OXFORD

OXFORD REPETYTORIUM MATURZYSTY

TEACHER'S GUIDE

+ teacher resources
+ classroom presentation tool
+ online practice

Available on Oxford English Hub

Poziom podstawowy
i rozszerzony

Catherine Zgouras

Wszystkie zasoby cyfrowe do kursu są dostępne na platformie *Oxford English Hub*

❶ Wejdź na **oxfordenglishhub.com**

❷ Wybierz przycisk ***Register or Sign in***, aby się zalogować lub utworzyć swoje *Oxford ID*, które składa się z adresu e-mail i hasła.

❸ Wybierz ***Redeem a code*** w menu bocznym.

❹ Wpisz kod dostępu znajdujący się pod naklejką.

Jeśli potrzebujesz pomocy, wyślij do nas e-mail na adres **eltsupport@oup.com**

Możesz aktywować swój kod tylko raz. Subskrypcja jest ważna przez 4 lata od daty aktywacji.

Twój kod dostępu:

Download on the App Store

GET IT ON Google Play

OXFORD REPETYTORIUM MATURZYSTY

Poziom podstawowy i rozszerzony

TEACHER'S GUIDE

Catherine Zgouras

Contents

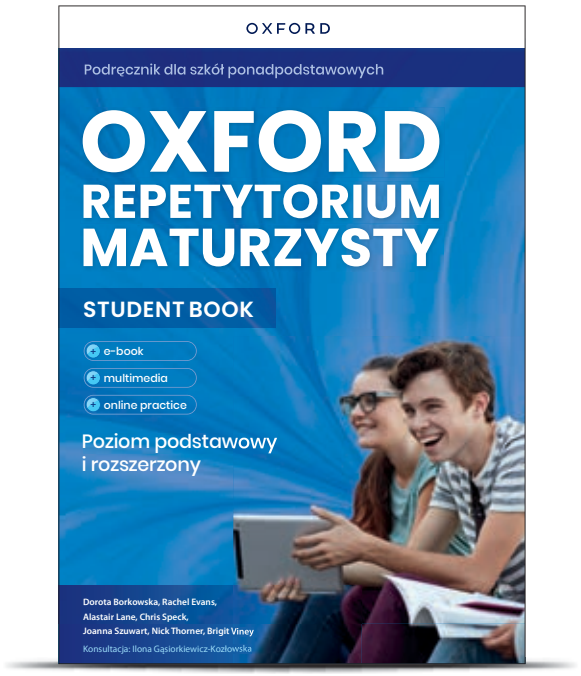
Course overview	IV
Introduction	VI
Unit walkthrough	VIII
Matura Exam Student's Guide	XIII
Student Book contents	XVIII
Unit teaching notes and answer key	6
Grammar Reference and Practice	202
Irregular verbs	237
Speaking Bank	239
Writing Bank	243
Audio scripts	248

Print components

FOR STUDENTS

Student Book

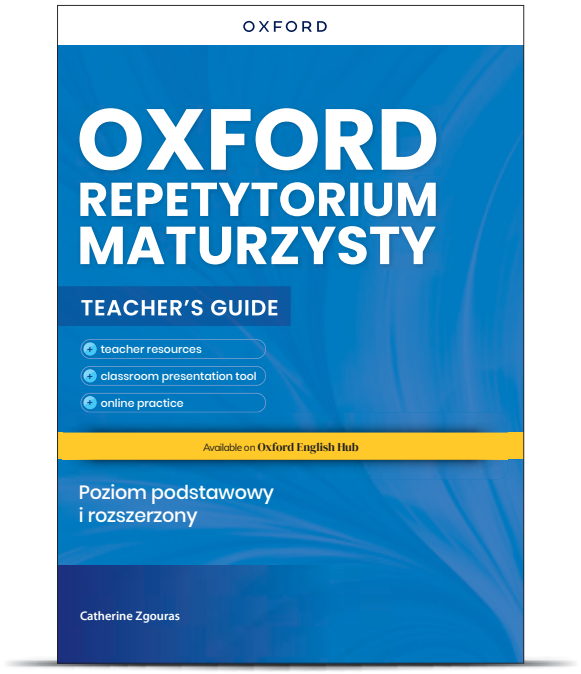
- 14 topic-based units covering all the topics specified in the core curriculum. Each unit includes:
  - Thorough grammar and vocabulary revision
  - Matura exam tasks practice at both Basic and Extended levels in the Listening, Reading, Writing and Use of English sections
  - Oral exam practice in the Speaking sections completed with full exam speaking sets in every second unit
  - Matura writing practice at both Basic and Extended levels with model texts and useful phrases
  - Comprehensive wordlists with audio for every unit
  - Exam tips and strategies
  - Cumulative revision in every second unit with exam-type tasks
  - Brainpower and Pronunciation sections
- Grammar section for reference and extra practice
- Speaking and Writing Banks with useful phrases



