, która może najlepiej zastąpić fragment zdania podanego w nawiasie. Zakreśl literę a, b albo c.

1 Do you think ***flying cars are a possibility*** in the future?
a cars are going to fly **b** cars are flying **c** cars will have flown

2 Don't cook anything until ***my return***.
a I will get back **b** I am going to get back **c** I get back

3 I'm not sure what I want to do tonight. Maybe ***going to the cinema would be a good idea***.
a I am going to the cinema **b** I will be going to the cinema **c** I will go to the cinema

4 What ***are your plans for*** this time tomorrow?
a will you do **b** will you be doing **c** will you have done

5 ***It is possible that Tom will*** travel to India next month.
a Tom might **b** Tom needs to **c** Tom should

6 The bus ***is scheduled to leave*** the station in one hour.
a is going to leave **b** is leaving **c** leaves

7 ***Their wedding is*** in July.
a They get married **b** They are getting married **c** They will get married

8 I ***must finish it before*** the end of next week.
a will be finishing it at **b** am finishing it at **c** will have finished it by

9 Unfortunately, he is ***too poor*** to be able to afford eating out in fancy restaurants.
a not rich enough **b** not enough rich **c** no rich enough

10 ***At the moment*** I'm not really convinced I want to take part in this event.
a Now and again **b** As of now **c** For now

6.6b Word formation

Przeczytaj tekst i uzupełnij każdą lukę, przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

health	probable	noise	with	home	prepare

I've recently read an article which stated that more than a half of young adults in Great Britain leave home **1** _____ the ability to cook even five simple recipes. I find this very worrying and I wonder if the figures in Poland are similar, but I guess they probably are.
The majority of my friends prefer having an **2** _____ snack from a fast food restaurant rather than a proper **3** _____ meal prepared by someone in the family. Not many of them are interested in cooking either. I can't really understand that, as for me cooking is one of the most important skills for a young person to possess. I suppose my friends will **4** _____ regret their inability to cook as soon as they become more independent and start living on their own.

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6.7 Lexical pairs

Wybierz wyraz, który poprawnie uzupełnia luki w obydwu zdaniach. Zakreśl literę a, b albo c.

1 I really _____ it incredible that anyone can eat insects!
Have you managed to _____ your lost wallet?
a discover **b** find **c** consider

2 My father is a great _____ and I'd really like to follow in his footsteps.
When did you _____ this lasagne? It doesn't look very fresh.
a cook **b** prepare **c** chef

3 I bought these shoes in the sales. They were priced _____ £15.
How many hamburgers are you able to eat _____ one time?
a for **b** at **c** by

4 Can you please wash the _____ up after dinner?
Which Italian _____ do you like the most? My favourite ones are spaghetti and pizza, of course.
a courses **b** plates **c** dishes

5 Are you _____ he is going to come? We've been waiting for half an hour.
These special ingredients can be found only in _____ parts of the country.
a certain **b** sure **c** some

6 Taking your studies seriously is profitable in the long _____, so you need to be more patient.
We've just finished the first _____, so we're starting our winter holidays now.
a run **b** term **c** semester

7 You should always drink at least one glass of _____ water after finishing your training.
I'm _____ not sure if I like the taste or not. Let me try it one more time.
a really **b** sparkling **c** still

8 I can't make the pancakes. We've _____ out of flour, I'm afraid.
I've decided to _____ for at least 15 minutes every day before breakfast in order to keep fit.
a run **b** exercise **c** work

9 It was _____ a tasty omelette that I'd really love to have another one.
Ingredients _____ as rice or sugar are easy to get, but you'll need to order the other ones online.
a so **b** such **c** like

10 It's incredible, but insects actually provide us _____ a lot of protein.
Jane was really disappointed _____ the food she'd prepared, so she threw everything away.
a with **b** at **c** about

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6.8a 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 What do you plan to do next?

GOING

What _____ do next?

2 I promise this is the last time I will be late.

NOT

I promise I _____ again.

3 I'd like to go home the moment we've paid for the meal.

SOON

I'd like to go home _____ we've paid for the meal.

4 Jason's party is on Saturday, and you're invited.

IS

Jason _____ on Saturday, and you're invited.

5 What time is the beginning of the show according to the programme?

START

What time _____ according to the programme?

6.8b Multiple choice

Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl literę a, b albo c.

THE FUTURE OF FOOD

It may seem strange to us today, but Red Bull was first launched as recently as the late 1990s, which means that energy drinks as we know them were unknown before then. The question is, what changes concerning our food and drink **1** _____ in the next 30 years. One of the possibilities is that we **2** _____ our food according to our DNA. It has been scientifically proven that individual bodies react differently to the same food, so one dish **3** _____ have a completely different influence on blood sugar levels from person to person. That is why testing our DNA and personalising our diet seems like a reasonable idea to stay healthy.

It is also extremely likely that by the year 2030 scientists **4** _____ at least some of our food to make it more nutritious. Not long ago, Australian researchers grew a banana containing high levels of vitamin A, which is not normally found in the fruit. I just hope that these genetic modifications won't change the **5** _____ of our everyday meals and that our favourite sandwiches will still taste the same.

1 **a** are taking place
b will take place
c have taken place

2 **a** will have chosen
b are going to choose
c are choosing

3 **a** may
b must
c should

4 **a** will modify
b will be modifying
c will have modified

5 **a** flavour
b ingredient
c recipe

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Grammar Activities

7.1 Biography of a brand

Aim

To revise and practise grammar of the unit

Language

Passives: present simple, past simple, past continuous, present perfect, past perfect, modal verbs

Time

30 minutes

Preparation

One copy of the worksheet for every two students, cut in two

Procedure

- Show the class the two texts and point out that A has the information missing in B and *vice versa*.
- Divide the class into two groups and hand out Text A to one group and Text B to the other.
- Give them ten minutes to write the passive questions they will need to ask to get the missing information.
- When the students have finished, reorganise them in pairs of A and B. Tell them not to show their texts to each other!
- Give them ten minutes to ask and answer each other's questions, making sure that they write the answers.
- When students have completed their text, nominate A students and B students to read out their respective gapped sentences.
- Ask them to research another fashion company for homework and write a similar text about it.

Answers

Questions for A

1 When was the first Vans shop opened?
2 How many pairs were bought?
3 Where were the shoes made?
4 What is Vans associated with?
5 Who had the original version been designed by?
6 How was the design used by the company?
7 What was sponsored by them for the first time in 1995?
8 What have been built by them?
9 Where have more parks been created?

Questions for B

1 What was the shop named?
2 What can be chosen by the customer?
3 How much were the shoes priced at?
4 How long has the logo been used on their shoes?
5 Where was the design painted?
6 How many shops had been opened by the 1970s?
7 What other sports are clothes and equipment sold for?
8 When was the first park opened in Los Angeles?

7.2 Before and after

Aim

To revise and practise have/get something done

Language

Have/get something done, using a variety of tenses

Time

30 minutes

Preparation

One copy of the worksheet for every four students. Cut out into individual cards

Procedure

- Put the students into groups of four and give them the cards. Ask each group to place the situation cards (the larger ones) in a pile face down, and shuffle and deal out the action cards (the smaller ones).
- Tell them that they're going to have 6 different situations and they'll need to match each of them with 4 activities (two before and two after) that involve asking somebody else a favour. In order to place an activity next to a situation card, they need to create a sentence containing *have/get something done* using an appropriate grammatical tense (generally past tenses for *before* and future tenses for *after*).
- Ask students to lay all the situation cards on the table, so that everyone can see them. Players then take turns laying their action cards, one at a time. The group decides if the sentence is correct and, if it is, the action card should remain on the table (if not, the player may have another attempt at using the card during the next round). Allow them to use their books and notes for reference, but monitor the activity at the same time, and adjudicate if necessary. The winner is the first student to lay all of their cards.

Vocabulary Activities

7.3 I.O.U.

Aim
To revise and extend vocabulary from the unit

Language
Money vocabulary, e.g. *owe, in debt, pay off, pay back*

Time
30 minutes

Preparation
One copy of the worksheet for every four students, top part whole and cards cut up

Procedure
- Tell students the name of the activity. Teach them that *I.O.U.* is an abbreviation for 'I owe you', so you might leave someone who has lent you £10 a note saying *I.O.U. £10.*
- Make sure students understand *flatmates* (people who share a flat) and *rent* (the money you pay for living in someone else's house or flat). Read out the first paragraph on the worksheet. Say that they will each receive some information about the flatmates, but they need to share it to answer the questions.
- Put students in groups of four. Hand out one information card to each student. If groups have three students, give one student two cards. They must not show their card.
- Give them two minutes to read the information on the card.
- Hand out one money summary to each group. Check understanding of *income, savings, payments* and *debts.* Tell the class that they must work together to answer the questions and find a solution so that they aren't thrown out of the flat. Give them ten minutes.
- When all groups have reached a solution, stop the activity and ask spokespeople to explain their answers and suggestions to the class. Don't confirm the answer until you have heard from every group.

Answers
Flatmate 1 Rajesh. He has £110
Flatmate 2 Francesca. She has £130
Flatmate 3 Josh. He has £70 if he sells his bicycle (but he's still £10 short of what he needs)
Flatmate 4 Martina. She only has £20, which is £60 short.

They can pay the rent if Rajesh and Francesca lend Josh and Martina the money they need. Martina can pay them back next week, but Josh must find a job soon … he's in real financial trouble!

7.4 Cross the river

Aim
To revise and extend vocabulary building related to adverbs

Language
Adjectives and adverbs derived from them

Time
20–30 minutes

Preparation
One copy of the worksheet for every two students

Procedure
- Hand out the material to students and explain the rules of the game. Players have to cross the river using the 'stones' (fields with adjectives). They take turns and whenever they step on a stone, they need to create an adverb derived from the adjective. They can move onto the next stone horizontally, vertically or diagonally, but only one stone at a time. After having stepped on a stone, it sinks under the water and cannot be used by the other players (ask them to mark the used stones by crossing them out).
- The objective of the game may be to either cross the river as quickly as possible (the shortest route consists of 12 stones), or to submerge the most stones. The latter option makes the game longer, but involves a strategic factor as well, as submerging the stones may eliminate the other player from the game. Choose the option that you feel best suits your students. During the game, monitor the activity and help out if necessary.
- After the students have finished, ask them to identify different ways of creating adverbs from adjectives (1. adding *-ly*, 2. adding *-ly* and changing the last *y* of the adjective into *i*, 3. no change of form, 4. irregular form *well*). Then ask them to write at least 3 examples of each category in their notebooks and create sentences containing them.

Matura Activities

7.5 Transformations
7.6 Translations and Gap-filling
7.7 Equivalent words
7.8 Sentence formation and Reading

Time and Answers

7.5

Time: 10 minutes

Answers:

1 was given **2** can (usually) be found **3** to have my car **4** Did you get/have your **5** will probably be sold
6 I am always asked **7** is going to be **8** your flat cleaned **9** my glasses been found **10** am having my mobile

7.6

Time: 15 minutes

Answers 7.6a:

1 b **2** c **3** a **4** b **5** c **6** a **7** b **8** a **9** b **10** c

Answers 7.6b:

1 have/get **2** are **3** is **4** been

7.7

Time: 8–10 minutes

Answers:

1 b **2** a **3** c **4** b **5** c **6** a **7** a **8** c **9** a **10** b **11** c **12** a **13** b **14** a **15** c

7.8

Time: 15–20 minutes

Answers 7.8a:

1 this item was sold **2** get/have his hair cut before **3** been played by lots of people **4** should be done soon
5 must get/have it fixed **6** had/got the/his flat renovated by this

Suggested answers 7.8b:

1 It is organised to collect money for the Brampton Arts Council.
2 It's aimed at the inhabitants of Brampton.
3 You have to buy paint, and donate a ceiling tile.
4 There are going to be performances of local dance music theatre and visual arts groups.
5 It is a home of a community exhibit space called the Artway Gallery.

7.1 Biography of a brand

Student A

Vans shoes have been worn by young people since **1** _____ (*When / open?*), when the first Vans shop was opened by two brothers, Paul and James Van Doren and two friends. It was named *The Van Doren Rubber Company*. That day, only **2** _____ (*How many / buy?*) pairs of shoes were bought, but the customers couldn't have their shoes immediately. An important idea in Vans clothing is customization, which means the fabric and colour can be chosen by the customer, so Paul and James had to go to **3** _____ (*Where / make?*), where the shoes were made, and bring them back to the shop that afternoon. At the beginning, the company only had three styles, all of which were priced at under $5.00.

Vans is associated with **4** _____ (*What / associate with?*). The brand logo has been used on their shoes for more than 40 years but in fact the original version had been designed by **5** _____ (*Who / design?*), who loved skateboarding, when he was just 13. Originally, the design was painted on his skateboards. But his dad liked it, so soon it was used by the company as **6** _____ (*How / use?*).

By the 1970s, over 70 shops had been opened, and nowadays Vans are an established global brand. As well as shoes, clothes and equipment are sold for other sports, such as surfing and snowboarding.

Vans have worked hard to maintain their links with young people. In 1995 the **7** _____ (*What / sponsor?*) was sponsored by them for the first time, and this yearly tradition is still going strong. Their skating roots have never been forgotten, either, and **8** _____ (*What / build?*) have been built by them. The first one was opened in 1998 in Los Angeles. More have since been created **9** _____ (*Where / create?*).

Student B

Vans shoes have been worn by young people since March 16, 1966, when the first Vans shop was opened by two brothers, Paul and James Van Doren and two friends. It was named **1** _____ (*What / name?*). That day, only twelve pairs of shoes were bought, but the customers couldn't have their shoes immediately. An important idea in Vans clothing is customization, which means **2** _____ (*What / choose?*) can be chosen by the customer, so Paul and James had to go to a nearby factory, where the shoes were made, and bring them back to the shop that afternoon. At the beginning, the company only had three styles, all of which were priced **3** _____ (*How much / price at?*).

Vans is associated with skateboarding. The brand logo has been used on their shoes for **4** _____ (*How long / use?*) but in fact the original version had been designed by James' son Mark, who loved skateboarding, when he was just 13. Originally, the design was painted **5** _____ (*Where / paint?*). But his dad liked it, so soon it was used by the company as its logo.

By the 1970s, **6** _____ (*How many / open?*) shops had been opened, and nowadays, Vans are an established global brand. As well as shoes, clothes and equipment are sold for other sports, such as **7** _____ (*What other sports / sell for?*).

Vans have worked hard to maintain their links with young people. In 1995 the rock festival Warped Tour was sponsored by them for the first time, and this yearly tradition is still going strong. Their skating roots have never been forgotten, either, and several skate parks have been built by them. The first one was opened **8** _____ (*When / open?*) in Los Angeles. More have since been created in America and London.

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7.2 Before and after

design new interiors for the rooms	BEFORE We are redecorating our flat. AFTER	paint the rooms	install new items of furniture	not cook meals	change clothes
make new kitchen cupboards				not write messages and emails	brush teeth
not organised by a travel agency	BEFORE The Simpsons are travelling in Asia. AFTER	massage their feet in Thailand	take photos in China	not drive him and his family everywhere	invest some of the money
renew passport				not do the shopping	tidy and decorate the new villa
not plan to plant any new trees	BEFORE Your house has been badly damaged by a hurricane. AFTER	repair the roof	replace broken windows	send all the relevant documents to the new university	transport things (by a relocation company)
not safeguard the house against natural disasters				unblock a credit card for use in Europe	issue a new student ID card

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7.3 I.O.U.

It's the end of the month and there isn't much money left. Four flatmates need to work out how much each of them has in total because the rent needs to be paid today.

Who are the four flatmates?

Who can help out?

Which of them can't afford to pay their part of the rent today?

Who is in most financial trouble? Why?

Money summaries

Flatmate 1 Name: _____

Income: £ _____

Savings: £ ***0***

Payments: £ _____

Debts: £ _____

Debts owed to him: £ _____

Total: £ _____



Flatmate 2 Name: _____

Income: £ _____

Savings: £ ***120***

Payments: £ _____

Debts: £ _____

Debts owed to her: £ _____

Total: £ _____



Flatmate 3 Name: _____

Income: £ _____

Savings: £ _____

Payments: £ _____

Debts: £ _____

Debts owed to him: £ ***0***

Total: £ _____



Flatmate 4 Name: _____

Income: £ _____

Savings: £ _____

Payments: £ _____

Debts: £ _____

Debts owed to her: £ _____

Total: £ _____



Information cards

1 Rajesh had totally run out of money but he got paid £200 today from work.
2 Martina has found a job. She gets paid £300, but not until next week, so her female flatmate has lent her £50 for a pair of shoes for work.
3 One male flatmate has to sell his bicycle if he has any chance of paying the rent. He can get £120 for it second-hand even though it's worth more.

1 Martina's mum and dad lent her £50 for food (they never ask her to pay them back).
2 Josh did a job for a weekend at a restaurant. He made £150 but he's spent two-thirds of it.
3 Rajesh is going to his brother's wedding next weekend. The suit he wants costs £170.

1 Francesca has £120 in her bank account for emergencies.
2 The male flatmate who hasn't lent money to anyone donated £10 pounds to a children's charity.
3 Last week, Rajesh lent the other male flatmate £20.

1 Rajesh did the food shopping for everyone in the flat, which cost £120 pounds. The others owe him their share.
2 Josh must pay back the flatmate who lent him £40 pounds because she can't pay the rent without it.
3 Each flatmate pays £80 rent per week.

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7.4 Cross the river

	hard		fast
professional		similar	
	complete	healthy	independent
bad			late
	late	careful	
early		correct	kind
	actual		eager
quick	temporary		dangerous
good		angry	
	sad	busy	comfortable
quiet		lazy	
	wise		patient
polite	happy	slow	honest

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7.5 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 gave Sam a new fitness tracker for his birthday.

GIVEN

For his birthday Sam _____ a new fitness tracker.

2 You can usually find well-made things in this shop.

BE

Well-made things _____ in this shop.

3 I am going to find a garage to service my car.

HAVE

I am going _____ serviced in a garage.

4 Did you employ someone to redecorate your flat or did you do it yourself?

YOU

_____ flat redecorated or did you do it yourself?

5 I will probably sell these things at a car boot sale.

SOLD

These things _____ at a car boot sale.

6 My friends always ask me lots of questions whenever I come back from my travels.

AM

_____ lots of questions whenever I come back from my travels.

7 They are going to open a new clothes shop in the shopping centre.

GOING

A new clothes shop _____ opened in the shopping centre.

8 I don't know how you can afford to pay someone to clean your flat.

CLEANED

I don't know how you can afford to have _____.

9 Has anyone found my glasses yet? I really need them.

BEEN

Have _____ yet? I really need them.

10 At the moment, someone is fixing my mobile, so I can't call or text anyone.

AM

At the moment, I _____ fixed, so I can't call or text anyone.

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7.6a 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 I always try to (*spłacać długi*) as soon as possible.
a browse for bargains **b** pay off any debts **c** get refunds

2 It's such a shame you (*tracisz*) so much money on things you don't even need.
a afford **b** donate **c** waste

3 Have you (*pożyczyłaś*) any of my clothes without asking me first recently?
a borrowed **b** lent **c** spent

4 I love going to (*sklepów z używaną odzieżą*), I always find something unique there.
a designer shops **b** second-hand shops **c** re-used clothes shops

5 Did you (*zleciłeś dostarczenie jedzenia*) or did you pick it up yourself?
a deliver the food **b** have delivered the food **c** have the food delivered

6 Karen (*naprawdę*) enjoyed our last visit to the shopping centre.
a actually **b** eagerly **c** occasionally

7 I'm sorry, but your computer is broken, and you'll have to (*obyć się bez niego*) for the time being.
a do away with it **b** do without it **c** do out of it

8 Simon (*szuka*) something for his girlfriend's birthday, so it may take a while.
a is after **b** is browsing **c** is looking

9 (*Johnowi powiedziano*) that this T-shirt was no longer in stock.
a John said **b** John was told **c** John told

10 We don't want to create (*niepotrzebnych odpadów*), so we exchange many things with our friends.
a unneeded fallouts **b** unwanted rubbish **c** unnecessary waste

7.6b 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.

NET SKILLS TAUGHT BY CHILDREN

Many older people are aware of the possibilities that the internet provides, but they rarely try to take advantage of them. Instead, whenever they need something online, they usually **1** _____ it done by their children or grandchildren. That's why young people (mainly children) **2** _____ currently being encouraged to take the role of "internet trainer" in order to help teach internet literacy skills to the elderly.
Grandparents' Day **3** _____ celebrated every 24th September in the United Kingdom, which makes it the perfect day to persuade children to teach their grandparents how to use "the Net". It's hoped that this will prevent grandparents from becoming "digitally excluded". Recent research shows that teenagers aged between 13 and 16 have **4** _____ encouraging their parents and grandparents to "surf the Net". By the year 2025, around 23 million adults could be missing out on what the internet has to offer.

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7.7 Equivalent words

W poniższych zdaniach, spośród podanych opcji wybierz tę, która może najlepiej zastąpić zaznaczony fragment. Zakreśl literę a, b albo c.

1 Do you usually ***go from shop to shop*** when you are buying new clothes or do you go to just one place?
a browse shops **b** shop around **c** get good deals

2 If this mobile is faulty, you should go back to the shop and ***get your money back***.
a get a refund **b** exchange it **c** make a complaint

3 Have you ever ***given*** your things to a good cause?
a wasted **b** afforded **c** donated

4 I really love the ***symbol*** of this company. It's so imaginative!
a brand **b** logo **c** product

5 These shoes were a ***great deal***. They were 70% off!
a sale **b** occasion **c** bargain

6 How much money do you ***make*** every month?
a earn **b** win **c** spend

7 Your parents are very ***willing to donate something***, and our charity is really grateful to them.
a generous **b** mean **c** consumerist

8 The ***standard*** of this dress is high, so I think it'll be very comfortable to wear.
a attitude **b** offer **c** quality

9 Do you know any ***other*** shops where we could find such equipment?
a alternative **b** second-hand **c** necessary

10 Our plan was to stop spending money ***for a short time*** in order to see if we could exist on less.
a occasionally **b** temporarily **c** actually

11 I've got a lot of ***things*** I could take to the car boot sale if you want them.
a gadgets **b** clothes **c** items

12 They agreed with only a few ***isolated points*** when they formulated the general rules.
a exceptions **b** explanations **c** examples

13 This argument is completely ***not needed***. We should calm down and start from the beginning.
a unfamiliar **b** unnecessary **c** essential

14 He likes cycling to school ***rather than*** using public transport.
a instead of **b** in contrast **c** otherwise

15 We really should ***remove*** these old carpets and buy some new ones.
a remind **b** own **c** get rid of

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7.8a 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 can't be sure that (*this / item / sell*) _____ in our shop last week until I see the receipt.