FOR TEACHERS

Teacher's Guide

- Overview of the course and its components
- Teaching notes for the Student Book with reduced Student Book pages
- Warm ups, ideas for optional activities and extra exam tips
- Extra activities for stronger and weaker students
- Answer key and audio scripts
- Access code for Oxford English Hub



Digital components

The digital materials and resources for this course can all be found at **oxfordenglishhub.com**

FOR STUDENTS

Student e-book

- A digital version of the Student Book with audio and interactive activities

Student online practice

- Extra interactive practice of vocabulary, grammar and Matura exam tasks

Student resources

- Class audio and video



FOR TEACHERS

Teacher's Guide

- PDF version

Classroom presentation tool

Student Book

- Student Book on screen with audio, answer keys and interactive activities

Course assessment

- Diagnostic tests, Short tests, Unit tests, Cumulative tests, mock Matura tests, End-of-term and End-of-year tests

Teacher online practice

- Extra interactive practice of vocabulary, grammar and Matura exam tasks
- Tools to assign and track students' homework and progress, and manage classes

Professional development

- Methodology support, bite-sized training and more to maximize your teaching

Introduction

OXFORD REPETYTORIUM MATURZYSTY is a comprehensive exam preparation course for students working towards the Matura exam, developed to give them the tools they need for exam success. The course helps students revise the vocabulary and grammar that they have learned in Secondary school, as well as learn tips and strategies to help them tackle all types of Matura exam tasks.

OXFORD REPETYTORIUM MATURZYSTY offers you and your students:

- Systematic revision of the grammar and vocabulary areas specified in the core curriculum
- Strong vocabulary focus with vocabulary aligned to the core curriculum
- Thorough preparation for the Matura exam at both Basic and Extended levels with exposure to all exam task types
- Interesting and thought-provoking topics to facilitate learning and revise the key grammar and vocabulary
- Listening and Reading skills development with exam tips, activation exercises and Matura exam tasks at both Basic and Extended levels
- Robust practice of all Matura Use of English task types at both Basic and Extended levels
- Comprehensive oral Matura exam preparation with exam tips, activation exercises and sets of useful phrases, as well as sample tasks and recorded model answers
- Full oral Matura exam sets in every second unit
- Cumulative Revision sections allowing for more Matura Use of English task types practice
- Matura Writing skills development at both Basic and Extended level with strategies, activation exercises and sets of useful phrases, as well as sample tasks and model texts
- Accessible, interesting topics to engage teenage learners and help them develop as global citizens
- Focus on drawing comparisons between Polish and English culture
- A mixed ability focus throughout with differentiated exercises in the lessons and extra support and ideas for you in the Teacher's Guide
- Mediation activities designed to help students develop a range of key language skills to clearly convey information to others
- Recorded wordlists with target vocabulary aligned to the Oxford 3000 and Oxford 5000 core lists

Student Book

OXFORD REPETYTORIUM MATURZYSTY consists of fourteen units encompassing all the topics specified in the core curriculum for levels III.1.P and III.1.R. The units form the main part of the book, where students will review and consolidate key vocabulary and develop the skills needed for Matura exam success. They include clearly signposted Matura exam tasks at the Basic and Extended levels:

- Basic level tasks are marked with a green exclamation mark icon
- Extended level tasks are marked with a blue exclamation mark icon

Exam tips for both types of tasks are labelled with a light bulb icon. The main units also include target vocabulary wordlists and cumulative revisions.

PowerUp

OXFORD REPETYTORIUM MATURZYSTY was developed to meet the needs of learners at various levels of English. Most of the vocabulary and Matura exam tasks are at the Basic Matura level. The PowerUp sections include vocabulary and tasks at the Extended Matura level.

Wordpower

The Wordpower section is included in most of the Listening and Reading lessons. It is focused on introducing new vocabulary items and revising vocabulary areas that often prove difficult for learners of English, such as compound words, collocations, phrasal verbs, idioms and words that have more than one meaning. Mastering these will allow students to successfully tackle the Use of English part of the Matura exam.