2 Did Tom manage to (*hair / cut / before*) _____ the wedding?

3 This game has (*play / lot / person*) _____ for many generations and it is still very popular.

4 Mum said that the shopping (*should / do / soon*) _____ because there was hardly anything in the fridge.

5 My laptop is broken and I (*must / it / fix*) _____. Do you know anyone you would recommend for the job?

6 Jason (*flat / renovated / this*) _____ company last year. We can ask him if he was satisfied with their work.

7.8b Reading (open-ended questions)

Przeczytaj tekst i odpowiedz na pytania zgodnie z treścią tekstu.

SHOPPERS WORLD HOSTS ARTS EVENT

Saturday, August 27, 2005

Shoppers World in Brampton, Ontario, Canada asks its visitors to 'look up, look way up' this October. The Highway 10 and Steeles Avenue mall is encouraging Bramptonians to paint a ceiling tile for charity this summer, as part of their fast approaching 'Looking Up to The Arts' event. The tiles should represent either what Brampton means to you, or the arts in Brampton.

Anyone can paint a tile for the event simply by buying one at the customer service desk for $5. Once a tile has been completed and donated, participants receive a gift certificate for $5. All tiles must be finished and donated by October 7. The tiles will be auctioned off at the end of the event, with the proceeds going to the Brampton Arts Council.

Local dance, music, theatre and visual arts group will perform and promote the charity at the event, which will be held from October 12 to the 22.

This isn't Shoppers World's only celebration of the arts. The mall is the permanent home of the Artway Gallery, a community exhibit space on the west side of the mall. Organised by Visual Arts Brampton, the space allows anyone in the community to exhibit publicly.

If you feel that your lifestyle needs a change and you are ready to face some new challenges, then this workshop is definitely for you!

1 Why is the 'Looking Up to the Arts' event being organised?

_____

2 Who is the event aimed at?

_____

3 What do you have to do to participate?

_____

4 What other attractions are accompanying the event?

_____

5 In what other way does the shopping mall support the arts?

_____

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Grammar Activities

8.1 Conditional noughts and crosses

Aim
To revise verb patterns

Language
Zero and first conditional

Time
20–25 minutes per grid

Preparation
One copy of the worksheet for every two students, cut in two

Procedure
- Elicit if the class knows what noughts and crosses is. If they don't, explain the game.
- Divide the class into pairs. Give each pair a copy of Grid 1 (containing only *if/unless* clauses).
- Tell students that they are going to play noughts and crosses, but before drawing O or X, they will need to form a correct conditional sentence (using either the zero or the first conditional). Give an example. If the sentence is incorrect, the box remains empty and their partner has a turn. To win the game, they need to have an unbroken vertical, horizontal or diagonal row of 4 boxes.
- Monitor the activity and help if necessary. Be on hand to confirm whether a sentence is correct or not.
- When students have finished Grid 1, ask them to change partners and give each pair Grid 2 (containing only the result clauses). Continue as before.

8.2 Tricky choices

Aim
To compare what people would do in different hypothetical situations

Language
Second conditional

Time
30 minutes

Preparation
One copy of the worksheet for every six students, cut up

Procedure
- Write *Tricky choices* on the board. Ask students what *tricky* means. Show them how *tricky* and *choices* start with the same /tʃ/ sound. Ask them if they have had to make any tricky choices. You might lead by example and offer a tricky choice you've had to make in your life, such as whether to accept one job offer or another, or whether to tell someone a secret or not.
- You may decide to pre-teach the following words: *asteroid, be brought up, swap, lever, desert island, scratch, shipwreck, astronomer.* Or you can let students look them up in dictionaries or ask you when they meet the words.
- Place the cards in a pile face down on the table. Pick up a card, read it out and say what you would do in that situation; then ask others what they would do, and let the discussion continue for as long as it needs.
- Put students in groups of five or six and get them to play. Set a time limit of no more than 25 minutes.
- At the end, ask students from different groups which questions generated the most discussion, which were the silliest, most surprising, etc.

Vocabulary Activities

8.3 Human body alphabet

Aim
To revise and extend vocabulary related to the human body

Language
Vocabulary related to the human body

Time
20–30 minutes

Preparation
One copy of the worksheet for every two students

Procedure
- Hand out the material to pairs of students. Tell them they are supposed to complete 22 sentences with vocabulary related to the human body. Each missing word starts with a different letter of the alphabet. Set a time limit of 3 to 6 minutes, depending on the abilities of your students. Allow them to use dictionaries if they want to and start the activity by saying out loud *Ready … Steady … Go!*.
- Stop the activity after the allotted time, even if the students haven't managed to complete all the sentences. Ask each pair to provide the number of sentences they've managed to complete and check the activity as a class.
- After having checked the answers, ask students to provide up to two extra words that begin with each of the letters in the activity. Encourage them to use dictionaries, both paper and digital or online ones (they may prefer to use their phones for this). It may be difficult for them to provide a complete list of words, so set a time limit again (up to 10 minutes) and ask them to stop after the allotted time.
- Pairs of students now combine to form groups of four. Ask them to choose 6 words from the additional words they've provided and either make a definition or create a sentence containing them and read them to the other pair, who have to guess the word.

Answers:
1 anatomy **2** blood **3** calf **4** digestive **5** eyelashes
6 forehead **7** gums **8** heel **9** index **10** joint
11 kidneys **12** lungs **13** muscles **14** nail **15** organs
16 palm **17** ribs **18** skin **19** tongue **20** urinal
21 vessel **22** wrist

8.4 Pitch a gadget

Aim
Practise verbs describing ability

Language
allow, enable, prevent, stop you from, etc.
Vocabulary in Lesson 8D

Time
50 minutes

Preparation
One copy of the worksheet for the whole class, cut up. If possible, enlarge the images.

Procedure
- Elicit the definition of the word *gadget* (a small piece of equipment that helps you do something, and it uses technology in some way).
- Demonstrate the activity. Show the first image to the class or let students pass the picture around. Say that they must listen for three uses of this gadget.
- Pretend to be a sales person trying to sell the gadget. Say: *Introducing the new Handyman 3000. This clever device* ***allows you to*** *cook and use your mobile device at the same time without getting your mobile device dirty. Each of your fingers becomes a control for your mobile, tablet or PC,* ***enabling you to*** *move a mouse on the screen, turn the volume up and down on your multimedia and even write text messages! The finger covers are cleverly designed* ***to prevent you from*** *cutting your fingers when cutting vegetables with a sharp knife. Not only that, but this section here* ***also lets you*** *grate cheese faster than a normal cheese grater. And all for the amazing price of 30 euros!*
- Put students in pairs to discuss the three uses of the *Handyman 3000*. Elicit answers from the class. (It allows you to control your mobile while you cook; it prevents you from cutting your fingers when cutting vegetables; it lets you grate cheese faster than a normal cheese grater.)
- Tell students they are going to pitch their own products to potential investors. Put them into a maximum of 11 pairs or groups. Hand out one picture to each group.
- Tell them to think of as many uses for the gadgets as they can and prepare a presentation, which must include a name for the product, reasons why you should buy it and a price.
- Tell the students that they need to 1) convince people with money to invest in their gadget, and 2) invest 10,000 euros in somebody else's gadget (not their own).
- At the end of each presentation, invite the class to ask any questions they have about the gadget.
- When all the groups have pitched their ideas, find out which gadgets have got investment and how much.

Matura Activities

8.5 Lexical pairs
8.6 Translations and Word formation
8.7 Sentence formation
8.8 Transformations

Time and Answers

8.5

Time: 8–10 minutes

Answers:

1 a **2** c **3** c **4** b **5** a **6** c **7** a **8** b **9** c **10** a

8.6

Time: 15 minutes

Answers 8.6a:

1 prevented them from doing **2** Will you help me **3** bold claim/statement **4** would learn first aid
5 She wishes she had **6** don't allow me **7** If only / I wish I knew **8** unless the doctor tells **9** didn't spend so
10 advantages and disadvantages / pros and cons / pluses and minuses (alternative answers possible)

Answers 8.6b:

1 imaginary **2** enable **3** disadvantages **4** infection

8.7

Time: 10 minutes

Answers:

1 I will cook lunch **2** wishes he was/were better **3** Would you prevent a/your friend from **4** If you break a bone
5 saved him from walking **6** unless I have a toothache **7** let me know **8** only she exercised **9** helps us concentrate
10 is the difference in your height **11** it wasn't for you **12** enables me to check **13** unless you are / have been
14 if we don't hurry **15** saw (that) someone could / saw someone who could

8.8

Time: 10 minutes

Answers:

1 wish I had **2** I was/were you **3** unless he has to **4** only I was able **5** would/could win the race
6 it wasn't for **7** may/might/will go there **8** wishes he owned/had **9** if we have **10** if I work

8.1 Conditional noughts and crosses

Grid 1

If you want to keep fit, …	If my brother becomes a doctor, …	If your brain gets a lot of oxygen, …	Unless we hurry up, …
If you break an arm or a leg, …	Unless it snows tomorrow, …	If I go on a new diet this week, …	If you stop eating sweets, …
Unless my friends have time at the weekend, …	If you never exercise, …	If we don't have lessons on Friday, …	If he doesn't help me, …
If you donate blood, …	If she forgets her medicine again, …	Unless you get a headache again, …	If my sister loses some weight, …

Grid 2

I will test my blood …	You need to take a painkiller …	My friends will go to the swimming pool …	You may have trouble breathing …
He will definitely go with us …	Their parents will stop smoking …	You don't need so much sleep …	She will go to hospital …
Your stomach digests food more quickly …	She won't agree to do it …	We will learn more about staying healthy …	Our teacher will stop checking our homework …
My neighbours will buy a dog …	You feel healthier …	They won't run in a marathon …	The human brain doesn't work properly …

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8.2 Tricky choices

A billionaire is planning the first manned mission to Mars. You are the perfect candidate to be an astronaut. It's a great opportunity, but it's quite possible you won't return to Earth.	A genetics test shows that you were swapped at birth by accident and have been brought up in a family that is not your biological family.
Your best friend, sitting next to you in your university entrance exam, asks you for the answer to a question. The teacher isn't looking. There is a one percent chance that they will see you cheating.	A train is going to crash, probably killing ten passengers. You control a lever which changes the track, saving the passengers but killing three people standing on the second track.
There is a fire in your house and you can only save one thing (all the people are safe).	There's only one fruit left to eat for the rest of your life.
The group is having a party. You can invite anyone, including famous people.	You get the chance to live a day you've already had over again.
You are told you can either lose your mobile phone forever or lose the little finger of one hand.	A medical situation means you have to choose – your sense of smell or your sense of taste?
For one month you are only allowed to shower or brush your teeth, not both.	You can speak another language fluently (that isn't English).
You get one superpower.	You can go anywhere in the world right now!
You get to be invisible for a day.	You can meet one person from history.
You are going to change into a different species of animal for the rest of your life. You can keep your human intelligence and identity. What animal would you be?	You alone survive a shipwreck on a desert island. All the food and water you need is there. You save one luxury from the ship (it's nothing that you can use to call for help).
You win a prize to go on a date with any celebrity.	You are given the chance to go back to any time in history.
You've just passed your driving test. You bump into a parked car in a quiet street and scratch their car, but nobody sees you. You could just drive away.	You're offered a well-paid job in another country, but it would mean not seeing your friends or family for long periods of time.
You are an astronomer. You've discovered an asteroid is flying towards Earth. Only you know that everyone on the planet is going to die, and there are only four days left.	You can have twenty years of incredible happiness, but only if you accept that you will die at the end of the period.

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8.3 Human body alphabet

A Complete the sentences with words related to human body. Each word starts with a different letter of the alphabet.

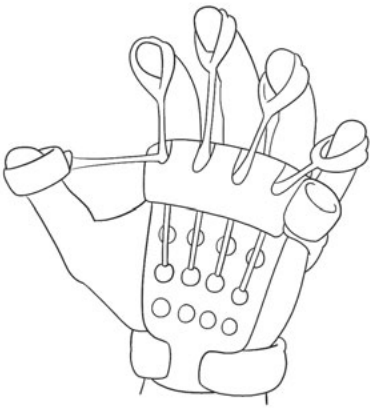
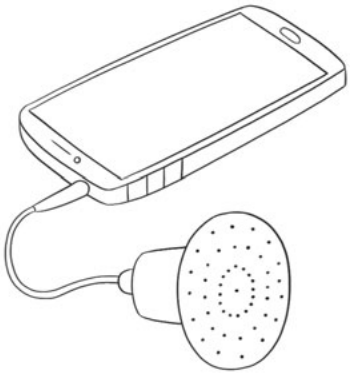
	3, 2, 1… GO!	Extra words	
1	The scientific study of the human body is called **a**_____.	_____	_____
2	The red liquid circulating around human bodies is called **b**_____.	_____	_____
3	A **c**_____ is the back of the leg and is found below the knee.	_____	_____
4	The internal body parts that allow us to eat and process food form the **d**_____ system.	_____	_____
5	**E**_____ are curved hairs that grow on the eyelids.	_____	_____
6	The **f**_____ is the part of the face between the eyebrows and the hairline.	_____	_____
7	The teeth are protected and supported by the **g**_____.	_____	_____
8	The back part of the foot which is below the ankle is called the **h**_____.	_____	_____
9	The human hand has five fingers: a thumb, an **i**_____ finger, a middle finger, a ring finger and a little finger.	_____	_____
10	The part of a skeleton where two or more bones are connected but are still able to move is called a **j**_____.	_____	_____
11	The bean-shaped internal parts that filter waste from our body and produce urine are called the **k**_____.	_____	_____
12	The **l**_____ enable us to breathe.	_____	_____
13	People are able to move and lift things because of many different **m**_____.	_____	_____
14	The part of the finger which is often painted by women is called the **n**_____.	_____	_____
15	The internal parts of the body are called the **o**_____.	_____	_____
16	The inner part of a hand that people show to a fortune-teller is called the **p**_____.	_____	_____
17	The long, curved bones around your chest are called the **r**_____.	_____	_____
18	The entire human body is covered with **s**_____.	_____	_____
19	The **t**_____ is located in your mouth and it allows you to speak and eat.	_____	_____
20	The internal body parts that produce, collect and eliminate urine form the **u**_____ system.	_____	_____
21	A special canal in the body that is used to transport body fluids is called a **v**_____.	_____	_____
22	The flexible part between the hand and the forearm is called a **w**_____.	_____	_____

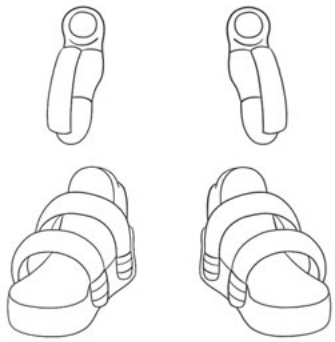
B Write any extra words related to the human body beginning with as many letters in the Activity as possible. Use dictionaries for reference.

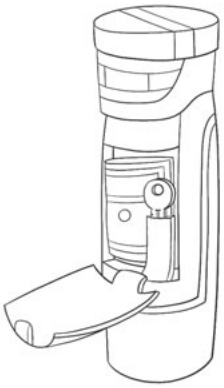
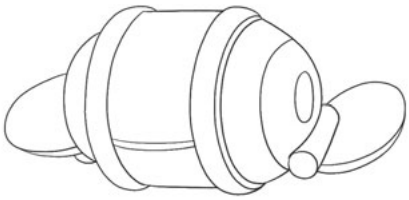
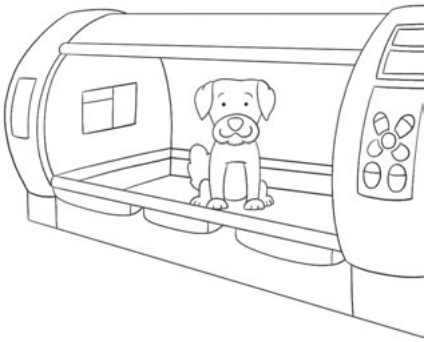
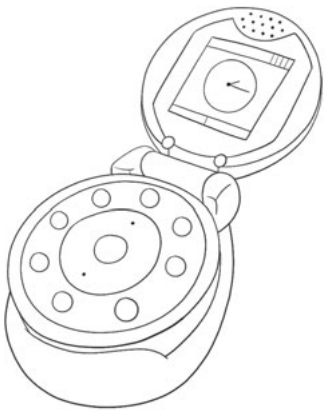
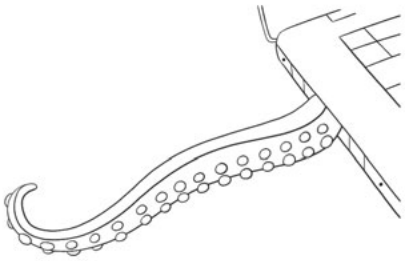
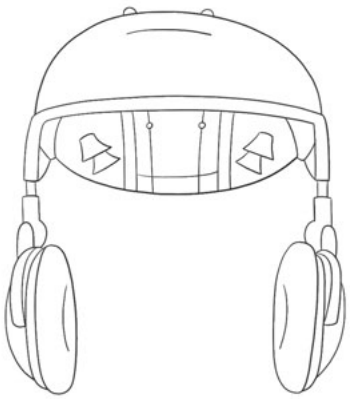
C Work with another pair. Define 6 of your extra words or use them in a sentence for the other pair to guess the word. Then switch and guess their words.

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8.4 Pitch a gadget




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8.5 Lexical pairs

Wybierz wyraz, który poprawnie uzupełnia luki w obydwu zdaniach. Zakreśl literę a, b albo c.

1 Sometimes it's really difficult to _____ the truth and admit we've done something wrong.
You've got something on your _____. Go to the bathroom and look in the mirror.
a face **b** mouth **c** head

2 I've seen them performing on _____ at a local theatre and they were great.
At the first _____ of this project we need to focus on collecting the relevant data.
a scene **b** part **c** stage

3 Michael has a great _____ of hearing. He can hear the slightest noise.
In a _____ we all live unhealthily because the food we eat is usually genetically-modified.
a way **b** skill **c** sense

4 Does this dress _____ me or should I choose a different one?
He went to the party wearing a _____, which was strange because other guests were dressed casually.
a match **b** suit **c** tie

5 We've just finished the second _____ at school, so we're just starting our summer holidays.
What is the medical _____ for the condition in which you have a very high blood pressure?
a term **b** semester **c** definition

6 His prison _____ was very small, and only contained a bed and a toilet.
During the science lesson we observed a red blood _____ through the microscope.
a room **b** vessel **c** cell

7 The last time I was a _____ in hospital was when I broke my leg and had to have an operation.
James is a very _____ person. He never gets annoyed and is able to wait for a very long time.
a patient **b** calm **c** doctor

8 Please give me more time to _____ this difficult situation. I know that I can do it.
My front door _____ was broken, and I had to have it fixed.
a deal **b** handle **c** window

9 Your heart _____ is very irregular. You should visit a doctor.
I think Manchester will _____ Liverpool in the semi-finals.
a rate **b** defeat **c** beat

10 Don't worry, I'm _____ tired. I'll feel better in the morning.
My father is believed to be a kind and _____ man, but I know he can be really unfair sometimes.
a just **b** only **c** real

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8.6a Translations (gaps)

Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

1 The new regulations (*powstrzymały ich od zrobienia*) _____ something stupid.

2 (*Czy pomożesz mi*) _____ do this homework task? I can't understand it.

3 Saying that we are all part cyborgs is a really (*śmiałe stwierdzenie*) _____.

4 I (*nauczyłbym się pierwszej pomocy*) _____ if I had more time.

5 (*Ona chciałaby mieć*) _____ a special computer chip in her brain that would help her study faster.

6 If you (*nie pozwolisz mi*) _____ to help you, you won't get the results you expect.

7 (*Gdybym tylko wiedział*) _____ what I should do now.

8 He won't start taking the medicine (*chyba że lekarz powie*) _____ him to do so.

9 If they (*nie spędzali tak*) _____ much time exercising, they wouldn't be so fit.

10 I can see many (*zalet i wad*) _____ of this solution and we should discuss all of them.

8.6b Word formation

Przeczytaj tekst i uzupełnij każdą lukę, przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

advantage	condition	any	able	imagine	infect

THE ERA OF MICROCHIPS?

Microchips are a common sight in many science-fiction games and films, but implanting tiny electronic devices into our bodies is no longer **1** _____, it's happening right now in the real world. The first microchip implants were used in Sweden in 2015, but since then more than 3 thousand Swedes have decided to have a microchip injected under their skin.

The chips are the size of a grain of rice and they **2** _____ their owners to hold data that can be read by other devices, such as electronic train tickets, keys or credit cards. It may seem unbelievable, but now anyone using this technology can open doors with a simple movement of their hand, just like the Jedi from Star Wars.

However, the possible **3** _____ of having such an object in our body are also being discussed. Chip implants could, for example, result in an **4** _____ or some other allergic reaction in our immune system. But the real question is, how safe is the data on the microchips and how easy will it be for hackers to steal our personal information in the future.

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8.7 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 If you do the shopping, (*I / cook / lunch*) _____ for everyone.

2 My father (*wish / be / good*) _____ with computers than he is, because he always has to ask me or my brother for help.

3 (*you / prevent / friend*) _____ cheating in a competition if you had the chance to do so?

4 (*if / break / bone*) _____ you should go to hospital immediately and have it X-rayed.

5 Catching the bus (*save / he / walk*) _____ home last evening.

6 I won't make an appointment at the dentist's (*unless / have / toothache*) _____.

7 I'm really interested in this matter, so please (*let / I / know*) _____ how it's going as soon as you hear anything.

8 If (*only / she / exercise*) _____ more, she would be in much better shape.

9 Doing yoga (*help / we / concentrate*) _____ when there are a lot of distractions.

10 What (*be / difference / height*) _____ if you measure how tall you are in the morning and then again in the evening?

11 If (*be / not / you*) _____, I wouldn't be able to finish this course, so I'm really grateful.

12 This wristband (*enable / I / check*) _____ my blood pressure and pulse, so it's really helpful when I work out.

13 It's easy to catch an infectious disease (*unless / you / be*) _____ vaccinated against it.

14 We might not get there in time (*if / not / hurry*) _____ up.

15 If you (*see / someone / can*) _____ not breathe, what would you do?

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8.8 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 would like to have more time for my hobbies.
WISH
I _____ more time for my hobbies.

2 In your position I would definitely talk to him.
YOU
If _____ I would definitely talk to him.

3 Max will go with us if he doesn't have to work.
UNLESS
Max will go with us _____ work.

4 I regret not being able to speak German fluently.
ONLY
If _____ to speak German fluently.

5 Sharon is not fast enough to win the race.
WIN
Sharon _____ if she was faster.

6 If Jim wasn't there, she wouldn't be alive now.
IT
If _____ Jim, she wouldn't be alive now.

7 It's possible for us to go there if the weather is fine.
GO
We _____ if the weather is fine.

8 Tom's wish is to own a dog, as he has always loved animals.
HE
Tom _____ a dog, as he has always loved animals.

9 My family will move to a bigger flat on condition that we have enough money.
WE
My family will move to a bigger flat _____ enough money.

10 Every time I work late I come home exhausted.
IF
I come home exhausted _____ late.

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Starter

Track 2

1
Oh, you've got so many bags here. Let me take a few and carry them to the car for you.

2
No, I don't want to hear these excuses anymore! You came back from the party way too late and that's against what we had arranged!

3
My friend is having a birthday party tonight, but I can't go. I'm ill and my mum says I have to stay at home. What bad luck!

4
Well, I don't really like this painting. I'm not into art in general, but this one is particularly awful. Believe me, I can paint better than that!

5
I'm a tall person. People say I'm thin, but I think I should lose a few pounds. I had long, brown hair until last month, but I've changed my hairstyle recently. It's short and red now.

Track 3

Woman: When did you move, Brenda?
Brenda: Last month.
Woman: Where did you buy a flat?
Brenda: In Wrocław.
Woman: How did you find this offer?
Brenda: On the internet.
Woman: How long did it take to move all your things there?
Brenda: Over a month.
Woman: Did you like the colours there?
Brenda: No, I didn't.
Woman: So what colour did you paint your bedroom?
Brenda: Blue.

Track 4

1
We have to put it in plaster for four weeks.

2
Next time don't eat so many sweets at once.

3
Take this syrup three times a day and it will soon be OK.

4
Take an aspirin. If it doesn't stop, take one of these pills. They are much stronger painkillers.

5
You can use these drops twice a day. But the most important thing is always have some tissues with you!

Track 5

1
You have to be very careful while doing this experiment. The substance in the bottle is highly toxic.

2
If your program doesn't work the way it should, you probably made a mistake in the code you wrote. We call such mistakes 'bugs'.

3
We're going to practise long jump today, but before we start, we need to do our regular warm-up. Everyone stand in line, please!

4
The first kings of Poland belonged to the Piast dynasty.

5
It is easy to calculate areas of regular shapes like triangles or rectangles if you remember some basic formulas.

Track 6

1
Hi Jack! It's my birthday soon and I'm having a small party on Saturday evening. Would you like to come?

2
Hello Lisa! I've just received your e-mail with the information about your party. Of course, I'll be happy to come! Thank you so much!

3
Hello Lisa! Your party on Saturday sounds fantastic! Too bad I can't come, though. We're visiting my aunt and uncle in the countryside this weekend. Anyway, have a great time!

4
Hi Jack! I'm calling to tell you that I'm already at home. I took a taxi from your place. Anyway, thank you again for a wonderful party, I really had a great time!

5
Hi Mum! Do you remember it's my birthday soon? Do you think I could have a birthday party next Saturday? I'd like to invite all my best friends. We'll talk about it when you're back home from work, OK?

Track 7

1
I've broken my mobile phone. I dropped it on the stairs and the screen broke.

2
I've been late for school several times this month. My parents seem quite annoyed about it.

3
I don't understand conditional sentences and there's a test in three days. I'm sure I'll fail it.

4
I'd like to go to a sports camp in August, but I'm afraid my parents can't afford to pay for it.

5
This game isn't working on my laptop. The screen keeps freezing every time I start it.

Track 8

1
Woman: I'll have steak with salad and French fries.
Waiter: How would you like your steak done?
Woman: Medium, please.

2
Woman: Excuse me, young man. You're not allowed to bring your own food in here.
Boy: But I'll get hungry during the movie!
Woman: You can get some popcorn from our bar.

3
Woman: Don't you think this meat is still not ready?
Man: You're right, I'll keep frying it for a few more minutes.

4
Woman 1: How much are these tomatoes?
Woman 2: Two pounds twenty per kilo.
Woman 1: I'll take three then.

5
Woman: The whole field is full of strawberries.
Man: Yes, we need to pick them while they are still fresh.

Unit 1

Track 9

1

My name is Matthew Luskin. I'm a conservation biologist and ecologist in Indonesia. There's a chance tigers may become extinct if the forests are cut down or hunters kill them. It would be terrible if they became extinct because so many people love tigers and they help keep the forest ecosystem healthy. To help save tigers, I spent a year in the rainforest looking for them and photographing where they lived. I loved being in the beautiful rainforest but looking for tigers is dangerous because they can attack people. Right before we started our expedition, there were tiger attacks. One man died and three had to hide in a tree for four days. When you know there's a tiger nearby, you're so scared you can't sleep! After I finished the research, I made maps of where tigers live and estimated how many live in each forest. I gave this information to the National Park rangers so they know which forests to protect and where to stop the hunters.

2

I'm William Albert Allard. I've been a National Geographic photographer for more than 50 years. In 1981, I was in Peru, driving along the road, when I saw a boy crying. He looked so unhappy. A driver had come down the road and hit his sheep, killing many of them. Those sheep were all his family had. So, this poor boy, Eduardo, was angry at the driver, and worried what his parents would say. National Geographic published the photo I took of him, but what I didn't expect was how the readers responded. They collected over $7,000 and bought some new sheep for Eduardo and his family.

3

This is an email from a friend, Chris Bashinelli. He's an explorer and TV host. He's describing an experience he had in Mongolia: 'One of the most important skills for the people who live in Mongolia is horse riding. I had never been on a horse in my life – ever! And my guide warned me not to try. He said I could be seriously injured. But on my last day the men invited me to ride with them. There were no instructions – we just got on our horses and someone shouted "Go!" My horse set off at full speed! I thought I would be scared, but it was so exciting! I'll remember that for the rest of my life.'

Track 10

1

Research shows that most basic emotions like fear, anger or happiness can be easily seen in the way we behave. In most cases it is enough to observe a person's face to see how they are feeling. Just to give you a simple example, there are about 50 of you here in front of me and from what I can see in your faces, about 20 of you are completely bored with my lecture. Oh, and now I'm sure that many of you are amused. These feelings are easy to recognise. Today, I'll show you how to recognise some more subtle signs of other feelings …

2

[Leave your message after the tone].

Hi Suzie, I just want to tell you that you were right, that new boy is just gorgeous! And you know what? I was watching him as you two were talking during the break. The way he looked at you, that smile on his face, and the way he waved good-bye … Wow! I'm sure he is interested in you but maybe too shy to ask you out. Don't miss this chance; you should keep him interested.

3

When the game console crashed again in the middle of an important game, I was simply furious. I felt like shouting and smashing the device to pieces. But my parents were in the room with me. They often say I react too angrily to things that happen around me and I didn't really want to give them another argument that it might be true … So, when they asked me what was going on, I simply said that the game was over and I was going to do my homework. I was shaking with anger inside, but luckily, they didn't notice.

4

There was a girl at the camp who stayed away from the group most of the time, didn't talk much and never smiled. I didn't think she could be a good person to make friends with. You know, people who are so cold and reserved seldom prove to be outgoing. However, I had a chance to talk to her for a while one day. She explained that her mother was seriously ill and that was what made her so unhappy and concerned. She turned out to be a really friendly person and we spent the rest of the camp playing and talking together.

Track 11

I'm William Albert Allard. I've been a National Geographic photographer for more than 50 years. In 1981, I was in Peru, driving along the road, when I saw a boy crying. He looked so unhappy. A driver had come down the road and hit his sheep, killing many of them. Those sheep were all his family had. So, this poor boy, Eduardo, was angry at the driver, and worried what his parents would say. National Geographic published the photo I took of him, but what I didn't expect was how the readers responded. They collected over $7,000 and bought some new sheep for Eduardo and his family.

Track 13

Man: I watched a great movie last night – *The Way Way Back*. Have you seen it?

Woman: Hmm, I don't think so. Who's in it?

Man: It has a great cast. It stars Steve Carell and Toni Collette.

Woman: Steve Carell? What else has he been in? I know the name.

Man: You'd recognise him. He was the voice of Gru in *Despicable Me*, and many other movies.

Woman: When did it come out?

Man: I think it came out a few years ago – about 2013 or 14. But it's excellent. A real feel-good movie.

Woman: Alright. So what's it about? What sort of movie is it?

Man: It tells the story of a teenage boy who has to go on vacation with his mom and her friend. But he doesn't want to go because he hates the friend.

Woman: Actually, I think I have seen it. It's a comedy, isn't it?

Man: Yes, I guess so. I mean, it wasn't super funny or anything, but it made me smile.

Woman: Where's it set? Isn't there a water park?

Man: A lot of the story is set there, yeah. The family is staying near a water park. Then the boy ends up becoming friends with the manager and getting a job there.

Woman: I have seen it. I thought it was funny. I don't usually like comedies, but I enjoyed it.

Man: It is funny, but it's also very emotional at the same time. The boy learns a lot about himself, and there's a happy ending. I'd definitely recommend it.

Woman: Me too. The only thing I didn't like was the soundtrack. It made the movie feel a little old.

Man: What are you planning to watch this weekend?

Track 14

1

I'm kind of a shy person. I don't talk much when I meet strangers. But I tend to observe them a lot, and only start a conversation if I feel comfortable with them. If I don't get comfortable with them, I feel it is better to keep quiet and do my work. I often put my earphones on and ignore such people.

2

When I meet new people, I look at them carefully. I just want to see what identifying characteristics they have, such as hair colour, facial features, the tone of their voice, the style of clothing they wear or even the smell of their perfume. They might think I come off as nosy, but it's the way I am. I try to find out as much as possible about them, so I first chat about unimportant matters.

3
I used to hate meeting people. I just said „hi" and looked at the floor. Then I met a friend, a person who was very sure of himself and friendly with everybody. He taught me how to meet new people, look them in the eye, shake their hand and smile. Now, I'm not afraid to talk to people I meet. However, what I don't like about meeting new people is the fact that I should listen carefully to what they are saying to me. And sometimes it simply doesn't interest me.

4
I'm naturally a very shy person and I've been like that for as long as I can remember. Last year it got much worse. Now, I can't deal with any social situation. Of course, I sometimes meet new people, but I know I won't talk to them. That's why I don't often go out, and when I do, I feel quite nervous. I've tried to overcome this problem. But no matter what I do, it doesn't help.

Unit 2

Track 16

1
You might think your journey to school takes ages, but Santiago Muńoz has one of the most tiring school commutes in the world. 14-year-old Santiago wants to be a doctor. He lives in New York, down in Queens, but goes to high school all the way up in the Bronx at the Bronx High School of Science because it's a great school for maths and science. It's a journey that takes more than five hours each day. He has to get up at 5.00 am. every morning and catch two buses and two subway trains each way. He uses the time to do his homework – if he gets a seat, that is! The good news is that he and his family are moving closer to the school. He's excited about having more time to spend with friends and getting more sleep!

2
14-year-old Chosing lives in Zanskar, a region in the Himalayan mountains. His school is 100 kilometres away in a town called Leh, so he stays at school and goes home for the holidays. In winter, after he and his sister have visited their family, the road to Leh is closed because there is too much snow. However, the river is frozen, so their father takes them back to school using the river as an icy road. If they fall in the cold river they could die, so they have to think carefully about where to walk. They don't talk much, but it is never boring. It takes them six days and at the end they are exhausted.

3
For some students living along the Rio Negro river, one of the longest rivers in the country in the rainforest of Colombia, their journey to school is absolutely terrifying. They live on one side of the river, but school is hundreds of metres below them on the other side. The only way down is by riding down an old metal cable slide, which is very fast and dangerous. Injuries happen regularly on the journey. Daisy Mora makes the journey every day. She makes a seat from rope and throws herself out over the river. Then she rides down at about eighty kilometres per hour! It only takes about 60 seconds – if she's frightened, she doesn't show it!

Track 17

1
Attention all passengers: Because of last night's storm the railway track is damaged and all trains to Dashton are cancelled. Replacement bus services will be provided until 11.30 tonight. Please proceed to Terminal 5 outside the main entrance to use the replacement bus. The journey to Dashton may be about 20 minutes longer than usual. We are sorry for any inconvenience it might cause.

2
I had an important exam at school today and Mum warned me to leave earlier. But I didn't listen and of course my bus got stuck in a terrible traffic jam. I was sure I would be late and I regretted not leaving earlier or getting a taxi. Luckily, I saw a friend on his motorbike trying to get through the jam. I waved at him and he stopped. I got off the bus and he gave me a lift to school. I got there just in time!

3
Would you like to travel from Kraków to Gdańsk in less than one hour? That might be possible one day with the HyperLoop technology developed by Elon Musk. He wants to build a system of underground tunnels where capsules could use magnetic levitation to move at speeds comparable to those of airplanes! The concept is still in the research and development stage, though. In the first tests, which were carried out in Nevada, capsules were travelling at the speed of just over three hundred kilometres per hour, but engineers believe it is possible to reach a speed of up to 1200 kilometres per hour!

Track 22

Conversation 1
Man 1: Er, excuse me?
Man 2: Yes?
Man 1: Can you help me? I'm trying to get to the museum.
Man 2: The Science Museum?
Man 1: Yes. Do you know where it is?
Man 2: Yeah. It's quite a long way from here. About fifteen minutes' walk.
Man 1: That's OK.
Man 2: Right, hmm. The easiest route is to go up Northway Street. Can you see the traffic lights over there, through the park? That's Northway Street. Go up Northway Street for about 5 minutes until you get to the supermarket on your left. Then take the first … no, second turning on the right.
Man 1: Right. OK.
Man 2: As soon as you turn right, you'll see the train station on your left. There's a road just after the station on your left, and you need to go down there.
Man 1: OK, so it's right, then left after the station?
Man 2: That's it. It's quite easy after that. The museum is on the other side of the park, and it's really big. You can't miss it.
Man 1: OK, well, I can always ask someone else if I get lost. Thanks very much.
Man 2: No problem. Bye.

Conversation 2
Melanie: Hi, Karina!
Karina: Hi, Melanie.
Melanie: We were just talking about you.
Karina: Were you?
Melanie: Fabien wanted to know if you're still coming tonight.
Karina: Yes, that's why I'm calling. Can you give me directions to your house?
Melanie: Sure! Are you driving?
Karina: I'll be on my bike.
Melanie: OK, well that's easy then. Do you know how to get to the station? It's probably no more than a kilometre from there.
Karina: Yes, I know where the station is.
Melanie: Good. So, if the station's behind you, you'll need to turn right …
Karina: OK.
Melanie: At the end of the street you'll see a cinema in front of you.
Karina: Yes, I know where that is.
Melanie: OK. Turn left there.
Karina: Left?
Melanie: Yes!
Karina: That's Northway Street, isn't it?
Melanie: Yeah. OK, so carry on up Northway Street until you get to a supermarket on your right. Just after that, there's a street on the left. That's our street. We're number 15.
Karina: I'll find it. I'll call you if I have a problem.

Unit 3

Track 24

Julia: Look at this picture. That's such a cool job!
Tomas: That's a job? What's he doing?
Julia: Well, he's a science photographer and explorer, so … yeah, he's doing his job. He's taking photos of honeybees at a lab. His work might help us stop their populations from getting smaller. I'd love to have a job like that – doing something interesting that can help make a difference. That would be so cool.
Tomas: I know what you mean, but … not many people can have that kind of job. Most people need to work at a normal job – you know, a construction worker or manager or something.
Julia: So how do you get a job like that?
Tomas: Let's see. I'll Google him ... OK, here he is. Let's see … it says he was interested in science as a young boy. By the time he was a teenager, he'd decided he wanted to be a scientist. And he'd already had a job working in a fish shop before he started university.
Julia: Wow – so is it too late for me? I haven't decided exactly what I want to do yet!
Tomas: Well, it says he hadn't worked as a photographer before he got a job as an assistant photographer. He learned that later – and now that's a big part of his work. So it may not be too late for you.
Julia: Yeah … I guess his job needs a lot of different skills, and he's learnt them by trying different things.
Tomas: I don't think I'd want to be away from my family so much.
Julia: So what job would you like?
Tomas: I'd like a job that pays well. I don't care if it's boring or not. I wouldn't mind going to college, but I don't want to study for more than four years. So, I don't want to be a doctor or a lawyer – definitely not a vet. Too much work!
Julia: I think work should be fun – it should be an adventure. I don't care what I do so much, but I don't want it to be boring. And I wouldn't mind helping people.
Tomas: Maybe you should consider a job in the emergency services – paramedic, firefighter, police officer – I'm sure those are exciting jobs.
Julia: Yeah, they probably are … I don't know. I think I want to do something … different.
Tomas: Not me. I want to do something safe.

Track 25

1

It's not easy to be a waitress at a restaurant in a popular seaside resort in Poland. First of all, you only work for half a year – between May and October, when the town is crowded with tourists. You may think it's a nice idea to have half a year off, but the salary I get for those six months is not really enough to spend the other six months doing nothing. Luckily, there's also a restaurant in my home town, where I do some part-time job when the high season ends at the seaside. I don't get as many tips there as I do in the summer, but at least I've got enough money to get by.

2

It's not an ambitious job, I must say. Taking people from one place to another doesn't require any special qualifications. All you need is a driving licence and a good knowledge of the city. I belong to a taxi corporation so I don't need to worry about getting passengers. Of course, if I were self-employed, I would earn more money, but then I would definitely have fewer customers. The working hours are variable, of course – there are days when I decide to do night shifts. After all, many people have to move around the city at night – tourists who need to get to their hotel, or people coming back home after late evening shows at the theatre.

3

I had been unemployed for almost a year when I got this job offer last month, so I accepted it at once. It's only temporary, as I signed a 6-month contract, and the position in the company isn't very high, but it's still something that helps me make a living for the time being. Besides, I really believe that this time I'll prove to be a professional and efficient salesperson, so I'll get a permanent contract and maybe get promoted to a higher position.

4

I am an accountant for a small family-run company. I'm not a member of the family, but my employer treats me like one. My working conditions are perfect. It's not a 9-to-5 job and I can do part of my work from home. Believe me, telecommuting is a convenient solution! My salary is quite high, plus there are some perks, like a company phone or health insurance.

Track 27

Boy: Thanks for agreeing to talk to me. As you know, on the school website we have an article every week about a student who is doing something amazing. You've been very successful playing football both for the school and the city league. Are you thinking about becoming a professional footballer?
Girl: Yes, I am. There are probably more opportunities for boys who play football, but girls can be professional, too.
Boy: What do you enjoy the most about the game?
Girl: I really love being part of the team – working together.
Boy: How long have you played it?
Girl: Probably since I was about three.
Boy: Wow – long time. Who introduced you to football?
Girl: My dad. He loves it.
Boy: Will you go to college or university?
Girl: Definitely. I'd like the experience of playing University football. I think I could learn a lot.
Boy: Do you think you can get a scholarship?
Girl: I think there's a chance.
Boy: Great. Now, I wonder if I could ask you about …

Track 28

Woman: So, we're here today to discuss some career options, so you can start thinking about what classes you want to take in the next few years.
Boy: Yes. Honestly, it feels too soon to me …
Woman: Well, maybe. But on the other hand, if we think and talk a bit about it now, it may make some of your decisions easier. Are there any jobs you're interested in?
Boy: Well, honestly, not really … I mean, I love gaming – computer games – but …
Woman: OK, we can start with that. What about computers in general – how have your information technology classes been?
Boy: Fine. I mean, I get good marks in information technology. I like the class.
Woman: Oh, that's good. Have you ever heard of the job of UX designer?
Boy: UX designer?
Woman: User experience designer.
Boy: I don't think so. Is it a computing job?
Woman: Usually, yes.
Boy: What does a user experience designer do?
Woman: They help to design products – things like computer games – so that people enjoy using them. Someone might have a great idea for a game, but if the game controls aren't comfortable for the user, then the game won't be fun.
Boy: Wow, that's pretty cool. Where do UX designers work?
Woman: A lot of UX jobs now are in app development, or anything online – banking, shopping, music services. Those apps need to work well for users.
Boy: I've always been interested in the way software works. What skills do UX designers need?
Woman: Good question. UX designers always work as part of a team – you need team-working skills. Obviously computer skills are important, too. A lot of UX engineers have a background in art and design – so you should take art classes.

Boy: Art is one of my favourite subjects. But I never thought I would use it for a job. Are UX designers well paid?
Woman: When you start out, probably not. A lot of people want to be UX designers. But if you work hard and stay with it, you can have a comfortable income. You won't earn as much as a doctor or lawyer.
Boy: It sounds really interesting.
Woman: Would you like to find out more about it? I think we can find someone for you to write to, to find out more about it.
Boy: That would be great!

Track 29

Woman: David, how did you become a bike courier?
David: I had my first contact with delivering food on a bike while I was working as a waiter in a restaurant. Sometimes, when the regular delivery man couldn't come to work, the manager asked me to deliver food to different places like hospitals or offices. Of course, this meant extra money from the customers sometimes, but it didn't matter to me. Although I found great pleasure in working in the restaurant, I enjoyed riding my bike much more. So, when I was riding around, it was the most fantastic part of my day.
Woman: And what type of bike do you need?
David: Couriers often choose mountain-type bikes. They are quite comfortable, safe and fast. That's what you expect from a good quality bike. My brother has one like that and I tested it out. The moment I got onto it, I realised that it would be the best bike for me. Unfortunately, it's very expensive and I couldn't afford to buy it. So, I made some improvements to my old bike. I painted the frame and bought a comfortable new seat and some other accessories. And I'm still riding it.
Woman: What is your typical day like?
David: I work eight hours a day. My shift begins at 9 am. I check my first delivery location, then the next one and so on. It's easy for me to get from one place to another because I know this part of the city very well and I never get lost. In fact, I haven't changed zones since I started delivering. The maximum delivery time is 25 minutes, but I usually deliver it much faster. Before my lunch break at 1 pm, I do about 10 deliveries. I get back to work at 2 pm and do up to 15 deliveries until my shift ends at 6 pm. The number of deliveries varies depending on the day, but usually I do around 20 deliveries per day.
Woman: Have you experienced any bad days on the roads?
David: The worst thing that can happen is when a driver suddenly opens the door of their car, which is very dangerous when you're riding very fast. Such situations often end up in serious accidents. Also, the drivers shout at you if you're in the way. A windy day is another bad thing for bike couriers. But the worst day for me was when I was hit by a truck. The truck driver didn't stop at a stop sign. Fortunately, I escaped without any serious injuries.
Woman: Do you think you could do another job?
David: No, not really, even though the job is stressful. For example, I have to be very careful while riding to ensure that the soup doesn't spill in the food delivery box or a cream cake doesn't lose its shape. Sometimes it's not my fault. Customers are very demanding and get annoyed if they don't get the delivery on time and in perfect form. So, you can imagine how I feel then.

Unit 4

Track 31

Presenter: Good morning. Communicating with people all over the world is seen as perfectly normal today, but it hasn't always been like that. Professor Jacob Rosen is going to tell us about the development of communication technology in his lecture today.
Lecturer: Scientists believe that the first form of communication across long distances was probably smoke. Some experts believe the first smoke message was sent about 10,000 years ago. Aboriginal Australians used smoke just to say 'We are here' to anyone around them. Aside from sending a person to carry a message, the next form of long-distance communication was probably the bird. 2000 years ago, the Roman army used birds to send messages, but they were probably used before that time, in ancient Persia. The Romans probably also had the first mail service, at least in Europe, which started before the year 100, and from the 1400s, mail services in Europe began to appear. In 1860 and 1861, mail was carried by riders on horses nearly 3,000 kilometres across the United States. Each horse and rider went between 8 and 40 kilometres, then passed the mail to the next rider. But, in 1861, this system was replaced by the telegraph – a method of sending messages along an electric wire. This technology was developed in the 1830s by scientists in Russia, Germany and England, and allowed people to send messages over longer distances than ever before. The next big invention was the telephone. The technology was developed by many people, including Italian inventor Antonio Meucci, but the first telephone, as we know it today, was made in 1876. And the first phone call? Inventor Alexander Graham Bell said to his assistant, 'Mr Watson, come here, I want to see you.' It was nearly a hundred years before the modern cell phone was invented. Motorola, a Japanese company, produced the first cell phone in 1973, but it wasn't very useful at first, because the first cell phone network wasn't switched on until 1979. Email was invented in the 1960s, but it didn't become popular until the 1990s, when more and more people began using the internet. After the invention of email, the next important step in phone technology was probably the text message. The first text message over a cell phone network was sent in 1992. It said 'Merry Christmas'. The text message is now one of the most popular forms of communication. The latest big development in communication technology was in 2007, when Apple launched the iPhone – the world's first smartphone. Every new technology seems like magic. The first telephone seemed impossible to people at the time. The first smartphone was the same – people were amazed. But now cell phones are used by schoolkids every day. What will the next new technology be? Who knows – but it will be amazing.

Track 32

1
Nowadays, it's simply impossible to live without social media. And I don't mean those sites where you mainly post your photos and wait for your friends' likes and comments like "Oh my God, you're gorgeous!". What I mean is sites for professionals where you can keep business contacts but also have quite nice, friendly relationships. Such sites usually have a lot of useful articles posted on them, so you can learn a lot from them, too.

2
Of course, I'm active on all main social media like Facebook, Twitter, Instagram and Snapchat. I live in a small village, with not many people my age around and few places where we could meet and do something creative, so Social Networking Sites are the only way I can socialise with others, actually. I post some photos on the sites, chat with people I like and comment on any important events that happen in the world.

3
Well, I'm not very active on social media these days. I've had some bad experiences, you know. There were some people bullying me or saying nasty things, which I didn't like, so I decided to keep all my accounts as private as possible. I only have a small group of friends there that I know in real life or who are polite enough for me to enjoy chatting with them. I don't post my photos or any personal news there to avoid any unpleasant situations.

4
It's outrageous what is happening with young people nowadays! Take my daughter, for example: she doesn't seem to have any other interests but social media! She's taking dozens of photos every day and posting them wherever possible, and then she waits for likes, shares, comments and so on. It's silly! She also has her own blog and a YouTube channel where she streams a large part of her life! If you ask me, she's addicted to social media.

Track 36
Girl: I'm not sure self-driving cars are a good idea.
Boy: Yeah, I know what you mean.
Girl: Are they really safe? Don't computers sometimes make mistakes?
Boy: Of course they do. But I think there are two sides to that argument. On the one hand, a computer driving a car might make a mistake. But on the other hand, we know that people driving cars make mistakes all of the time.
Girl: Yeah, that's true. I guess one good thing about them is that you're safer if you accidentally fall asleep.
Boy: You're right. But that can be a problem if the car takes you to the wrong place!
Girl: That's true.

Unit 5

Track 38
Welcome to the podcast that looks at our young sports stars. This week's sporting hero is already pushing the limits of her sport, and she's only a teenager! Her name is Ashima Shiraishi and she's a climber.
Ashima discovered climbing at the age of 6 and she's loved it ever since. After only a year, she began climbing at a professional level. She enjoys traditional climbing up mountains with ropes to keep her safe, but she has become famous for another type of climbing called 'bouldering'. Bouldering is when you climb just a few metres from the ground, without ropes. Climbs are measured for difficulty, so a V0 is really easy, while a V16 is almost impossible. Bouldering climbs are called 'problems'. Ashima says that to her, climbing is like a problem or puzzle that she has to find an answer to. And she loves solving puzzles.
Ashima still trains in the gym in New York City, but she has also travelled to many countries in her young life looking for more and more difficult climbs. In 2014, she went to South Africa and completed the 'Golden Shadow' problem. This made her one of only five women to complete a V14 climb. But she's just achieved an even more amazing record – earlier this year Ashima climbed 'Horizon', a V15 climb in Japan. She is not only the first woman to ever climb a V15, she's also the youngest person to do it. Climbing isn't without its dangers, of course. Shortly after she completed Horizon, Ashima fell 14 metres and injured her back, but she has recovered and is now climbing again. Ashima is still at school, but sometimes she doesn't start her schoolwork until 10 o'clock at night, when she's finished her training. But to her, everything in life, even schoolwork, is a problem she can solve.

Track 39

1
My sports idol is Justyna Kowalczyk. She was a cross-country skier for more than 15 years. She won the world championships twice and was a double Olympic champion, too. Justyna Kowalczyk won 50 World Cup races and was on the podium another 50 times. In March 2018, she decided to retire from World Cup races and went on to become assistant coach for the Polish cross-country team.

2
This was the most dramatic match in my career. We were in the semi-finals and our rivals were the favourites of the whole tournament. As a goalkeeper, I felt particularly responsible for making sure we got to the finals. Just one minute before the final whistle, we were winning 2 to 1 and one of their forwards kicked the ball at my goal so hard that I was sure I wouldn't save it. I jumped and pushed the ball to the side with the tips of my fingers, and I managed to save it. We won the match and got to the final. I have never got more applause from the fans than in this match!

3
You need a team of 5 players to play basketball. The court is 28 metres long and 15 metres wide and there is a loop attached to a board about three metres above the floor at each end of the court. Teams score points by throwing the ball through the opponents' loop. A throw may be worth 1, 2 or 3 points. You can only touch the ball with your hands, but you cannot carry it. The only allowed move is bouncing or passing the ball to your teammates. The match is divided into four quarters. Each quarter is 10 or 12 minutes long.

4
Tennis is regarded as an exclusive sport. It's definitely not cheap; a good racket may cost several hundred pounds. Also, renting a court and hiring an instructor may be quite expensive. However, if you become a professional player and start taking part in international tournaments called Grand Slams, you may become famous, like Agnieszka Radwańska or Jerzy Janowicz. You may choose to play in single, double or mixed games and winning Wimbledon or the US Open may be worth as much as 2 million pounds!

Track 42
Woman 1: I just think that when you look at all the training that these people do to become the best, it makes sense that they get paid so much.
Man: Yes, but you could say the same for many jobs. Architects spend about seven years of their lives studying, but they don't earn $100,000 every time they go to work.
Woman 2: That's a good point. It's much more about how much money there is in sports. I mean, TV companies spend millions on football, so the star players are worth a lot of money to the league.
Man: I see what you're saying, but I don't think that's a good enough reason to pay them so much. I mean, there's a ton of money in other industries, like, er …
Woman 2: Some internet companies are incredibly rich, but software programmers don't make the same amount of money as football players.
Woman 1: I'm not sure I agree. There are some very rich people at the top of internet companies.
Man: That's true. If we compare star football players with, say, the boss of Amazon or Mark Zuckerberg, then actually the top players don't make that much!
Woman 1: And there aren't many athletes that make a good salary, are there? It's only the very best in each sport that make millions. They've had to compete against other very talented players to get where they are today.
Woman 2: And it's only a few sports, like football, golf, and tennis. What about track and field, for example? How much money do long-jumpers make, or even the best marathon runners? It can't be that much.
Woman 1: You're not wrong there.

Track 43

1
The Wizards have been attacking for the whole match but the Yankees have a strong defence. Now, there's a free kick for the Wizards, but the Yankees have a really good goalkeeper. Winston takes the ball and passes it to Jordan. What a powerful kick! He loses the ball. Brown gets it and he runs down the left. But where are the Yankees? Their defence is not working this time. Jordan gets the ball again. No, it's too high. It goes out. There's not much time left on the clock.

2

Woman: Brian, you were in a group of swimmers who crossed the English Channel as a team. Was it easy for you?

Man: There were actually four of us in the team. We were supposed to swim early in September. The weather, however, didn't allow us to do that. So, we waited and waited until the beginning of October. Then the air temperature was very low. Because of that, we shivered in the mornings, which I hated. I felt my shoulder was sore but it wasn't a big problem for me. Other swimmers felt pain in their legs. But the worst thing was that one team member was really hit by seasickness. Well, we all felt relieved after the crossing.

3

And finally, news from Egypt. Egyptian authorities have sent a warning to holidaymakers after an 18-year-old German tourist illegally climbed the Great Pyramid of Giza. The young man travelled to Egypt with the intention of taking pictures from the top of the 4,500-year-old pyramid. It took him eight minutes, risking his life, to reach the top of the Pyramid, which was once the tallest man-made structure in the world. When he climbed down, he was questioned by the police. Because of new laws, those who have the desire to do the same will be, like the teenager in question, banned from the country for life.

Unit 6

Track 45

Terry: Thanks for subscribing to *What's news?*. I'm here with Mali. Hello, Mali.

Mali: Hi, Terry.

Terry: Mali is a good friend.

Mali: You only like me because I cook for you!

Terry: No! I must say that Mali is a fantastic cook. But that's not the only reason we're friends! You are going to cook for me later, though, aren't you?

Mali: I thought you were taking me out for lunch! No, I'm going to make a tasty Thai meal for you.

Terry: OK, I'll do the washing up if you like. How about that?

Mali: That's a deal!

Terry: So, what's the secret to being a good cook?

Mali: I think it helps if you don't wait until you're an adult – my mum taught me when I was growing up.

Terry: Really? So, what would you say if I told you that food and cooking is going to be compulsory in schools?

Mali: Oh, that's good. How old will the children be when they start?

Terry: I expect children will learn some simple dishes at about eight years old.

Mali: Eight years old is a good time to start.

Terry: I agree that you should start young. I just don't know that school is the right place to learn.

Mali: No?

Terry: To me, home is where you should learn. Schools have enough to do to teach all the other subjects.

Mali: So why are they introducing this now?

Terry: The government thinks children should learn about basic food preparation before they leave school.

Mali: And what about the effect food can have on health? They may be able to teach them about the dangers of a poor diet in those lessons, too.

Terry: That's true, I suppose.

Mali: It's about making sure they use fresh ingredients – vegetables, meat and fish.

Terry: Right.

Mali: So you never learnt cookery at school or at home, Terry. And you still can't cook?

Terry: Actually, I've recently decided I'm going to learn one new recipe each week. My brother's showing me how to make vegetable lasagne at his house tomorrow. He's a good cook.

Mali: That's sounds delicious! Will you make it for me next week?

Terry: If you do the washing up afterwards.

Mali: That's a deal!

Terry: OK, well, thanks for joining us today, Mali. Next week, the podcast goes out at the same time and it's all about eating raw food. Happy eating!

Track 46

Interviewer: Tony, you've travelled a lot and I know that you're always interested in cuisines of the regions you visit. Tell us about the most delicious dish you have ever had.

Tony: That's right; I never miss a chance to taste something unusual when I'm in a new country. When you ask me about something delicious, the first thing that comes to mind is palačinky in the Czech Republic. These are pancakes which are filled with fruit jam and served rolled up. You usually get them with fresh fruit and cream. I've eaten pancakes in many countries – Italy, France, Croatia – but nothing compares to those made by the Czechs.

Interviewer: What was your greatest disappointment then?

Tony: A kind of stew called lecsó in Hungary. I know that Hungarian cuisine is very hot, and this dish was really spicy, but I didn't mind that. The problem was it also had a strange smell. I guess the meat wasn't fresh enough, or maybe it was the smell of a spice which I didn't know. Anyway, I decided not to finish the dish. I paid the bill and went to another restaurant. I've never had lecsó again since then.

Interviewer: Have there been any surprising situations for you?

Tony: Oh yes, I remember a small tavern on one of the Greek islands, where you could actually join the chef in preparation of your dish. You could slice and chop the ingredients and you decided how much of each ingredient to add. That was quite fun – I prepared my own vegetarian risotto then … Well, to be honest, it wasn't completely vegetarian – the chef persuaded me to add some seafood to it. And it was delicious!

Track 50

1

We've always eaten meat at home, and if I'm honest, I quite like it. But I'd really like to become vegetarian. I guess the main reason is because I know how bad eating meat is for the environment – a lot of the rainforests have been cut down to make space for farming animals. But I know it would be healthier for me, too. A meat-free diet would help me lose weight, I think. But I don't want to make cooking more difficult for my mother, so I'm hoping to cut down as much as possible without stopping the rest of the family from eating what they want.

2

I've spent a lot of money recently – friends' and family birthdays, that kind of thing. And with the holidays coming up, I've got to find some money because I expect I'll spend a lot over the summer. So I'm aiming to get a job between now and then. I'm thinking of asking at the local gym. They often need trainers, and I'm quite sporty.

3

So, I'm finding it quite hard at home at the moment. I love my sisters but it's very hard to concentrate because they're so noisy and we don't have much space. I don't need much to study – just a quiet room, a desk and wi-fi. There isn't a library near here, so I'm stuck with it for now. But I think I might ask one of my friends. If they've got space at their house, maybe I can study there while we're doing exams. In the long term, I'm aiming to have moved out by the beginning of my final year of university.

4

People in my class haven't been nice to me for the past few weeks. They've been saying nasty things about me sometimes and they don't want to talk to me during breaks. I know it's largely my fault. It all started when I told a few lies to impress a girl I fancied. When my class learnt

about it, they got really mad at me. I've been trying to make it up with them, but they still avoid me. It's really hard for me, but I think they will finally understand that I've changed and that we can be friends again.

Unit 7

Track 52

1

You can get a strange reaction to second-hand clothes around here. People have told me a T-shirt I'm wearing is nice, but when I say I bought it in a second-hand shop, I've been given strange looks! There aren't many second-hand shops around here so shopping around means travelling into the city. You can save a lot of money buying second hand, and good quality, well-made things can be found – a lot of them are better than most new clothes. And I love wearing some of the old fashions! Plus, these clothes weren't thrown away … so less rubbish for the planet to deal with!

2

I heard about these places in Germany where you can borrow things instead of buying them. Like a library, but for things, not just books. Say you need to put up some bookshelves in your bedroom but you need a special piece of equipment that you'll never use again. Instead of buying it, you can borrow it! And that's good for the environment as well as the bank account! The way it works is the things in the shop are donated by the customers. So, they give something they own to the shop, and then they can start borrowing from the shop! I love that idea. I wish one had been set up around here.

3

We live beyond the suburbs, close to farms, so it's ridiculous to waste money on food from the supermarket. We were shown at school how the environment pays a price for our food depending on how far it's been transported to get to us. So, I got my parents to buy our fruit and vegetables locally. And now some of our neighbours are doing it too. It's delivered right from the farm to our door so it's fresher than the supermarket stuff and it's so much cheaper! There isn't the variety you'd get in the store, but you learn to use what you can get.

Track 53

1

I was really looking forward to having such a shopping centre in our town! There are a few good clothes shops here and the best thing is that you can check their products online first and then come and try on whatever you found interesting. I haven't bought anything yet, but there's a fantastic blouse which I'm going to buy as soon as I get my pocket money next week.

2

We don't need another big shop like that here. When the previous shopping mall opened in the area two years ago, several local shops had to close down. My brother lost his job then. I'm afraid it's going to be the same this time again. Also, look at the car park outside – it's definitely not large enough.

3

All my friends post positive reviews about the centre on social media. Finally, we have a place with more than just shops. You know, we've got enough shops in the town, but here, there are two restaurants, a cinema and a bowling alley. My kids love bowling. Plus, there's a dry cleaner's here. I'll finally get my old leather jackets cleaned!

4

There are some of my favourite clothes shops here so it's a paradise for me. Look at this skirt – it only cost 40 zlotys and I could pay with my credit card. There are more cool clothes, so I'm definitely coming back soon. Too bad there's no shoe shop here; I need new trainers, so I'd definitely buy some.

Track 55

1

Woman: Can I help you?
Man: No. It's OK, I'm just looking.
Woman: No problem. Just let me know if you need any help.
Man: Thanks … Er, excuse me.
Woman: Yes?
Man: Um, I'm looking for black T-shirts. Where are they?
Woman: Over there. They're all women's, though.
Man: Yes, I know, thanks. It's not for me.

2

Man 1: Do you need any help?
Man 2: Er, yes, please. Have you got these in a 13?
Man 1 I'm not sure we have that size, Sir. These ones only go up to 12, I think.
Man 2: Oh, really? Hmm.
Man 1: These are very popular. I think we have them in larger sizes.
Man 2: No, I'm not looking for boots. I'm looking for something more classy. Don't worry, thanks anyway.
Man 1: You're welcome.

3

Man 1: Here you are. Is this what you're looking for?
Man 2: Yeah, maybe. But I'm a large. That looks a little small. Hold on … Excuse me!
Woman: Yes?
Man 2: Do you have this in a larger size?
Woman: I think so, yes … We only have it in red.
Man 2: That's OK.
Woman: Here.
Man 2: Oh, thanks. Where can I try it on?
Woman: The changing rooms are over there.
Man 1: So? Does it fit?
Man 2: I think so. It's very comfortable … What do you think?
Man 1: Ooh, that looks nice. It really suits you.
Man 2: You think so? OK. I'll get it.

Track 56

1

I love shopping online. Large shopping centres depress me. Spending time in a shop isn't my favourite pastime. I never go to shops just to see what's on sale there. I enter a shop only when I actually need something, like a new pair of jeans. But then I see so many other people who seem to be actually enjoying shopping there. I always end up asking myself why I hate shops so much and they don't.

2

I'm not a huge fan of shopping, but when I do go, I enjoy it. I am a very picky person when it comes to fashion. It is pretty hard to satisfy my standards and I usually end up saying *no* to a lot of things I find. I also enjoy observing what clothes and accessories other people are wearing. I often take photos of attractive-looking people. Actually, some individuals have made a career doing that.

3

I do enjoy shopping when I'm in a shopping centre with my friends. They usually help me find what I want. And when I finally get what I've come for, I take a little while to hang around the shops. I'm attracted to beautiful footwear, clothes or jewellery in the shop windows. I enjoy finding things that meet my aesthetic standards, regardless of whether I actually buy them or not. While walking around the shops, I can't help thinking that there's too much stuff there and so much of it will just go back to the producers.

4

I am that rare kind of person who prefers shopping alone to doing it with friends. I hate stopping in front of a shop window and waiting for others, or making others stop and wait for me. Sometimes I walk around the mall looking at styles, materials and patterns of different products. It's great fun. I'm not rich, so I spend my money carefully. Of course, I'd like to have the things I love and if I find items that are within my budget, I buy them.

Unit 8

Track 58

1
A hip, an ankle and a wrist are parts of the skeleton.

2
The treatment which keeps people safe from many serious diseases is called vaccination.

3
It's hard to breathe high in the mountains because there's less oxygen in the air.

4
People in some parts of the world have darker skin than others. This is the evolutional adaptation to strong sunlight.

5
In Oymyakon, Russia, the average temperature in winter drops below –50°C! It is the coldest place in the world where people live.

Track 59

Our bodies don't look very impressive if we compare them with other animals. At least, that's what many people think. Most mammals can run faster than us; we can't fly, climb or swim that well. But if you listen to today's show, you'll find out why the human body is extraordinary.

Mammals evolved for walking on four legs, but humans have adapted well to walking on just two. The bones in our back have changed shape so that they can support our heavy brains on top of our bodies, and our feet do a fantastic job taking all our weight! Each foot contains 26 bones and more than 100 muscles. And unless you take the car everywhere, you might walk up to 185,000 kilometres in your lifetime. That's more than four times around the Earth! Most plant material is very difficult to digest for animals like cows and rabbits, but a number of adaptations to their digestive system help them. Cows, which eat grass, have very long digestive systems. A cow's may be more than 40 metres long, about twenty times longer than the animal itself! It contains bacteria and other organisms which help the animals get nutrients from their food. But you contain bacteria, too. Lots! There are more bacterial cells in your body than human cells! The range of bacteria probably depends on your diet. You may have more types of bacteria in your digestive system if you eat a healthy diet with low levels of protein, fat and sugar.

Most humans live near sea level, but 140 million people live at altitudes of 2,500 metres or more, where there is less oxygen in the air – places such as the Himalayas, the Andes and parts of Africa. Be careful visiting such places – you will probably have difficulty breathing if you go to high altitudes. But local people have adapted to the conditions. In the Himalayas, people who have always lived at high altitude have bigger lungs to take in more air, and people in the Andes can carry more oxygen in their blood than the rest of us. We think these adaptations to the body happened less than 3,000 years ago, so if you think evolution always happens very slowly, think again!

Track 61

The International Red Cross believes educating people in first aid is really important. Here are two true stories that clearly show reasons why.

When 16-year-old Anmol saw a man collapse in a car park, she stopped to help. The teenager calmly observed the situation and called an ambulance. The man was lying on the ground looking very confused, so Anmol stayed with him and kept him calm until the emergency services arrived. She was surprised no one else stopped to help. Anmol knew what to do because they teach first aid at her school. The Red Cross wish more schools taught these essential skills.

Natasha was in a restaurant with her family when another guest started to choke. The woman couldn't breathe and her husband didn't know what to do. Calmly, Natasha went over to their table and stood behind the woman. She hit her on the back five times but there was still a problem. Then she put her arms around the woman and pulled up and in. At last the woman coughed and started to cry – but Natasha knew she could breathe again. The waiters called an ambulance and the driver said Natasha should be proud of her actions. He said: 'If it wasn't for you, she might not be alive.' Natasha knew what to do thanks to first aid training she does from time to time. A study found that up to 59 percent of deaths from injury could be prevented if first aid – was carried out before the emergency services arrive. If only more of us knew what to do in situations like this. What would you do if you saw someone in trouble? Could you help?

Unit 1

Track 2

1
But I told you not to do that – just stop it, will you?
2
It's great that you've passed your driving test – well done!
3
We'll have to think of something to do – it's another two hours before the train leaves.
4
I'm really looking forward to the holiday. It's going to be fantastic!
5
It seems like a good idea, but what if something goes wrong?
6
It's a pity that Tom can't come home for Christmas.

Track 3

1
We got our exam results last week and I didn't do very well. I was really upset and got angry with my best friend for no reason. I shouted at him and told him to go away and leave me alone. I felt really bad about it afterwards and I'm going to apologise to him tomorrow. I hope he forgives me because we are best friends.
2
It was my birthday last week and my parents arranged for all the family to get together for a meal. My grandparents were there and so were my aunt and uncle and their kids. We had a great time, but the best part was the present I got from my grandparents – a ticket to an open-air concert at the seaside this summer. I was so happy I didn't know what to say.
3
I took my driving test last week, but unfortunately I didn't pass. It was only the theoretical test, not the actual driving one, so I can take it again next week, but I was annoyed about failing. Some of the questions weren't very clear and I wasn't sure what answer I was supposed to choose. In the end, I was so nervous that I just clicked on any answer for the last five questions.
4
My friend Lisa and I went to the town centre on Saturday. We met up at the bus station and went for a drink at our favourite café. Lisa had an amazing new bag and some new jewellery I'd never seen before. I don't know where she gets them from, but she always seems to have new things. I want the same sort of stuff she buys. She looked so much more fashionable than me.

Track 4

Fred: I'm very excited about talking to our next guest. A huge welcome to the star of *Tell Me Straight*, it's the wonderful Charlie Devereux!
Charlie: Hi, Fred. Lovely to be here.
Fred: It's so great to have you. Thanks for coming in.
Charlie: My pleasure.
Fred: So, Charlie, in case anyone isn't familiar with *Tell me Straight* – it's a chat show, right?
Charlie: Yes, indeed, but one with a difference. Basically, I get to interview someone who's known a celebrity for a very long time. It could be a family member, husband, girlfriend, old friend from school … – anyone who knows the person well and can answer some interesting questions about them.
Fred: Sounds like fun!
Charlie: Oh, yes. It's great. For example, on last week's show, I discovered that footballer Jamie Cawley is scared of spiders!
Fred: Really?
Charlie: That's right. Absolutely terrified. And then there's the singer Ralph Powell who was so delighted when he passed his driving test that he sang to the examiner!
Fred: [laughs] What has surprised you the most, then?
Charlie: Hmm, that's difficult. I guess one of the most unusual stories was when the best friend of Sandra Rind, the actor, told us that Sandra always eats a raw carrot before she goes on stage.
Fred: And why does she do that? Is it good for her voice or something?
Charlie: No, apparently she gets very nervous before performances and it makes her feel more relaxed.
Fred: Ah, OK.
Charlie: And another funny one was Bruce Collins, the famous drummer. Every night, when he gets into bed, he counts backwards from a 100.
Fred: Who told you that?
Charlie: His wife. It helps him fall asleep, he says, although sometimes he gets annoyed if he makes a mistake and that makes him even more stressed!
Fred: Oh, dear. That's not good. What other secrets do you know?
Charlie: A particular favourite of mine was the actor Gerri Pennington. Her boyfriend told us that she can't understand the difference between left and right, and she's always asking him to help her. She's learning to drive and sometimes she even writes the words on her hands so that she doesn't get confused!
Fred: Oh, wow. That must be quite difficult for her.
Charlie: Yes, poor thing. We've learnt some fascinating things about people. But I guess everyone has a few surprises, small things that only our closest family and friends know about. We're so grateful to all the celebrities who've taken part – hopefully they don't feel too embarrassed about their little secrets. So Fred, what would your wife tell me about you?
Fred: Err, nothing Charlie – and she won't be appearing on *Tell Me Straight*!

Track 12

Boy: Have you seen this review of the new *Cosmic Cops* film?
Girl: Yeah, and I saw the film last weekend actually. I was really looking forward to it, but in the end it was a bit disappointing.
Boy: Oh, really? What did you think?
Girl: Well, the review made it sound great fun and I guess it was in a way, but I wasn't really into it as a sci-fi film.
Boy: I see. Why's that?
Girl: Well, the characters were just the same as before, nothing had changed with them. And the plot wasn't very interesting either.
Boy: Oh, that's a shame.
Girl: But …, I did love the special effects and the soundtrack was awesome, so much cool music. However, they didn't really help make the story better.
Boy: Can you say what was really so bad about it?
Girl: Well, there were a couple of scenes that were totally unbelievable, such as where the main character flies through the centre of a star and survives. And, you know, he then falls in love as always and the story moves on from there. It was a typical Hollywood movie, with impossible success in bad situations.
Boy: I suppose, but isn't that what sci-fi's all about really?
Girl: Not really. I think the best science-fiction shows how the power of technology changes our reality and this failed to do that, in my opinion.
Boy: OK, well, I guess you won't want to come with me and see it again then?
Girl: Sorry, I don't think so. We could go and see the new Star Wars film though. That's going to be amazing!

Unit 2

Track 13

1
I'm so frustrated! The train's late again!
2
This city has so many visitors. It can get really crowded, especially in the summer.
3
They're travelling to Athens after they leave Rome.
4
I don't like travelling by car. I really prefer to fly.
5
The hotel's very big and new. It's far too busy to relax here.
6
This bus station is so confusing! I've no idea where I am!

Track 14

1
She actually climbed the skyscraper with no ropes or other equipment.
2
Public transport is an excellent way to get around the city and it's very cheap.
3
Exploring building sites can be very exciting, but it can also be dangerous.
4
Do you know if there's a shopping centre around here? I need to get a few things.
5
It's not a good idea to play on railway tracks. You never know when a train will come.
6
We had a fantastic time at the amusement park. We stayed all day.
7
I think every traffic light was red. It took me forever to get here.
8
The hotel has a beautiful pool, restaurant and bar on the rooftop.

Track 15

Girl: Excuse me.
Boy: Yes?
Girl: I'm sorry, but I don't have my phone with me. Do you know the way to the Stratton Building?
Boy: The Stratton Building. Now, let me think. I know it's not too far from here, but … You know what, I'd better check on my phone.
Girl: I hate to bother you.
Boy: No bother at all. It'll just take a minute … OK, yes, here it is. Are you walking or taking the metro?
Girl: Um …
Boy: It'll only take you about fifteen or twenty minutes to walk there. The metro's a little more complicated.
Girl: Great. I'll walk.
Boy: OK, so we're on Third Avenue. You need to carry straight on until you get all the way up to Central Boulevard. It's a big crossroads with traffic lights. I think it's about four or five blocks.
Girl: OK, straight on until I get to Central Boulevard.
Boy: Right. Then you turn left onto Central Boulevard. Walk straight down it for a couple of blocks until you get to a big park. It'll be on your right.
Girl: Left onto Central Boulevard until I get to the park on my right.
Boy: Yes, that's right. The Stratton Building is on the other side of the park. You can't miss it. You can walk straight through the park and you'll see the building.
Girl: That's great. Thank you so much.
Boy: And one more thing. It's a lovely park. It's a nice place to have lunch or just take a walk.
Girl: Oh, right. That's good to know. Thanks a lot. Bye then.
Boy: Bye. And good luck!

Track 16

People often speak of space as the final frontier in human exploration. You know, the last unexplored place. Men have walked on the moon and sent equipment to other planets, but we have only just begun to explore our universe. There are countless other planets and stars for us to explore and possibly even colonise one day.
While there is no denying that space is relatively unexplored, there are some other unexplored frontiers a lot closer to home – our oceans. They provide us with so many different things – from food to medicines – but scientists estimate that less than 10% of our seas have been explored. And only a handful of people have travelled to their deepest depths.
As we explore further into our oceans, new discoveries are made. New life forms have been found in marine environments where we thought life was impossible – in complete darkness and under extreme pressure. More than 70% of Earth's surface is covered by seas and they contain 99% of the living space on our planet. Scientists believe that there are hundreds of marine species that have yet to be discovered. Not to mention the fact that our climate and atmosphere are controlled primarily by the oceans.
The British poet T.S. Eliot once said, 'We shall not cease from exploration, and the end of all our exploring will be to arrive where we started and know the place for the first time.' Eliot died many years ago, but I think his words are just as important today as they were in his time. What do you think?

Track 22

A
Boy: Excuse me. Do you know the way to Queens Park?
Girl: Sure! It's not very far from here.
Boy: Oh, great!
Girl: Go along here and turn right. Then take the sixth turning on the left. Go down Main Street and at the crossroads turn right.
Boy: OK.
Girl: Then, go all the way up the street until you get to the park.
Boy: Great. Thanks a lot.
Girl: No problem. Enjoy the park.

B
Boy: Excuse me, can you help me? I'm trying to get to the shopping centre.
Girl: Sure, so, go all the way down here until you get to the main road. You'll need to turn right.
Boy: Oh, yes.
Girl: Cross the road and carry on all the way up Church Street and you'll see the shopping centre.
Boy: Oh, great. Thank you.
Girl: You're welcome. And if you're not sure, just ask someone.

C
Boy 1: Sorry, excuse me. We'd like to go to the pier. Do you know where it is?
Boy 2: Yes, it's not very far from here. Go out of the shopping centre and turn left. At the end of the road turn right and it's straight ahead. You can't miss it.
Boy 1: Oh, that's great. Thanks!
Boy 2: No worries. Enjoy the views!

Track 23

Boy: OK, so, I've heard that this is a fantastic place to visit. There's the famous pavilion with the strange Indian design, that's really interesting to look around.
Girl: Yeah, I think a king lived there or something, so that'll be great to see.
Boy: Maybe, but visiting museums can be tiring and all that history can be a bit boring sometimes.
Girl: Well, that's true, definitely. Then there's the Theatre Royal. What do you think of going there?
Boy: It has to be the best theatre in town, so I guess there'll be something good to see there.

Girl: And the seaside is famous for shows. On the other hand, if it's a nice day, it's a shame to be inside.
Boy: Hmm … You're absolutely right. And I don't think it's very good to go shopping on a day visit. You can do that any time.
Girl: I agree. And they don't want to carry lots of bags all day.
Boy: That's true.
Girl: What about the beach?
Boy: Well, in my opinion that's a great place to chill out and the main reason to go to the seaside.
Girl: I'm not sure about that. I think the beach is a great place, but only when it's sunny, the rest of the time it's too cold.
Boy: Sorry, but I don't think so. The beach is great whatever the weather's like - it's nice to watch the waves.
Girl: Well, I suppose so. But I think the pier would be better. You can see the sea, and the games and rides are good fun. And they sell food, so you can have lunch there or take it to the beach.
Boy: You're right that the pier is fun and sells lots of delicious treats too.
Girl: OK, so let's choose three. Why don't they go to the pavilion? It's quite historic and looks amazing.
Boy: Yeah, that sounds good. And it's the seaside so they have to go to the beach.
Girl: Well, I guess you're right there.
Boy: And the final one?
Girl: How about the pier?
Boy: I totally agree. And the route is easy too. They can walk all the way down the pier from the pavilion.
Girl: And it's not far to walk either!

Track 24

1
Oh, I see. You've lost your way. Well, what you should do now is turn back and walk until you come to the big crossing. It's about a three-minute walk from here. Then, take the second turn to the right onto Pine Street. You'll see the town hall on your left. Continue to go straight and turn right at the post office. You'll see the art gallery on the left, next to a tall clock tower, so you can't miss it.
2
And finally the news from Glennoak. These days hardly anyone knows their neighbours, not to mention their names. But in the case of the residents of Floral Street in Glennoak it's a different story. They get along so well that about fifty residents went to Eastbourne on a short holiday together. Obviously, they all got along just fine. After coming back home, they said the trip was a great way to get to know their neighbours a lot better and they have already started planning the next one. Let's hope the residents encourage other streets to get involved in organising similar trips.
3
Hi, everybody. I'm Jason, your tour guide for today. I guess you're very tired after the long flight, but I'd like to tell you a few things. Firstly, we're going to reach our hotel in about fifteen minutes. Please, enjoy the view of the ships and sea on the right-hand side of the bus. Then, remain in your seats until we come to a complete stop when we pull up at the hotel. The hotel staff will meet you at the parking area to help you with your bags. I'll see you at the information session in the hotel lobby and give you the details of the ship cruise.

Unit 3

Track 25

1
What I do is very difficult! But I love it. Working with teenagers is interesting and rewarding, and I think education is really the most important thing we can give young people.
2
My job can be dangerous, but I can definitely say that it's never boring. We save people's lives every day. When we help people, save their houses, rescue their pets … that feels great.
3
You could say I have a well-paid job. I have a large office on the top floor of a building in the city. It's nice, but being the big boss is also a lot of work and a lot of stress. I work long days and I don't get much time off. I'm always thinking about work.
4
I've always been interested in computers, since I was a little kid. I love being able to create programs that can make a computer do whatever I want it to do. That's fun! I especially like creating computer games.
5
My job involves a lot of skills. When you design a building, you have to have artistic skills and be creative, but you also have to understand engineering and construction. If you don't have all these skills and knowledge, you're going to end up with an ugly building or a building that falls down.
6
You know, sometimes it's fun and sometimes it's very stressful. When you work in a restaurant kitchen on a busy night … Wow. You have to move fast and there's a lot of pressure to make every dish perfect. It has to taste good, look good, it has to be the right temperature and, if it's late getting to the table, that's a problem. But I love creating new recipes and it's a great feeling when customers enjoy my creations.

Track 26

1
My last job was as a chef at a local hotel restaurant. I love everything to do with food and it was a dream job for me. The pay was actually quite good too, which is unusual for this profession. Unfortunately, the hotel closed down and I'm currently out of work. There are lots of opportunities in the area, though. I even saw an advert for a job at the hospital, so I'm not worried about finding something new.
2
I only started my current job a few months ago, so I'm learning a lot at the moment. It's not too difficult, but I think it will take me a year to really get used to it. This isn't my first job as an accountant, but working in a large company is a new experience for me. The salary isn't very good, but I knew that before I started and I hope to get a pay raise after a year at the job.
3
I never planned to do this job. In fact, becoming a nurse was the last thing I would have chosen. When I lost my job, though, I went for a training course and realised that this was what I wanted to do. I spent two years at the local hospital getting some experience and now I work in a local clinic near where I live. It's great because I get additional days off and I have a card I can use for free entrance to the local gym.
4
My job involves overseeing construction work on building sites around the country. That means I have to travel a lot, but I don't mind it too much. I earn a reasonable salary and I'm hoping for a promotion next year. The only disadvantage is the weather because I have to check on the progress of work even if it's raining or snowing. I probably spend three quarters of my time at building sites, which is nice because I'm in the fresh air, but I sometimes dream of being in a nice, warm office.

Track 27

1
I've always loved the ocean. I grew up on the west coast of the US. I was originally studying to be a vet, but the ocean kept pulling me back. Now I work with sea life and it's my life's work to do everything I can to protect the sea. I'm especially interested in whales and dolphins. I don't think there has ever been a more critical time for the planet's oceans.
2
We help people in emergency situations. You know, like heart attacks or car accidents. I think we deal with more car accidents than anything else. The most important thing for us is to get to the scene as quickly as possible and give medical assistance to anyone who has been injured. Then we transport them to a hospital.

3
I've always been interested in design. I used to draw pictures of the houses and buildings in my town when I was just a small child. And I'd make changes to the buildings that I thought would make them better! By the time I was a teenager, I had already decided what I wanted to do with my life. I went to a great university and now I'm designing skyscrapers for a large firm in New York.
4
I'm the person that helps design systems that help your computer, smartphone and other electronic devices work well. Sometimes my job is to take existing software and update it or make it better. My work involves writing a lot of computer code, you know – programming, but that's something that I love to do. I've always had a technical mind and like being creative. I feel really lucky to be in this position.
5
I love numbers – always have. My best subject in school was always maths. It just came naturally to me. I even helped the other kids that were finding it hard. When I was a teenager, I used to help my uncle with his business. I set up a system for him to more easily keep track of the money coming in and going out. It wasn't hard for me to work out what to do for a career.
6
I adore food. The only thing I love more than eating good food is preparing it for others. My philosophy is to keep it simple. I always use high quality, very fresh ingredients and I try to let all the different flavours come through. I don't like heavy sauces or too much spice. I'm working for someone else at the moment, but my dream is to have a place of my own one day.

Track 28

Boy: I'm so excited. I just applied for my first job.
Girl: What do you mean? You'd had a couple of different jobs by the time you were at college. And then you worked at that restaurant during the summer.
Boy: Yeah, those were part-time jobs. But I'm talking about my first REAL job.
Girl: OK, so what is it?
Boy: Well, you know that I'm interested in training to become a registered nurse?
Girl: Yeah, I think you'll be great.
Boy: Thanks, I hope so. Anyway, I applied for the position of porter at the local hospital.
Girl: Porter? What is that exactly?
Boy: Porters transport patients around the hospital, you know, on trolleys or in wheelchairs. They also have to help lift patients from their bed and move them onto the trollies. And I think a lot of patients have to leave the hospital in a wheelchair. That'll be fun, working with patients.
Girl: Wow! I'm impressed. You're really taking this nursing thing seriously.
Boy: Yeah, I think it's perfect for me. I'll get to watch what nurses do close up and get a real feel for working in a hospital.
Girl: I bet you'll learn a lot just by being there.
Boy: Exactly. And you never know, that might be the hospital where I end up nursing.
Girl: Stranger things have happened. When will you know if you got the job?
Boy: I'm talking to the human resources manager this afternoon.
Girl: Good luck! I'm sure you'll get it.
Boy: Thanks!

Track 29

Many people with demanding careers spend more time with their colleagues in the office than they do with their family at home. You might even say that some people are married to their jobs. I'm sure you all know someone like that – someone who spends 50, 60 or even more hours a week in the office. Or someone who even when they're away from the office is still working on their phone or computer.
What these people need to ask themselves is: do I live to work or work to live? That is, what is the balance between a person's professional life and their private life? Does life centre on work or does work give you what you need to live a happy life? People have a lot of different points of view on these questions.
Some people argue that it's totally normal, especially early in one's career, to work as long and as hard as necessary to be successful. They say that nobody is going to give you success – you have to earn it. Starting a family and having a personal life can come later.
On the other hand, some argue that life is much too short to spend it working around the clock. They ask, how much money do you really need to live a happy life? And, what type of work should you really be doing? These people think that many of us need a healthier balance between work and life. That we shouldn't overwork ourselves just because that's what others expect.
Obviously there is no one correct answer to these questions. Every person is different. Some people love their work so much, that's all they want to do. Others have to work many hours because they have responsibilities to family. All I can say is this – life is indeed short, so try to find the balance that works best for you.

Track 30

Boy: Tell me about yourself, Martina. What have you done for the past five years?
Girl: Well, until last month, I worked at A-One Japanese Cuisine. I was the chef and planned the menus, ordered the food, hired the cooks and waiters, and supervised the quality of the dishes we prepared.
Before that, I was a cook at Yaya Maria's, a Greek restaurant in town. I prepared the main dishes, salads and sometimes even dessert. I enjoyed cooking very much, but I knew that I wanted more responsibility. That's why I left and started working at A-One Japanese Cuisine.
I worked at Café Milan, a small café near my house, before the Greek restaurant. I took orders, made sandwiches and made coffees. It was my first job in the food industry. Once I started, I was hooked! I really enjoyed preparing food that people would enjoy.
Before I worked at the café, I helped out at my aunt's restaurant. Nothing too fancy. But they make really great Cuban food! I cleaned the tables and served food to the customers.
And before that, I was at school. I left in 2013. Besides academic subjects, my secondary school had some job skills courses. In one course I learnt the basics of working in a restaurant kitchen. I had always enjoyed helping my parents cook at home, so I thought it would be interesting to see what it would be like to have a job in the food industry.
Boy: You have a lot of experience working in restaurants. Can you tell me more about …

Track 33

It's 10 pm on a cool Saturday in Los Angeles. About 30 people are queuing on the pavement next to a van parked on the street. The van is the Kogi BBQ food truck. *BBQ* is short for *barbecue*. The van will be open for the next few hours serving their amazing food.
Kogi BBQ has been popular since 2008. That's when two friends had the idea of serving Korean barbecue together with Mexican tacos from a van in Los Angeles. Kogi BBQ's founder Roy Choi was born in Korea. The food he prepares combines the flavours of Korean food with tacos and an extra ingredient – his training as a chef at the Culinary Institute of America. Some people call his creations revolutionary and many think it's good enough to queue for!

Track 37

Question 1 model answer

Well, I love fashion and I'm really interested in social media, so I'd really like to be an image consultant for celebrities. Image consultants advise famous people on their clothes, what issues to connect with and which people to hang out with. I get good marks in design and music is one of my favourite subjects, so I think I'll have the right skills to do the job well. You can travel anywhere in the world with this job and the salary is good too, so I think it would be a great career.

Unit 4

Track 38

Nowadays, there is a lot of attention paid to developing green technologies, in particular renewable energy. There are many different kinds of green, for example, solar, hydroelectric and wind power, but scientists are always looking for new solutions.

One idea that has been slow starting, but is becoming more popular, is the use of wave power from the sea and how water flows around the planet. This has huge potential to produce energy, but developing technology that can work for years in salty water isn't such an easy task. One project that is already under construction in Wales is a barrier which will make use of the water flow. Every 12 hours, as the water flows towards the land, massive amounts of water are pushed up onto the beaches, and scientists are going to use this to power generators installed in a five-kilometre long barrier. This will provide energy from a renewable source that we can depend upon for years to come.

Another challenge is how to store the electricity that is produced. At the moment, batteries are not able to provide us with the huge amounts of energy we need, so advances in technology are important. There is hope, however, that there will be breakthroughs in the near future that will double the life of batteries. If this happens, then the dream of providing us with 100% renewable energy may become a reality.

Track 39

1

I can use it from almost anywhere in the house. If I need to make a copy, scan a document or send a fax, it's really convenient. Sometimes I use it to print photos, but I haven't been happy with the quality of the images. And the other thing that I'm not happy about is the cost of the ink – it's expensive!

2

I don't have a bank account or a chequebook or any credit cards. I don't like carrying bills and coins around with me because there are some thieves in my village. This gives me a lot more security and I can use it to buy things when I need them. It's made my life a lot easier.

3

I mean, it's really almost impossible to imagine. Nobody is in control of the vehicle? Is there even a steering wheel? Do you just tell it where you want to go? I really don't know if I trust a computer enough to put my life in its hands. Maybe I'm old-fashioned, but I think I prefer to have a bit more control.

4

It's really like having a supercomputer in your pocket. I use it to keep all my contact information for friends, family and business colleagues. Not to mention hundreds of songs and photos. And my calendar! The only problem is that I spend too much time texting and on social media. I'd like to cut back, but it's really tough.

5

A machine that can think? It sounds like something from a science-fiction movie. But when you think about it, we're already using them every day. I'm always talking to my phone – asking for directions, getting information I need, making calls. I guess I forget sometimes that I'm talking to a machine and it understands what I say. Not 100% of the time, but pretty good.

6

My cousin lost his job recently. It's not that he wasn't doing a good job. It's just that the company is always looking for ways to save money and decided that it would be less expensive to have a machine do the same work my cousin was doing. Some people call it progress, but it's not progress for my cousin.

Track 40

Boy: Can I help you?

Girl: Yes, I want to buy a new laptop. The one I'm using is five years old and it's slowing down.

Boy: I understand. Five years is about as long as you get from the Optimum 3.0 model you have there. If you like the Optimum 3.0, I can show you the latest Optimum laptop.

Girl: OK. I'd like to see it.

Boy: This is the Optimum 5.0. It has a 15-inch screen. It's a bit larger than the model you have. The battery lasts longer and there are the two standard USB ports.

Girl: It's not very different to what I have, only newer. Can you show me some laptops with other features?

Boy: Sure. This one made by Vertex has a 17.3-inch screen. That's the largest screen available. It's great for graphics and design. Vertex is very popular with graphic artists.

Girl: It's a very big screen. That one is too large for me to carry to school every day.

Boy: OK, something smaller then. The Ilet 4 has the smallest screen available, just 11.6 inches. Customers like the ilet 4 because they can easily use it on the bus or train. It's light and very portable.

Girl: Which laptop's battery lasts the longest? There are not enough places to charge my laptop at school.

Boy: Oh, a long-life battery. The Plintar's battery is the best. It lasts for days without charging.

Girl: Can you tell me the price of the Plintar …

Track 41

Girl: I just got a letter from my grandmother. She's taking a yoga class. And she sent me a cheque for 50 pounds.

Boy: Nice! Your grandmother is so cool. I love the fact that she's still so active.

Girl: Yeah, she's really inspiring. She takes very good care of herself and is involved in all sorts of different things.

Boy: Do you see her often?

Girl: No, she lives quite far away and it's very difficult to stay in touch.

Boy: Why's that?

Girl: Well, if you can believe it, the only phone she has is a landline in her house. If she's not at home I can't get in touch with her.

Boy: Or text her or send pictures. Can you at least send her an email?

Girl: Nope. She was given a laptop for her birthday, but she has never learnt how to use it. I don't think she's ever even turned it on.

Boy: Wow! Maybe you could help her learn, you know, enter the modern age.

Girl: She says that she has zero interest. She says that all she sees in the world now is people with their noses stuck in their phones. She's right, I guess. She said that when she was growing up people actually talked to each other. And when you wanted to see somebody, you actually had to visit.

Boy: I guess all this technology is normal for people our age. All of the stuff we use today was invented when she was already pretty old.

Girl: Yeah, she says that I wouldn't recognise a phone box or know how to dial on a phone. Or use a record player! Most of the technology she grew up with is gone now. One thing is that she has voicemail so I can leave her a message.

Boy: Well, that's something at least.

Track 44

Girl: Wow, this is a difficult question. Where to start? Obviously one good thing about smartphones is that the internet is now everywhere. It's in your pocket and not stuck to a cable.

Boy: That's definitely true; imagine what it was like before! With smartphones you can get information and music anywhere you want. But that can be a problem because we kind of depend on smartphones too much.

Girl: Really? Why do you say that?

Boy: Well, when we don't have a data signal, we become sort of helpless. For example, it's not normal to ask for directions or to learn to read maps anymore, so without directions on our phone we're really lost.

Girl: You're right that it doesn't develop some of these old skills, but we can do so much more now that we're connected. Social media really started working after smartphones became popular, and it's good because it's connecting people through news and interests so we know a lot more about the world.

Boy: Well, yes, on one hand with a smartphone you are more connected to the world, but on the other hand there's no filter; anyone can say anything.

Girl: Yeah and they do.

Boy: And you have to deal with trolling and online bullying too, so one bad thing about smartphones is that it feels like there's no escape from other people, and we all need time by ourselves to think and reflect.

Girl: You know, I don't feel like I ever get enough space from other people. I think I'm going to start leaving my phone off more and just get away from everyone to have a bit more time for myself.

Boy: Yeah, me too. But remember to keep it close in case you need it!

Track 45

Boy: OK, well, some things everyone can do, like writing, and I think it's an important skill to be able to write, instead of just typing on a computer.

Girl: That's true, but one good thing about typing is we can make changes and it looks clearer too.

Boy: Yeah, on the one hand typing is good for writing essays and reports, but on the other hand, research shows that when we write study notes by hand, it helps us to remember things better than typing.

Girl: Yeah, all the muscles working together with the brain. OK, so, what about painting?

Boy: I haven't learnt to paint, but Photoshop is good because I can make any photo look like a painting really quickly.

Girl: Sorry, but I don't think so. In my opinion, painting is about capturing the feeling of a situation and one bad thing about technology is that it can't understand human feelings.

Boy: Well, you're right there, I guess. Maybe that's why art is so expensive. But one good thing about technology is that you can make copies of famous pictures so everyone can enjoy them.

Girl: Yeah, that's true, art is so expensive. And cameras are good because I have a photo of my family as the home screen on my phone and I couldn't paint that myself!

Track 46

1

Well, think about a group of students sitting in the hallway during the break, checking their smartphones. You'll see the same thing on the bus or train. Almost everyone has their eyes fixed on their screens. And what about family life? I've seen families sitting together around the dinner table with their smartphones in their hands. People even keep their devices up in the air taking pictures at the concert although they were kindly asked not to do it. And I could go on. We interact with our technological devices instead of communicating with each other.

2

We think of technology as a form of entertainment. We use technological gadgets to play games and watch movies no matter where we are. However, things would be very different without the advances of technology. As for me, they allow me to have a career on my own terms. Without the internet, computers, and laptops I wouldn't be able to do what I do. I work from home, and I have a career that allows me to plan my schedule and meet my clients. I do what I love and technology makes it possible.

3

I am not even 18 yet, so I belong to the generation that is addicted to their smartphones and social media. I use both myself, but I hate them. I enjoy simple things in life like reading a book at a coffee shop or sitting in a park and listening to some records. I enjoy living this way. I think more people my age should have a similar mindset as me. However, most of the people I know don't live this way. That is why I sometimes feel I'm isolated. But if I delete all my social media, I will be disconnected from people my age. They're all on their phones. If anyone has any idea what I should do, tell me.

4

Aren't you bored with giving theoretical explanations your students don't understand? Technology has the power to make things clear for every student. Thanks to audio-visual presentations, they will understand the new material much faster. And think about the number of trees that would be saved if school decided to introduce digital textbooks. Of course, this may be far from realistic now, but you could try. You can instruct your students to take online tests and submit their homework through email. And there are many other ways you can take advantage of technology. So, don't ignore its power.

Unit 5

Track 47

Boy: I've been thinking a lot about my health lately and how active I am. Or should I say, am not!

Girl: What's brought this on?

Boy: I don't know. I see people like you and other friends and everyone seems to be a lot fitter than I am. And I don't do any sports like you do, either.

Girl: I agree, up to a point, but don't be too hard on yourself. You've got lots of interests. Don't get me wrong – I'm the first person to encourage anyone to be more active and adventurous.

Boy: The problem with my interests is that they don't involve a lot of exercise. I play a lot of chess and I'm addicted to computer games, but that has me sitting for hours. And don't even talk about the junk food I eat while I'm playing. I eat enough snacks for ten people!

Girl: Well, listen, that's easily changed. Karen, Bill and I are going on a long walk this weekend. We'd love you to come.

Boy: How difficult is it? Do you think I could handle it?

Girl: It's about four hours and you'll definitely be sweating, but you'll love it. If you have to slow down or take a break, it's no problem. We love to stop along the way and enjoy the view. We're going to have a picnic, too.

Boy: I haven't done anything like that for ages.

Girl: Hey, there's no time like the present!

Boy: You know, you're right. I need to get out. I think it would do me a lot of good. I'm turning into a couch potato.

Girl: Ha! Don't be silly. You look great. You just need to get moving.

Boy: And I'll bring something healthy for the picnic. Maybe I'll make a salad.

Girl: Great! Now you're talking. You'll be rock climbing with me before you know it!

Boy: That, I'm not so sure of.

Track 48

Girl: There's a new breed of dog in town: the extreme dog! While most pooches act as if stealing food from the table is living dangerously, some aren't happy unless they're catching awesome waves or cruising a thousand feet in the air.

Take Bandit the Boston terrier. He loves his California lifestyle so much that he surfs whenever he gets the chance. Owner Mark Shaffer knows Bandit is ready to paddle out to big waves when his pooch puts his paws on the board. And it's no surprise to Shaffer that Bandit craves the waves. The dog's first love is riding motorbikes. 'That's where he learnt to balance and lean into a turn,' Shaffer says of his pet, whose full name is, of course, Bandit the Biker Dog.

'Dogs like Bandit are unique individuals,' veterinary behaviourist Jacqui Neilson says. 'Like people, dogs that enjoy exciting activities have a special personality, talent or athletic ability.

Boy: Some dogs are just built for extreme sports. Like a teenager in bulldog clothing, Tillman is a natural skateboarder because of his strength and size. As a pup, the bulldog was always trying to steal another dog's board, so owner Ron Davis got Tillman his own. He first learnt to simply roll along without falling off. Now he's got mad skater skills, pushing the board with one or two legs and even turning by himself. 'He doesn't like to quit,' Davis says. 'When I tell him it's time to go home, he takes his board far away to delay us from leaving.'

Extreme dogs know how to have fun, but they're also extremely good at something else. 'The coolest part about Tillman isn't that he skateboards,' Davis says. 'It's how he makes people smile when they watch him.'

Track 49

I went to a volleyball match at the local sports centre last week. It was between our local team, the Angels, and a team from another city. I knew that the Angels were quite good because I'd read about them on the internet quite a few times. I hadn't actually been to see them before, so I was excited about going. I persuaded a friend to go with me to keep me company and I was really glad she was there because the stadium was practically empty. It's not surprising that sports clubs have financial problems if so few people go to see them play.

Anyway, the match was quite good. At least it was for our team. The visitors were completely dominated for most of the match and didn't score many points in any of the sets. It was a shame, really, that there was such a gap in the skills of the teams. I think it's much better when teams are close to each other in ability.

We weren't shocked that our team won. In fact, I knew that they would before we even bought the tickets. I'd looked at the results for both teams from the last five matches and the visitors had a very poor record. The Angels are playing again in a couple of weeks and I might go to that one, too. They're going to be playing a stronger team, so I'm not sure they'll do so well. I might persuade some more friends to come along to give them some support.

Track 55

1

Boy 1: The government should spend more on sports education in schools.

Girl 1: I totally agree with you. Young people are the future of the country.

Girl 2: I see what you're saying, but in my opinion, schools need more money for teachers.

2

Girl 1: Sport teaches everyone about the value of hard work and determination.

Girl 2: I'm not sure I agree. I think there's too much pressure in sports now.

Boy 1: That's true. Every year, you hear about more new athletes taking risks with steroids.

3

Girl 1: I think we should have access to a wider variety of sports.

Boy 1: That's a good point. Not everyone likes football or swimming.

Boy 2: I understand what you mean, it's just other sports can be expensive, so cheap sports give more access to sport.

4

Boy 1: I believe sport gives young people much better role models than celebrity or politics.

Boy 2: Maybe, but in my opinion there's way too much corruption in sport.

Girl 1: He's right about that. Look at the problems FIFA had with fraud.

5

Girl 1: I think big sports competitions stop people focusing on the real problems with the country.

Girl 2: She's got a good point. They often ignore the serious issues with the economy or infrastructure.

Girl 3: Yes, but they bring lots of investment which creates jobs and helps businesses.

6

Boy 1: Sportspeople are excellent role models for young people.

Boy 2: I agree up to a point, but the best earn so much that it creates unrealistic objectives!

Girl 1: You're not wrong there. Some of the salaries footballers get are unbelievable.

Track 56

1

Boy: I don't think footballers should be paid more money than other sportspeople.

Girl: I see what you're saying, but they are part of a big business making millions. So they should have a share of that.

2

Girl: There should be more mixed competitions with men and women playing against each other.

Boy: I agree up to a point, but men are often stronger so they might have some advantage over the women.

3

Boy: I don't believe that the government promote enough alternative sports.

Girl: Yes, but it's not up to them to advertise sports.

4

Girl: It seems strange to me that there's so much focus on sports, but not as much on culture.

Boy: I understand what you mean, it's just that sports are more important for health and fitness, which means that we live longer and better lives. Culture's more individual.

5

Boy: There's just too much sport on TV these days.

Girl: I totally agree with you. Every channel seems to be full of sport at the weekend. I just want to watch a drama or something.

Track 57

Examiner: We've been talking about issues in sport. Now I'd like to discuss some more general questions related to this topic. First, let's consider how sport affects people's lives. Do you think there should be more space to do sports in cities?

Candidate: Well, there aren't as many places to do sports in cities because of all the buildings. The space just isn't there. You sometimes see football pitches on the top of skyscrapers and other large buildings because there isn't enough space.

Examiner: Maybe, but what about leisure centres?

Candidate: Ah, yes, you've got a good point. In the city, there are often more good quality facilities that people can use because there are more people to pay for them and use them. But there's no real substitute for the natural spaces you can do lots of sports in.

Examiner: So you don't think that these facilities make people more likely to do sport?

Candidate: Yes, but going to the gym or the pool is not for everyone. I like cycling and the city is too crowded to do this safely. It's much better in the countryside. It would be great if cities had more space for sport without cars and buildings in the way.

Examiner: OK, and tell me about sportspeople as role models. How much influence do they have on young people?

Candidate: Well, that's an interesting question. There are so many ways that sportspeople influence young people, especially football players. Some of them are good and some bad, but the bad things get into the news more, so I think they give a negative message.
Examiner: Could you say a bit more about that?
Candidate: Yes, well, there are problems with bad behaviour. This can make us think that certain things are OK when really we know we shouldn't do them, but if they get away with it, it sends a bad message. And sportspeople end up advertising things because of sponsorship.
Examiner: Is that a new thing?
Candidate: Well, I'm not sure it's a new thing, but it's definitely more noticeable now. You might think that you have to buy this pair of boots or that tennis racket because somebody is sponsored by it and uses it, when really they are just using it because someone's paying them to. That makes some young people focus on the wrong things in sport, I think. It should be about the game, not the kit.
Examiner: Well, you're not wrong there. Now, finally let's think about the role of sports funding. What do you think of the funding of sports by the government?
Candidate: I think that there's too little funding for sports now. You see everyone taking sponsorship deals because there isn't enough funding for sports from the government. I play for a team and we used to have money for the ground where we played. You know, people looked after the grass and the pavilion where the changing rooms were, things like that. Now we don't have any of this and we have to pay for it ourselves.
Examiner: I see what you're saying, but there are many different kinds of sports funding. Did the money go to something else perhaps?
Candidate: I understand what you mean, but it's this kind of funding that will encourage people to play sports or stop. When you don't have good equipment, sport gets much more difficult to do and less enjoyable. So you have a worse time and feel frustrated because you are limited by the circumstances, rather than your own ability. You practise and you want to play well, but when the roof leaks and the pitch is bad, it makes things difficult, so I think this basic funding is really important.

Unit 6

Track 58

Have you ever tasted delicious, oven-baked gingerbread cookies? Or have you ever seen, eaten or even made a gingerbread house? In many countries, gingerbread is an important part of celebrating winter holidays.
You can thank a wicked witch for gingerbread houses. Gingerbread has been around since at least the eleventh century. But, in 1812, the brothers Grimm published *Hansel and Gretel*, featuring a witch who lives in a house made of sugar. The witch used her sweet-tasting house to attract unsuspecting children. Luckily for Hansel and Gretel, they were clever enough to escape from the witch. After the success of the story, miniature edible homes became popular. The witch's candy-covered home has inspired bakers ever since.

Track 59

Did the story about Hansel and Gretel make you want to eat some gingerbread cookies, or even make a gingerbread house of your own? Here is a simple recipe to make delicious, oven-baked gingerbread cookies.
First, in a bowl, mix one cup of butter, one cup of dark brown sugar, one large egg, and a quarter of a cup of golden syrup.
Next we add the spices. Mix in half a teaspoon of cinnamon, two teaspoons of ginger, one teaspoon of allspice, one teaspoon of baking powder and half a teaspoon of salt.
Finally, mix in four cups of flour until it is well-blended. Now you have your dough, but first you need to refrigerate it. Wrap the dough in foil and put in the refrigerator for three hours.
After the dough is chilled, roll it out on a floured surface until it is about a quarter of an inch thick. Cut out cookies with a cookie cutter shape. It could be animals, gingerbread people – really anything that you like. You can use any remaining dough to make clothes, hair or jewellery.
Now put the cookies on a baking sheet and bake in the oven for seven minutes at 375 degrees. Let the cookies cool completely before you decorate them with icing.

Track 60

The sharing of food has always been part of the human story. Archaeologists have discovered a 300,000-year-old hearth near the city of Tel Aviv, the oldest ever found, where diners gathered to eat together. A circular loaf of bread was discovered in the ruins of Mount Vesuvius in Italy. The bread was baked so it could easily be divided into pieces. 'To break bread together' is a phrase that captures the power of a meal to strengthen relationships, possibly solve disagreements and usually bring much laughter.
Even children understand this power. They make mud pies, have tea parties, trade snacks with friends and generally imitate what they see adults do with food. They celebrate with sweets from the time they are very young and, for many people, the association of food with love will continue throughout life.
In some cultures, people leave delicacies or other special foods at the graves of loved ones to let them know they are not forgotten. And we have seen in history that even when times are very tough, people want to celebrate with food. In the Antarctic in 1902, during Robert Falcon Scott's *Discovery* expedition, the men prepared a special meal to celebrate Midwinter Day, the shortest day and longest night of the year. The feast included 45 sheep that were on the ship. The cold, the darkness and the isolation were forgotten for a while. 'With such a dinner,' Scott wrote, 'we agreed that life in the Antarctic Regions was worth living.'

Track 61

When it comes to food, one popular game is to ask people what their ideal meal would be. There are as many different answers as there are people, and it is often surprising what people choose. Of course, the best people to ask are chefs themselves – after all, who knows more about the wide variety of food from around the world. So what do chefs choose when they are asked to prepare an ideal menu for themselves? Well, the answers are not exactly what you might think.
Amazingly, professional chefs very rarely choose expensive, exotic food to go on their menus. You would expect to see lobster, caviar and truffles with champagne. However, the truth is that people prefer simple dishes that remind them of their childhood or of some other important event in their lives. The smell of our grandmother's baked apple pie, or the taste of fresh bread and olives – these are the most common choices among the world's top chefs.
Another interesting aspect is that the food is not necessarily the most important element. For many, the location and the people who are with them are much more meaningful. Not to mention the view, the music you play to accompany your meal, and of course the weather. So, try it out on your friends next time you meet up. You never know, you might get some new ideas for dishes at the same time.

Track 67

a: school and study

Well, I'm looking forward to finishing school! And I expect I'll go to university, like my brother and sister. I'm thinking of studying music production, but I'm not sure yet. I'll have to wait and see. In the short term, I'm hoping to pass all my exams and get good grades. That's important for getting into a good course at a good university.

b: hobbies and interests
I'd really like to learn to snowboard. It looks so cool and I already skate, but we don't usually get any snow here, so I think I might go somewhere in France next winter and learn there. I'm interested in learning French too, so it would be a good idea. I'm aiming to organise a holiday by the end of the summer, so I have lots of time to prepare and do a bit of practice on a dry-slope here before I go.
c: friends and relationships
My friends are really important to me. We do loads of stuff together and tell each other everything – they're like a second family to me. In the future, I'm hoping to find a caring partner and have three or four lovely children. I'd really like to live close to my friends, but lots of them are interested in going away to university, so they might not live near me. I expect we'll keep in touch, though.

Track 68
Hmm, so, I'd really like to be a chef. I'm really into cooking and flavours, and I'm thinking of studying it at college after I finish school. In the short term, I'm planning to get as much experience as possible with cooking, so I think I might get a job in a local restaurant which I love! And later, I expect I'll have to do all the boring jobs in the kitchen because that's what usually happens when you want to start working in this industry. I'm also into business, so I'm interested in having my own restaurant chain when I'm older and I'm aiming to get lots of celebrities to eat there. I'm really looking forward to being a world-famous chef!

Track 69
1
When I was little, I wasn't interested in food or cooking. I didn't even bother to learn anything from my mum, who cooked very well. Then, when I was at college, I decided to throw a party for my friends. However, I wanted to prepare the food myself. I bought a cookery book. I found some recipes for dishes that my friends loved. Soon I became hooked on cooking. I made a rule that once a week I invited my friends and I prepared a meal made entirely of things we had never tried before. This finally led me to open my own restaurant and that's how my cooking career started.
2
Honestly, I've always been keen on cooking and pretty good at it. I even seriously considered it as a career path but I talked myself out of it. When I moved to where I live now, doing contract work, I decided that I liked it here. I didn't want to leave this place but there were no job opportunities for me in this area. I knew a guy who worked in a small restaurant. They needed a cook and I needed a job. I just figured out that since I was a good cook at home, I could be a good cook in a restaurant. Soon I learnt that wasn't automatically true, but because I wanted to keep the job, I did my best to learn as quickly as possible. In fact, it didn't take me long to become attached to it.
3
Neither my mother nor my father was a good cook. And they were the first to admit it. They experimented with recipes from cookery books such as 'Supercook'. Although they tried hard, they were hardly ever satisfied with their dishes. Then, when I was in high school, I had a close friend whose parents ran a small restaurant. I remember my friend's father teaching me how to make simple pancakes and other plain dishes. It was an absolute revelation to me. That was the key moment that opened the door to my life-long interest.
4
I learnt to cook by necessity. I had to because my parents worked long hours and sometimes they even went on business trips. Both my parents cooked a lot, so I learnt mostly from them. At first I just cooked pasta or eggs. Every summer I visited my grandma who cooked like a professional and she taught me a lot more. There was a lot of trial and error involved. One thing is certain, the more I cooked, the better I became. I didn't worry when I had to throw away some stuff that was inedible. I knew I would get the dishes right eventually!

Unit 7

Track 70
1
It's so depressing. It's going to take me years to pay off this debt!
2
We should go down to the market – we'll definitely find a bargain there.
3
I'll come shopping with you, but I'll just browse. I can't afford to buy anything.
4
Could you lend me some money for this jacket? I'll pay you back tomorrow.
5
This brand is famous in North America, but very few people in Asia recognise it.
6
I really wanted the black jeans, but they'd sold out of my size.
7
I like these shoes, but I think I'm going to shop around a bit before I decide.

Track 71
1
Boy: Have you ever had it cleaned?
Girl: No, I can't. It's too delicate. I don't trust anyone with it. I think I'll just try to wash it by hand.
Boy: That's a good idea, with just a little bit of soap. And don't put it in the dryer.
Girl: Oh, no, that would ruin it.
2
Girl: Wow! I really like that. It looks great.
Boy: Thanks. I like it too.
Girl: Where'd you get it?
Boy: I bought it in a charity shop. It's not in perfect condition, but I think that's why I like it so much.
Girl: I agree. It's got a lot of character.
3
Boy: How about this one?
Girl: Nah, that's a little bit plain. I was looking for something a bit more interesting.
Boy: This one?
Girl: That's pretty, but, you know what, I think I want something with a pattern on it.
Boy: OK, well, how about this striped one? I really like this one.
Girl: Me too! I'm gonna try it on.

Track 72
In 2007, iTunes sold its three billionth digital song. That was only four short years after the start of the online store. And that was mainly because of the iPod, Apple's digital music device. For a lot of people, it just didn't make sense to buy a whole CD anymore. You could download a song you liked for a buck and the traditional music industry was in a panic. For years, CD sales had been a cash cow for the music industry, bringing in enormous amounts of money. Music analyst Matt Kleinschmit captured the mood of the time when he said, 'It's all about the à la carte song purchase.'
À la carte is a French phrase meaning that you can pick individual items from a menu and not have to buy a whole meal. How right Kleinschmit was! By 2015, digital music sales had overtaken 'physical' sales for the first time. And of course today, *digital* means both downloads and streaming. So what about the future? Despite declining sales, the CD isn't likely to completely disappear anytime soon. CDs are still very popular in some countries and many fans still buy them when a favourite performer releases a new album. But for new artists, the digital option is heaven-sent. 'A kid in Des Moines can have the same distribution power as the largest corporation,' says Jeff Price, CEO of TuneCore, which delivers

music to online stores. Who needs a record company when a catchy song and a YouTube video can make you a star?

Track 79

Girl: Hi. Can I help you?
Boy: Hi. It's OK, I'm just browsing.
Girl: Are you after anything in particular?
Boy: I need to buy some new jeans.
Girl: Well, these are on special offer.
Boy: Um, to be honest, I'm after something more fashionable.
Girl: No problem. Perhaps these are more your thing?
Boy: Oh, great. I need a size 30 long.
Girl: We've got a 30 regular in this colour, but in 30 long we've only got the black ones.
Boy: Great. Can I try them both on?
Girl: Sure.
Boy: Err, where are the changing rooms?
Girl: They're just behind you. I'll give you a ticket.
Boy: Thanks.
…
Girl: How are you getting on?
Boy: Fine thanks – Yeah, the black ones look really good. I think I'll buy them.

Girl 1: Hi. How can I help?
Girl 2: Hi. I'm looking to get a new phone.
Girl 1: Are you after anything in particular?
Girl 2: I need something reliable with lots of storage.
Girl 1: Well, the new iPhone has the best reputation.
Girl 2: Um, actually, I'm after something a bit cheaper.
Girl 1: OK, well, how about this one? It comes with 128GB of storage and is less than half the price.
Girl 2: Nice design. I like the silver. But have you got it with a larger memory?
Girl 1: Yes, it also comes in 256GB, but at the moment we've only got that in black or white.
Girl 2: Alright, let's see the black one. Have you got one to look at?
Girl 1: Sure. There's one just over here.
Girl 2: Oh, yeah, it looks really nice. I think I'll go for that. So, what price is that with 256GB?
Girl 1: Well, there are three choices ...

Track 80

Well, I sometimes shop around for a good deal on clothes online, but I think it's better to go into a shop to buy them. One advantage of shopping online is that you can see what colours and sizes they have instantly, and browse a lot of different styles and collections. You can also hunt for special offers. But I still prefer going to a shop because you can try things on in the changing room. If you shop online, you have to wait for them to arrive before you can find out if they're the right size. Getting a refund is much simpler in a shop too. Also, you can ask the sales assistant for their opinion and get suggestions to help you choose.

Unit 8

Track 82

Kevin:
Hi, this is Kevin. I'm not available right now, but please leave a message after the tone and I'll get back to you as soon as I can.
Doctor Jacobs:
Hello, Mr Andrews. This is Doctor Jacobs calling. You told me it was OK to leave a message if you didn't pick up. So, again, I'm very sorry that you haven't been feeling well. Anyway, we've received the test results. I wish I had better news, but I'm afraid you do have a bacterial infection. It's nothing serious and there's no need to worry, but we do need to treat it. I've prescribed some antibiotics for you and had them sent to your pharmacy. I'd like you to start taking the tablets right away and please follow the instructions on the packet carefully. Try to stay out of the sun and drink plenty of water. And, most importantly, please take all the tablets even if you start feeling better. Not taking all of your prescription can cause other problems. If you're still feeling unwell after a week, please call the surgery and make a follow-up appointment. Hope you feel better soon. Thanks!

Track 83

So I'm at the beach one summer and there's this little girl in the sand, just staring at me with her mouth wide open. I'm used to weird looks – I was born without arms. 'What happened to your arms?' she asks. 'I didn't eat my vegetables when I was your age,' I joked. 'So make sure you eat yours!' The girl's dad was with her and explained I was just kidding around. Still, some people think it's strange for me to make jokes about my physical challenge. But having a sense of humour shows that I've accepted who I am. Sure, I probably do a lot of things differently to you – ever tried eating an apple with your toes? – but once you get to know me, you'll see I'm pretty much like you. Well, maybe I tell a few more jokes!
No one knows why I don't have arms – I was just born that way. But my physical challenge didn't matter to my parents. When I was two and a half years old, they adopted me from India. Earlier they had adopted my brother George, who also was born without arms. In fact, eight of my eleven brothers and sisters are adopted.

Track 84

I use my feet and toes just the way you'd use your hands and fingers. I eat, write, type, text, cook, brush my teeth and tie my shoes with my feet. When I can't use my feet, I'll figure out another way.
I'm often asked how I learnt to use my feet like hands. Honestly, it's not something I think about. Like brushing your teeth, you probably don't remember learning how – you just do it. And you don't think, 'OK, how am I going to use this pencil?' every time you write. Same with me. Using my feet comes naturally. I just do it.
That's not to say I don't need help from time to time. When George and I started learning how to drive, our parents had to make a few adjustments to the car. It's nice to have people helping me, but it's also important to be adaptable. I won't always have help around, so I have to come up with my own solutions. But I think that's true for anyone, with or without arms.
Every once in a while, a new teacher will tell me to take my arms out of my shirt or take my feet off the desk. That doesn't bother me. But sometimes I'll be eating at a restaurant – with my feet – and other customers will look shocked. That's a bit harder to deal with. I mean, they're judging me before they even know me. I wish they'd get to know me first.
For me, it's all about acceptance, especially accepting yourself. You may not think you're 'normal,' but who's to say what normal is? We're all unique in our own ways – my way is just a little more obvious.

Track 85

There are a lot of strange illnesses, some of which are really quite surprising. One such condition is when people don't like to be touched by others. This often develops in children and can have a serious effect on their family and social life. People who suffer from the illness can feel extremely uncomfortable in situations where they are very close to others, for example in a lift or when underground trains or buses are very crowded.
This is similar to another illness where people have a need to wash their hands all the time. They become paranoid about bacteria and catching illnesses from people around them. Some of these people start wearing gloves to avoid touching door handles and other objects that are used by many people over and over again. There is some sense in this way of thinking because we do catch most illnesses from other people, but avoiding all bacteria is actually bad for our immune system in the long run.
These two illnesses are mostly psychological, while this third example is definitely physical. There are cases of extreme allergic reactions, where people can't breathe properly or have problems with their skin. Sufferers of the illness can be allergic to many types of materials, chemical

products, ingredients in food and even sunlight. Imagine having to live in a sterile room and not being able to go outside or meet up with friends. It can really damage your quality of life.

Track 90

OK, so this photo shows a man standing on the right of the picture. He's obviously a climber. He's standing on a sort of rock. In the background, there are lots of clouds. He seems relaxed. It looks as if he's holding a phone. You can see a very high mountain in the middle, behind the clouds. It looks like somewhere in the Himalayas. At the bottom of the photo, there's some snow. On the left, there's an eagle flying in the sky.

Track 91

Boy: This photo shows someone on a bike jumping off a huge cliff. He's on the left of the picture and behind him you can see a massive canyon. In the middle of the canyon, there's a river and in the background, there's the sun, rising or setting behind the rocks. It seems a very calm and beautiful place. The person obviously enjoys doing exciting things! There's a sort of bag on his back which must be a parachute. It looks as if it's quite a dangerous sport.

Girl: This picture shows a large office. In the background, there are lots of people working at desks and there's a carpet on the floor that looks a bit like grass. It's obviously quite a fun place to work, because no-one's wearing a suit and it's a sort of unusual space for an office. In the foreground, there's a woman sitting on a swing. There are two more empty swings next to her. On the right, there's a small log. It must be for people to sit on too. It looks as if the woman's checking her phone.

Track 92

Girl: Mark, you are a personal fitness trainer now. But you yourself needed a trainer several years ago.

Mark: Well, that's true. I was overweight, so I had a very low self-esteem. I fought for many years of my life against an unhealthy body image. I have a twin brother who is totally different from me. He has always been admired by our mutual friends for his perfect body while I was hiding shyly somewhere at the back. This situation changed when I became a father. I really felt I should be the best role model for my son. And that was when I got round to fitness and my transformation took place.

Girl: How do you begin cooperation with your clients?

Mark: I try to help people who come to me. They usually need my help when they realise they have high blood pressure or the results of their medical tests are very bad. What I particularly want to know about them is not how fit they are or what their eating habits are. Instead, I need to learn if they've had any injuries or surgeries and what diseases they've had. That's why I always give them a questionnaire to fill in. In this way, I help these people get back their health, fitness and mobility.

Girl: What are your typical clients like?

Mark: I have the feeling that people who ask me for help are completely unaware of the fact that they have spent years doing completely nothing as far as being fit is concerned. Many of them are in their 40s or even 50s. I'd say they have mostly been focused on their work and family. They have also been under stress all these years. And when they come to me, they believe that in a month's time they will look like Mister Universe or a runway model.

Girl: What advice would you give to those who want to change something about themselves?

Mark: Most people say that they have no time to exercise. They're so busy working in their businesses that they put their health second to their job. My advice is to move every day. This doesn't mean that you have to do daily personal training sessions. Instead, try to find the time to walk, run or stretch for a few minutes. Do something good for your body every day and move in the way it's meant to move! Additionally, do your best to change your diet slowly. A rapid change can be stressful on your body. Start with eating at least one nutritious meal a day. It can be a salad, juice or smoothie.

Unit 1

1.1 TED Talk Part 1

Our emotions influence every aspect of our lives from our health and how we learn, to how we do business and make decisions, big ones and small. Our emotions also influence how we connect with one another. We've evolved to live in a world like this, but instead, we're living more and more of our lives like this. So, I'm on a mission to change that. I want to bring emotions back into our digital experiences.

I started on this path 15 years ago. I was a computer scientist in Egypt, and I had just gotten accepted to a Ph.D. program at Cambridge University. So, I did something quite unusual for a young newly-wed Muslim Egyptian wife: with the support of my husband, who had to stay in Egypt, I packed my bags and I moved to England. At Cambridge, thousands of miles away from home, I realized I was spending more hours with my laptop than I did with any other human. Yet despite this intimacy, my laptop had absolutely no idea how I was feeling. It had no idea if I was happy, having a bad day, or stressed, confused, and so that got frustrating. Even worse, as I communicated online with my family back home, I felt that all my emotions disappeared in cyberspace. I was homesick, I was lonely, and on some days, I was actually crying, but all I had to communicate these emotions was this. So, that got me thinking, what if our technology could sense our emotions? What if our devices could sense how we felt and reacted accordingly, just the way an emotionally intelligent friend would?

Our human face happens to be one of the most powerful channels that we all use to communicate social and emotional states, everything from enjoyment, surprise empathy and curiosity. In emotion science, we call each facial muscle movement an action unit. So, for example, action unit 12, it's not a Hollywood blockbuster, it is actually a lip corner pull, which is the main component of a smile. Try it everybody. Let's get some smiles going on. So, we have about 45 of these action units, and they combine to express hundreds of emotions.

Teaching a computer to read these facial emotions is hard, because these action units, they can be fast, they're subtle, and they combine in many different ways. So, take, for example, the smile and the smirk. They look somewhat similar, but they mean very different things. So, the smile is positive, a smirk is often negative. Sometimes a smirk can make you become famous. But seriously, it's important for a computer to be able to tell the difference between the two expressions.

So how do we do that? We give our algorithms tens of thousands of examples of people we know to be smiling, from different ethnicities, ages, genders, and we do the same for smirks. And then, using deep learning, the algorithm looks for all these textures and wrinkles and shape changes on our face, and basically learns that all smiles have common characteristics, all smirks have subtly different characteristics. And the next time it sees a new face, it essentially learns that, you know this face has the same characteristics of a smile, and it says, 'Aha, you know, I recognize this. This is a smile expression.'

1.2 TED Talk Part 2

So, the best way to demonstrate how this technology works is to try a live demo, so I need a volunteer, preferably somebody with a face. Cloe's going to be our volunteer today.

So, let's give this a try.

As you can see, the algorithm has essentially found Cloe's face, so it's this white bounding box, and it's tracking the main feature points on her face, so her eyebrows, her eyes, her mouth and her nose. The question is, can it recognize her expression? So, we're going to test the machine. So, first of all, give me your poker face. Yep, awesome. And then as she smiles, this is a genuine smile, it's great. So, you can see the green bar go up as she smiles. Now that was a big smile. Can you try like a subtle smile to see if the computer can recognize? It does recognize subtle smiles as well. We've worked really hard to make that happen. And then eyebrow raised, indicator of surprise. Brow furrow, which is an indicator of confusion. Frown. Yes, perfect. So, on the right side of the demo – look like you're happy. So, that's joy. Joy fires up. And then give me a disgust face. Yeah, wrinkle your nose. Awesome.

So, so far, we have amassed 12 billion of these emotion data points. It's the largest emotion database in the world. We've collected it from 2.9 million face videos, people who have agreed to share their emotions with us, and from 75 countries around the world. It's growing every day. It blows my mind away that we can now quantify something as personal as our emotions, and we can do it at this scale.

1.3 TED Talk Part 3

So, what have we learnt to date? Gender. Our data confirms something that you might suspect. Women are more expressive than men. Let's do culture. So, in the United States, women are 40 percent more expressive than men, but curiously, we don't see any difference in the UK between men and women. Age: people who are 50 years and older are 25 percent more emotive than younger people. Women in their 20s smile a lot more than men the same age, perhaps a necessity for dating.

Where is this data used today? I want to share some examples that are especially close to my heart. Emotion-enabled wearable glasses can help individuals who are visually impaired read the faces of others, and it can help individuals on the autism spectrum interpret emotion, something that they really struggle with. What if your wristwatch tracked your mood, or your car sensed that you're tired, or perhaps your fridge knows that you're stressed, so it auto-locks to prevent you from binge eating. I would like that, yeah.

I think in five years down the line, all our devices are going to have an emotion chip. As more and more of our lives become digital, we are fighting a losing battle trying to curb our usage of devices in order to reclaim our emotions. So, what I'm trying to do instead is to bring emotions into our technology and make our technologies more responsive. So, I want those devices that have separated us to bring us back together. And by humanizing technology, we have this golden opportunity to reimagine how we connect with machines, and therefore, how we, as human beings, connect with one another.

Thank you.

Unit 2

2.1 TED Talk Part 1

I have a confession to make. As a scientist and engineer, I've focused on efficiency for many years.

A few years ago, after finishing my Ph.D. in London, I moved to Boston. I lived in Boston and worked in Cambridge. I bought a racing bicycle that summer, and I bicycled every day to work. To find my way, I used my phone. It sent me over Mass Ave, Massachusetts Avenue, the shortest route from Boston to Cambridge. But, after a month, that I was cycling every day on the car-packed Mass Ave, I took a different route one day. I'm not entirely sure why I took a different route that day, a detour. I just remember a feeling of surprise; surprise at finding a street with no cars, as opposed to the nearby Mass Ave full of cars; surprise at finding a street draped by the leaves and surrounded by trees. But after the feeling of surprise, I felt shame. How could I have been so blind? For an entire month, I was so trapped in my mobile app that a journey to work became one thing only: the shortest path. In this single journey, there was no thought of enjoying the road, no pleasure in connecting with nature, no possibility of looking people in the eyes. And why? Because I was saving a minute out of my commute.

Now, let me ask you, am I alone here? How many of you have never used a mapping app for finding directions? Most of you, if not all, have. And don't get me wrong – mapping apps are the greatest game-changer for encouraging people to explore the city. You take your phone out and you know immediately where to go. However, the app also assumes there are only a handful of directions to the destination. It has the power to make those handful of directions the definitive direction to that destination.

2.2 TED Talk Part 2

After that experience, I changed. I changed my research from traditional data-mining to understanding how people experience the city. The result of that research has been the creation of new maps, maps where you don't only find the shortest path, the blue one, but also the most enjoyable path, the red one. How was that possible?

Einstein once said, 'Logic will get you from A to B. Imagination will take you everywhere.' So, with a bit of imagination, we needed to understand which parts of the city people find beautiful. At the University of Cambridge, with colleagues, we thought about this simple experiment. If I were to show you these two urban scenes, and I were to ask you which one is more beautiful, which one would you say? Don't be shy! Who says A? Who says B? Brilliant! Based on that idea, we built a crowdsourcing platform, a web game. Players are shown pairs of urban scenes, and they're asked to choose which one is more beautiful, quiet and happy. Based on thousands of user votes, then we are able to see where consensus emerges. We are able to see which are the urban scenes that make people happy.

After that work, I joined Yahoo Labs, and I teamed up with Luca and Rossano, and together, we aggregated those winning locations in London to build a new map of the city, a cartography weighted for human emotions. On this cartography, you're not only able to see and connect from point A to point B the shortest segments, but you're also able to see the happy segment, the beautiful path, the quiet path. In tests, participants found the happy, the beautiful, the quiet path far more enjoyable than the shortest one, and that just by adding a few minutes to travel time.

Participants also love to attach memories to places. Shared memories – that's where the old BBC building was; and personal memories – that's where I gave my first kiss. They also recalled how some paths smelled and sounded. So, what if we had a mapping tool that would return the most enjoyable routes based not only on aesthetics but also based on smell, sound and memories? That's where our research is going right now. More generally, my research, what it tries to do is avoid the danger of the single path, to avoid robbing people of fully experiencing the city in which they live. Walk the path through the park, not through the car park, and you have an entirely different path. Walk the path full of people you love and not full of cars, and you have an entirely different path. It's that simple.

If you think that adventure is dangerous, try routine. It's deadly.

Thank you.

Unit 3

3.1 TED Talk Part 1

When you're a child, anything and everything is possible. The challenge, so often, is hanging on to that as we grow up. And as a four year old, I had the opportunity to sail for the first time.

I will never forget the excitement as we closed the coast. I will never forget the feeling of adventure as I climbed on board the boat and stared into her tiny cabin for the first time. But the most amazing feeling was the feeling of freedom, the feeling that I felt when we hoisted her sails. As a four-year-old child, it was the greatest sense of freedom that I could ever imagine. I made my mind up there and then that one day, somehow, I was going to sail around the world.

So I did what I could in my life to get closer to that dream. Age ten, it was saving my school dinner money change. Every single day for eight years, I had mashed potato and baked beans, which cost 4p each, and gravy was free. Every day I would pile up the change on the top of my money box, and when that pile reached a pound, I would drop it in and cross off one of the hundred squares I'd drawn on a piece of paper. Finally, I bought a tiny dinghy. I spent hours sitting on it in the garden dreaming of my goal. I read every book I could on sailing, and then eventually, having been told by my school I wasn't clever enough to be a vet, left school age seventeen to begin my apprenticeship in sailing.

So imagine how it felt just four years later to be sitting in a boardroom in front of someone who I knew could make that dream come true. I felt like my life depended on that moment, and incredibly, he said yes. And I could barely contain my excitement as I sat in that first design meeting designing a boat on which I was going to sail solo nonstop around the world.

3.2 TED Talk Part 2

From that first meeting to the finish line of the race, it was everything I'd ever imagined. Just like in my dreams, there were amazing parts and tough parts. We missed an iceberg by twenty feet. Nine times, I climbed to the top of her ninety-foot mast. We were blown on our side in the Southern Ocean. But the sunsets, the wildlife and the remoteness were absolutely breathtaking. After three months at sea, age just 24, I finished in second position. I'd loved it, so much so that within six months I decided to go around the world again, but this time not at a race: to try to be the fastest person ever to sail solo nonstop around the world.

It's hard to explain, but you enter a different mode when you head out there. Your boat is your entire world, and what you take with you when you leave is all you have. If I said to you all now, 'Go off into Vancouver and find everything that you will need for your survival for the next three months,' that's quite a task. That's food, fuel, clothes, even toilet roll and toothpaste. That's what we do, and when we leave we manage it down to the last drop of diesel and the last packet of food. No experience in my life could have given me a better understanding of the definition of the word 'finite'. What we have out there is all we have. There is no more. And never in my life had I ever translated that definition of finite that I'd felt on board to anything outside of sailing until I stepped off the boat at the finish line, having broken that record.

3.3 TED Talk Part 3

Suddenly I connected the dots. Our global economy is no different. It's entirely dependent on finite materials we only have once in the history of humanity. And it was a bit like seeing something you weren't expecting under a stone and having two choices: I either put that stone to one side and learn more about it, or I put that stone back and I carry on with my dream job of sailing around the world.

I chose the first. I put it to one side and I began a new journey of learning, speaking to chief executives, experts, scientists, economists to try and understand just how our global economy works. And my curiosity took me to some extraordinary places. This photo was taken in the burner of a coal-fired power station. I was fascinated by coal, fundamental to our global energy needs, but also very close to my family. My great-grandfather was a coal miner, and he spent fifty years of his life underground. This is a photo of him, and when you see that photo, you see someone from another era.

I remember sitting on his knee listening to his mining stories. He talked of the camaraderie underground, and the fact that the miners used to save the crusts of their sandwiches to give to the ponies they worked with underground. It was like it was yesterday. And on my journey of learning, I went to the World Coal Association website, and there in the middle of the homepage, it said, 'We have about 118 years of coal left.' And I thought to myself, well, that's well outside my lifetime, and a much greater figure than the predictions for oil. But I did the maths, and I realized that my great-grandfather had been born exactly 118 years before that year, and I sat on his knee until I was eleven years old, and I realized it's nothing in time, nor in history. And it made me make a decision I never thought I would make: to leave the sport of solo sailing behind me and focus on the greatest challenge I'd ever come across: the future of our global economy.

And I quickly realized it wasn't just about energy. It was also materials. In 2008, I picked up a scientific study looking at how many years we have of valuable materials to extract from the ground: copper, 61; tin, zinc, 40; silver, 29. These figures couldn't be exact, but we knew those materials were finite. We only have them once.

3.4 TED Talk Part 4

If we could build an economy that would use things rather than use them up, we could build a future that really could work in the long term. I was excited. This was something to work towards. We knew exactly where we were headed. We just had to work out how to get there, and it was exactly with this in mind that we created the Ellen MacArthur Foundation in September 2010.

What if packaging was so nontoxic it could dissolve in water and we could ultimately drink it? It would never become waste. What if engines were re-manufacturable, and we could recover the component materials and significantly reduce energy demand. What if we could recover components from circuit boards, reutilize them, and then fundamentally recover the materials within them through a second stage? What if we could collect food waste, human waste? What if we could turn that into fertilizer, heat, energy, ultimately reconnecting nutrients systems and rebuilding natural capital?

Is it actually possible? I believe yes. When you look at the lifetime of my great-grandfather, anything's possible. When he was born, there were only 25 cars in the world; they had only just been invented. When he was fourteen, we flew for the first time in history. Now there are 100,000 charter flights every single day. When he was 45, we built the first computer. Many said it wouldn't catch on, but it did, and just twenty years later we turned it into a microchip of which there will be thousands in this room here today. Ten years before he died, we built the first mobile phone. It wasn't that mobile, to be fair, but now it really is, and as my great-grandfather left this Earth, the internet arrived. Now we can do anything, but more importantly, now we have a plan.

Thank you.

Unit 4

4.1 TED Talk Part 1

GG = Greg Gage, SK = Sam Kelly, MG = Miguel Goncalves

GG The brain is an amazing and complex organ. And while many people are fascinated by the brain, they can't really tell you that much about the properties, about how the brain works because we don't teach neuroscience in schools.

And one of the reasons why is that the equipment is so complex and so expensive that it's really only done at major universities and large institutions. And so in order to be able to access the brain, you really need to dedicate your life and spend six-and-a-half years as a graduate student just to become a neuroscientist to get access to these tools.

And that's a shame because one out of five of us, that's twenty percent of the entire world, will have a neurological disorder. And there are zero cures for these diseases. And so it seems that what we should be doing is reaching back earlier in the education process and teaching students about neuroscience so that in the future, they may be thinking about possibly becoming a brain scientist. And so when I was a graduate student, my lab mate Tim Marzullo and myself decided that what if we took this complex equipment that we have for studying the brain and made it simple enough and affordable enough that anyone that you know, an amateur or a high school student, could learn and actually participate in the discovery of neuroscience. And so we did just that. A few years ago, we started a company called Backyard Brains and we make DIY neuroscience equipment and I brought some here tonight, and I want to do some demonstrations. You guys want to see some? All right. So I need a volunteer. So right before – what is your name?

SK Sam.

GG All right, Sam, I'm going to record from your brain. Have you had this before?

SK No.

GG I need you to stick out your arm for science, roll up your sleeve a bit. So what I'm going to do, I'm putting electrodes on your arm, and you're probably wondering, I just said I'm going to record from your brain, what am I doing with your arm? Well, you have about eighty billion neurons inside your brain right now. They're sending electrical messages back and forth, and chemical messages. But some of your neurons right here in your motor cortex are going to send messages down when you move your arm like this. They're going to go down across your corpus callosum, down onto your spinal cord to your lower motor neuron out to your muscles here, and that electrical discharge is going to be picked up by these electrodes right here and we're going to be able to listen to exactly what your brain is going to be doing. So I'm going to turn this on for a second. Have you ever heard what your brain sounds like?

SK No.

GG Let's try it out. So go ahead and squeeze your hand. So what you're listening to, so this is your motor units happening right here. Let's take a look at it as well. So I'm going to stand over here, and I'm going to open up our app here. So now I want you to squeeze.

So right here, these are the motor units that are happening from her spinal cord out to her muscle right here, and as she's doing it, you're seeing the electrical activity that's happening here. You can even click here and try to see one of them. So keep doing it really hard. So now we've paused on one motor action potential that's happening right now inside of your brain.

4.2 TED Talk Part 2

GG Do you guys want to see some more? That's interesting, but let's get it better. I need one more volunteer. What is your name, sir?

MG Miguel.

GG Miguel, all right. You're going to stand right here. So when you're moving your arm like this, your brain is sending a signal down to your muscles right here. I want you to move your arm as well. So your brain is going to send a signal down to your muscles. And so it turns out that there is a nerve that's right here that runs up here that innervates these three fingers, and it's close enough to the skin that we might be able to stimulate that so that what we can do is copy your brain signals going out to your hand and inject it into your hand, so that your hand will move when your brain tells your hand to move. So in a sense, she will take away your free will and you will no longer have any control over this hand. OK? You with me?

So I just need to hook you up. So I'm going to find your ulnar nerve, which is probably right around here. You don't know what you're signing up for when you come up. So now I'm going to move away and we're going to plug it in to our human-to-human interface over here.

OK, so Sam, I want you to squeeze your hand again. Do it again. Perfect. So now I'm going to hook you up over here so that you get the – It's going to feel a little bit weird at first, this is going to feel like a – You know, when you lose your free will, and someone else becomes your agent, it does feel a bit strange.

Now I want you to relax your hand. Sam, you're with me? So you're going to squeeze. I'm not going to turn it on yet, so go ahead and give it a squeeze.

So now, are you ready, Miguel?

MG Ready as I'll ever be.

GG I've turned it on, so go ahead and turn your hand. Do you feel that a little bit?

MG Nope.

GG OK, do it again?

MG A little bit.

GG A little bit? So relax. So hit it again. Oh, perfect, perfect. So relax, do it again. All right, so right now, your brain is controlling your arm and it's also controlling his arm, so go ahead and just do it one more time. All right, so it's perfect.

So now, what would happen if I took over my control of your hand? And so, just relax your hand. What happens? Ah, nothing. Why not? Because the brain has to do it. So you do it again. All right, that's perfect.

Thank you guys for being such a good sport. This is what's happening all across the world – electrophysiology! We're going to bring on the neuro-revolution.

Thank you.

Unit 5

5.1 TED Talk Part 1

Today I want to talk to you about swimming across the North Pole, across the most northern place in the whole world. Seven years ago, I went to the Arctic for the first time. And it was so beautiful that I've been back there ever since, for the last seven years. I love the place.

But I have seen that place change beyond all description, just in that short period of time. I have seen polar bears walking across very, very thin ice in search of food. I have swum in front of glaciers which have retreated so much. And I have also, every year, seen less and less sea ice. And I wanted the world to know what was happening up there.

In the two years before my swim, 23 percent of the arctic sea ice cover just melted away. And I wanted to really shake the lapels of world leaders to get them to understand what is happening. So, I decided to do this symbolic swim at the top of the world, in a place which should be frozen over, but which now is rapidly unfreezing. And the message was very clear: climate change is for real, and we need to do something about it. And we need to do something about it right now.

Well, swimming across the North Pole, it's not an ordinary thing to do. I mean, just to put it in perspective, 27 degrees is the temperature of a normal indoor swimming pool. This morning, the temperature of the English Channel was eighteen degrees. The passengers who fell off the Titanic fell into water of just five degrees centigrade. Fresh water freezes at zero. And the water at the North Pole is minus 1.7. It's [bleep] freezing. I'm sorry, but there is no other way to describe it.

But the most important thing was to train my mind to prepare myself for what was going to happen. And I had to visualize the swim. I had to see it from the beginning all the way to the end. I had to taste the salt water in my mouth. I had to see my coach screaming for me, 'Come on Lewis! Come on! Go! Go! Go! Don't slow down!' And so, I literally swam across the North Pole hundreds and hundreds of times in my mind.

And then, after a year of training, I felt ready. I felt confident that I could actually do this swim. So, myself and the five members of the team, we hitched a ride on an icebreaker which was going to the North Pole. And on day four, we decided to just do a quick five-minute test swim. I had never swum in water of minus 1.7 degrees before, because it's just impossible to train in those type of conditions. So, we stopped the ship, as you do. We all got down onto the ice, and I then got into my swimming costume and I dived into the sea.

5.2 TED Talk Part 2

I have never in my life felt anything like that moment. I could barely breathe. I was gasping for air. I was hyperventilating so much, and within seconds my hands were numb. And it was – the paradox is that you're in freezing cold water, but actually you're on fire. I swam as hard as I could for five minutes. I remember just trying to get out of the water. I climbed out of the ice. And I remember taking the goggles off my face and looking down at my hands in sheer shock, because my fingers had swollen so much that they were like sausages.

And I thought, in two days' time, I was going to do this swim across the North Pole. I was going to try and do a 20-minute swim, for one kilometre across the North Pole.

There is no possibility that this was going to happen. And I remember then getting out of the shower and realizing I couldn't even feel my hands. And for a swimmer, you need to feel your hands because you need to be able to grab the water and pull it through with you.

And my close friend David, he saw the way I was thinking, and he came up to me and he said, 'Lewis, I've known you since you were eighteen years old. I've known you, and I know, Lewis, deep down, right deep down here, that you are going to make this swim. I so believe in you Lewis. I've seen the way you've been training. And I realize the reason why you're going to do this. This is such an important swim. We stand at a very, very important moment in this history, and you're going to make a symbolic swim here to try and shake the lapels of world leaders. Lewis, have the courage to go in there, because we are going to look after you every moment of it.'

And I just, I got so much confidence from him saying that, because he knew me so well. So, we carried on sailing and we arrived at the North Pole. And we stopped the ship, and it was just as the scientists had predicted. There were open patches of sea everywhere. And I went down into my cabin and I put on my swimming costume. And then the doctor strapped on a chest monitor, which measures my core body temperature and my heart rate. And then we walked out onto the ice.

5.3 TED Talk Part 3

We're finally at the North Pole. This is months and months and months of dreaming to get here, years of training and planning and preparation. Ooh. In a couple of hours' time I'm going to get in here and do my swim. It's all a little bit frightening, but err, and emotional.

Amundsen, you ready?

Amundsen: Ready.

Lewis Pugh: Ten seconds to swim. Ten seconds to swim.

Go for it! Go, go, go, go!

Take the goggles off. Take the goggles off!

Man: Take the shoes. Take the shoes. Well done lad! You did it! You did it Lewis! You did it! You did it man!

I'd just like to end by just saying this: it took me four months again to feel my hands. But was it worth it? Yes, absolutely it was. There are very, very few people who don't know now about what is happening in the Arctic. And people ask me, 'Lewis, what can we do about climate change?'

And I say to them, I think we need to do three things. The first thing we need to do is we need to break this problem down into manageable chunks. When it comes to climate change, every single country is going to have to make cuts. Britain, America, Japan, South Africa, the Congo. All of us together, we're all on the same ship together.

The second thing we need to do is we need to just look back at how far we have come in such a short period of time. I've just come back from giving a series of speeches in some of the poorest townships in South Africa to young children as young as ten years old. And even in those poorest conditions, they all have a very, very good grasp of climate change.

We need to believe in ourselves. Now is the time to believe. We've come a long way. We're doing good. But the most important thing we must do is, I think, we must all walk to the end of our lives and turn around and ask ourselves a most fundamental question. And that is, 'What type of world do we want to live in, and what decision are we going to make today to ensure that we all live in a sustainable world?'

Unit 6

6.1 TED Talk Part 1

About a year ago, I asked myself a question: 'Knowing what I know, why am I not a vegetarian?' After all, I'm one of the green guys: I grew up with hippie parents in a log cabin. I started a site called TreeHugger – I care about this stuff. I knew that eating a mere hamburger a day can increase my risk of dying by a third. Cruelty: I knew that the 10 billion animals we raise each year for meat are raised in factory farm conditions that we, hypocritically, wouldn't even consider for our own cats, dogs and other pets. Environmentally, meat, amazingly, causes more emissions than all of transportation combined: cars, trains, planes, buses, boats, all of it. And beef production uses 100 times the water that most vegetables do. I also knew that I'm not alone. We as a society are eating twice as much meat as we did in the 50s. So, what was once the special little side treat now is

the main, much more regular. So really, any of these angles should have been enough to convince me to go vegetarian. Yet, there I was – chk, chk, chk – tucking into a big old steak.

6.2 TED Talk Part 2

So why was I stalling? I realized that what I was being pitched was a binary solution. It was either you're a meat eater or you're a vegetarian, and I guess I just wasn't quite ready. Imagine your last hamburger. So, my common sense, my good intentions, were in conflict with my taste buds. And I'd commit to doing it later, and not surprisingly, later never came. Sound familiar?

So I wondered, might there be a third solution? And I thought about it, and I came up with one, and I've been doing it for the last year, and it's great. It's called weekday veg. The name says it all: nothing with a face Monday through Friday. On the weekend, your choice. Simple. If you want to take it to the next level, remember, the major culprits in terms of environmental damage and health are red and processed meats. So, you want to swap those out with some good, sustainably harvested fish. It's structured, so it ends up being simple to remember, and it's okay to break it here and there. After all, cutting five days a week is cutting 70 percent of your meat intake.

The program has been great, Weekday Veg. My footprint's smaller, I'm lessening pollution, I feel better about the animals, I'm even saving money. Best of all, I'm healthier, I know that I'm going to live longer, and I've even lost a little weight.

So, please ask yourselves, for your health, for your pocketbook, for the environment, for the animals: What's stopping you from giving Weekday Veg a shot? After all, if all of us ate half as much meat, it would be like half of us were vegetarians.

Thank you.

Unit 7

7.1 TED Talk Part 1

So as a fashion designer, I've always tended to think of materials something like this, or this, or maybe this. But then I met a biologist, and now I think of materials like this – green tea, sugar, a few microbes and a little time.

So we start by brewing the tea. I brew up to about 30 litres of tea at a time, and then while it's still hot, add a couple of kilos of sugar. We stir this in until it's completely dissolved and then pour it into a growth bath. We need to check that the temperature has cooled to below 30 degrees C. And then we're ready to add the living organism. And along with that, some acetic acid. And once you get this process going, you can actually recycle your previous fermented liquid. We need to maintain an optimum temperature for the growth. And I use a heat mat to sit the bath on and a thermostat to regulate it. And actually, in hot weather, I can just grow it outside. So, this is my mini fabric farm.

After about three days, the bubbles will appear on the surface of the liquid. So this is telling us that the fermentation is in full swing. And the bacteria are feeding on the sugar nutrients in the liquid. So they're spinning these tiny nano-fibres of pure cellulose. And they're sticking together, forming layers and giving us a sheet on the surface. After about two to three weeks, we're looking at something which is about an inch in thickness. So, the bath on the left is after five days, and on the right, after ten. And this is a static culture. You don't have to do anything to it; you just literally watch it grow. It doesn't need light.

7.2 TED Talk Part 2

And when it's ready to harvest, you take it out of the bath and you wash it in cold, soapy water. At this point, it's really heavy. It's over 90 percent water, so we need to let that evaporate. So I spread it out onto a wooden sheet. Again, you can do that outside and just let it dry in the air. And as it's drying, it's compressing, so what you're left with, depending on the recipe, is something that's either like a really lightweight, transparent paper, or something which is much more like a flexible vegetable leather. And then you can either cut that out and sew it conventionally, or you can use the wet material to form it around a three-dimensional shape. And as it evaporates, it will knit itself together, forming seams.

What I can't yet do is make it water-resistant. So, if I was to walk outside in the rain wearing this dress today, I would immediately start to absorb huge amounts of water. The dress would get really heavy, and eventually the seams would probably fall apart – leaving me feeling rather naked. Possibly a good performance piece, but definitely not ideal for everyday wear. What I'm looking for is a way to give the material the qualities that I need. So what I want to do is say to a future bug, 'Spin me a thread. Align it in this direction. Make it hydrophobic. And while you're at it, just form it around this 3D shape.'

7.3 TED Talk Part 3

BG = Bruno Giussani, SL = Suzanne Lee

What excites me about using microbes is their efficiency. So, we only grow what we need. There's no waste. And in fact, we could make it from a waste stream – so for example, a waste sugar stream from a food processing plant. Finally, at the end of use, we could biodegrade it naturally along with your vegetable peelings. What I'm not suggesting is that microbial cellulose is going to be a replacement for cotton, leather or other textile materials. But I do think it could be quite a smart and sustainable addition to our increasingly precious natural resources. Ultimately, maybe it won't even be fashion where we see these microbes have their impact. We could, for example, imagine growing a lamp, a chair, a car or maybe even a house. So I guess what my question to you is: in the future, what would you choose to grow? Thank you very much.

– Suzanne, just a curiosity, what you're wearing is not random.
– No.
– This is one of the jackets you grew?
– Yes, it is. It's probably – part of the project's still in process because this one is actually biodegrading in front of your eyes. It's absorbing my sweat, and it's feeding on it.
– Okay, so we'll let you go and save it, and rescue it. Suzanne Lee.
– Thank you.

Unit 8

8.1 TED Talk Part 1

It's wonderful to be here to talk about my journey, to talk about the wheelchair and the freedom it has bought me.

I started using a wheelchair sixteen years ago when an extended illness changed the way I could access the world. When I started using the wheelchair, it was a tremendous new freedom. I'd seen my life slip away and become restricted. It was like having an enormous new toy. I could whizz around and feel the wind in my face again. Just being out on the street was exhilarating.

But even though I had this new-found joy and freedom, people's reaction completely changed towards me. It was as if they couldn't see me anymore, as if an invisibility cloak had descended. They seemed to see me in terms of their assumptions of what it must be like to be in a wheelchair. When I asked people their associations with the wheelchair, they used words like 'limitation', 'fear', 'pity' and 'restriction'. I realized I'd internalized these responses and it had changed who I was on a core level.

As a result, I knew I needed to make my own stories about this experience, new narratives to reclaim my identity.

8.2 TED Talk Part 2

I started making work that aimed to communicate something of the joy and freedom I felt when using a wheelchair – a power chair – to negotiate the world. I was working to transform these internalized responses, to transform the preconceptions that had so shaped my identity when I started using a wheelchair, by creating unexpected images. The wheelchair became an object to paint and play with. When I literally started leaving traces of my joy and freedom, it was exciting to see the interested and surprised responses from people. It seemed to open up new perspectives, and therein lay the paradigm shift. It

showed that an arts practice can remake one's identity and transform preconceptions by revisioning the familiar.
So when I began to dive, in 2005, I realized scuba gear extends your range of activity in just the same way as a wheelchair does, but the associations attached to scuba gear are ones of excitement and adventure, completely different to people's responses to the wheelchair.
So, I thought, 'I wonder what'll happen if I put the two together?' And the underwater wheelchair that has resulted has taken me on the most amazing journey over the last seven years.
So, to give you an idea of what that's like, I'd like to share with you one of the outcomes from creating this spectacle, and show you what an amazing journey it's taken me on.

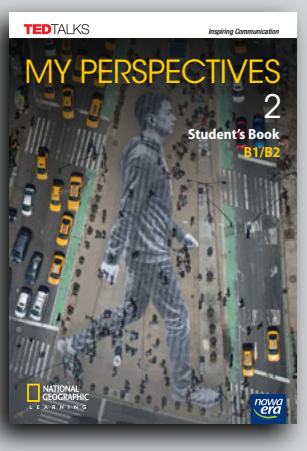
8.3 TED Talk Part 3

It is the most amazing experience, beyond most other things I've experienced in life. I literally have the freedom to move in 360 degrees of space and an ecstatic experience of joy and freedom. And the incredibly unexpected thing is that other people seem to see and feel that too. Their eyes literally light up, and they say things like, 'I want one of those', or, 'If you can do that, I can do anything'. And I'm thinking, it's because in that moment of them seeing an object they have no frame of reference for, or so transcends the frames of reference they have with the wheelchair, they have to think in a completely new way. And I think that moment of completely new thought perhaps creates a freedom that spreads to the rest of other people's lives. For me, this means that they're seeing the value of difference, the joy it brings when instead of focusing on loss or limitation, we see and discover the power and joy of seeing the world from exciting new perspectives. For me, the wheelchair becomes a vehicle for transformation.
And the other thing is, that because nobody's seen or heard of an underwater wheelchair before, and creating this spectacle is about creating new ways of seeing, being and knowing, now you have this concept in your mind. You're all part of the artwork too.

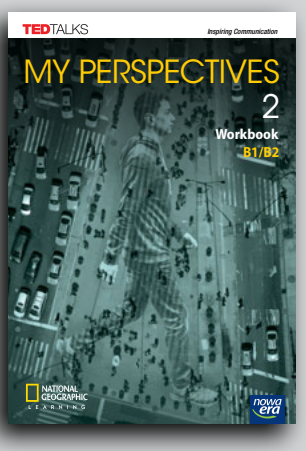
Przewodnik po serii



Teacher's Book



Student's Book



Workbook



www.dlanauczyciela.pl

Platforma z zasobami dla nauczycieli, a w niej m.in:
- książka nauczyciela w wersji PDF,
- testy i kartkówki,
- nagrania do podręcznika i zeszytu ćwiczeń,
- filmy,
- multibook,
- materiały dodatkowe,
- obudowa metodyczna.

www.docwiczenia.pl

Platforma z zasobami dla uczniów, a w niej:
- nagrania do podręcznika i zeszytu ćwiczeń,
- filmy do lekcji video w podręczniku i zeszycie ćwiczeń.

Learning Apps

Dodatkowe zadania typu maturalnego do filmów TED Talks dostępne pod kodami QR w zeszycie ćwiczeń i książce nauczyciela.

Generator testów

Platforma umożliwiająca układanie testów. Zawiera:
- zadania testowe o standardowym i obniżonym poziomie trudności,
- gotowe testy egzaminacyjne,
- test poziomujący.

Dostęp przez portal generator.dlanauczyciela.pl.

Matura Bank

Dodatkowe materiały poświęcone maturze dostępne pod kodami QR w zeszycie ćwiczeń i książce nauczyciela.

Multibook

Oprogramowanie na tablice multimedialne zawierające nagrania audio, filmy oraz ćwiczenia interaktywne. Dostępne na portalu www.dlanauczyciela.pl.

Quizizz

Krótkie quizy gramatyczne dostępne na stronie Quizizz.com (spis linków dostępny na stronie www.dlanauczyciela.pl).

Lekcje języka zawodowego

Lekcje języka zawodowego (np. technik informatyk, technik ekonomista) do filmów TED Talks, które można wykorzystać zamiast lekcji w podręczniku. Dostępne na portalu www.dlanauczyciela.pl.

Diagnoza egzaminacyjna

Próbny egzamin maturalny – arkusze egzaminacyjne przygotowane zgodnie z aktualnymi zaleceniami CKE wraz z kluczami odpowiedzi. Udostępniane dyrektorom szkół.

Realizacja dwóch podstaw programowych

Podstawa programowa 2012

Poziom docelowy B1 i B2/B2+

Ścieżki realizacji

MY PERSPECTIVES 1 A2+/B1	MY PERSPECTIVES 2 B1/B2	MY PERSPECTIVES 3 B2
MY PERSPECTIVES 2 B1/B2	MY PERSPECTIVES 3 B2	MY PERSPECTIVES 4 B2+
MY PERSPECTIVES 3 B2	MY PERSPECTIVES 4 B2+	MY PERSPECTIVES 5 C1 *

* Wykracza poza zakres SPP 2012

Podstawa programowa 2018

Poziom docelowy B1+/B2 i B2+/C1

Ścieżki realizacji

MY PERSPECTIVES 1 A2+/B1	MY PERSPECTIVES 2 B1/B2	MY PERSPECTIVES 3 B2	MY PERSPECTIVES 4 B2+
MY PERSPECTIVES 1 A2+/B1	MY PERSPECTIVES 2 B1/B2	MY PERSPECTIVES 3 B2	Repetytorium My Matura Perspectives
MY PERSPECTIVES 2 B1/B2	MY PERSPECTIVES 3 B2	MY PERSPECTIVES 4 B2+	MY PERSPECTIVES 5 C1
MY PERSPECTIVES 2 B1/B2	MY PERSPECTIVES 3 B2	MY PERSPECTIVES 4 B2+	Repetytorium My Matura Perspectives

Zasoby szczególnie warte uwzględnienia podczas realizacji podstawy programowej 2018

- Sekcje My Talk na końcu podręcznika
- Sekcje TED Talks w podręczniku
- Sekcje TED Talks Extra i TED Talks Practice w zeszycie ćwiczeń
- Zadania wyróżnione w *Life Skills guide*
- Elementy wyróżnione w *Technology guide*
  - Filmy dostępne na DVD, w Multibooku oraz na stronie docwiczenia.pl
  - Zadania w aplikacji Learning Apps
  - Zadania w aplikacji Quizizz
  - Matura Bank
- Informacje zawarte w *Culture guide*

MY PERSPECTIVES

My Perspectives 2
Teacher's Book
Online edition

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