Vocabulary

This section includes comperehensive target vocabulary revision and practice, clearly divided into subtopics aligned to the core curriculum. It also includes speaking tasks and discussion topics, to put the vocabulary into practice, as well as recordings with model answers. All the vocabulary items are also listed in the recorded wordlists at the end of each unit.

Listening

This section includes exam tips with activation exercises as well as Matura exam tasks at both exam levels. The recordings touch on topics of interest for teenagers and young adults, and will allow students to familiarize themselves with various English accents.

Reading

This section includes a variety of engaging and thought-provoking reading texts, accompanied by exam tips and activation strategies as well as Matura exam tasks at both exam levels. The texts are followed by reflection tasks and the Wordpower section, offering additional vocabulary work. In each unit the material helps students learn new language items and skills by capturing their interest and focusing their attention with engaging topics and issues that they can identify with.

Speaking

Being able to communicate clearly in a foreign language is an important everyday skill. The Speaking sections in each unit include exam tips and exam tasks accompanied with recorded sample students' answers and sets of useful phrases. The Speaking sections are complemented by full oral Matura sets in every other unit. Extra sets of useful phrases are available in the Speaking Bank at the back of the book.

Use of English

Each Use of English section begins with the Grammar in Use feature, which reviews the key grammar areas, and is followed by typical Matura exam tasks at both Basic and Extended levels. If students need additional grammar practice, they should be referred to the Grammar Reference and Practice section at the back of the book, which offers extra grammar activities and explanations in Polish.

Writing

The Writing section gives students an opportunity to develop their Matura Writing skills with exam tips, activation exercises and lists of useful phrases. It offers step-by-step advice on how to write Matura-appropriate texts with sample Matura exam tasks and model texts. Extra sets of useful phrases are available in the Writing Bank at the back of the book.

Cumulative Revision

The Cumulative Revision section is available in every second unit, and offers more Matura task type practice to revise the grammar and vocabulary covered so far.

Wordlists

The recorded wordlists placed at the end of each unit contain lists of target vocabulary from each sub topic specified in the core curriculum, and aligned to the Oxford 3000 and Oxford 5000 wordlists (clearly signposted with the Oxford 3000 and Oxford 5000 icons).

Oxford 3000 and Oxford 5000 are vocabulary lists carefully curated by Oxford lexicographers to include the most important vocabulary items. The Oxford 3000 list includes three thousand most common and useful English words at CEFR A1 to B2 level. The Oxford 5000 list includes an additional two thousand items at CEFR B2 to C1 level. Additionally, the items from the PowerUp sections in the units are marked in red.

Brainpower

Make the most of students' brain potential! The number of words and phrases that one needs to memorize while learning a foreign language can be daunting. The Brainpower section aims to help solve this problem by offering tips on how to learn and retain vocabulary. It's followed by short cumulative tasks, where students can put the Brainpower tips into practice.

Pronunciation

This short section placed at the very end of each unit focuses on the most important aspects of English pronunciation, including model recordings and offering ideas for further practice with students.

Grammar Reference and Practice

This section, placed at the back of the book, offers additional grammar practice with explanations of the key grammar areas in Polish. It is followed by Speaking and Writing Banks, including sets of useful phrases and additional questions for the Speaking tasks in the units.

Mediation

Mediation normally means negotiating in order to resolve an argument or conflict. In the English language classroom, mediation has a different meaning. In a basic sense, it is someone telling someone else about something. In a fuller sense, mediation is an aspect of communication that involves clarifying or enhancing understanding between people; for example, when reporting or interpreting ideas in different ways, or when presenting information or concepts.

Developing mediation skills has acquired more importance in recent years; the CEFR now defines these skills in detail for different levels of language ability and provides can-do statements that can be adapted as learning aims for communicative activities in the classroom.

A mediation task normally involves two texts, which may be either spoken or written. Students read or listen to the first text (often called the source text) and then have to change it in some way in order to explain or tell it to another person or group of people who have not had access to this information. The changed version that students speak or write is the second text (often called the mediated text).

Mediation can happen in various ways, such as changing the medium (e.g. from written to oral/aural), the register (e.g. from formal to informal) or the purpose of the text (e.g. from information to advice).

The examples below show how these different kinds of mediation work as classroom tasks:

- Students read a text and change the information in it to a visual format (e.g. a diagram or an illustrated poster).
- Students read a text written in a formal style and write about it to a friend in an informal style.
- Students listen to a presentation and write a summary of the key points for their classmates.

There are mediation tasks interspersed throughout the Student Book.

Course Assessment

The course offers a seamless assessment experience, with various types of tests available in two slightly different versions (A and B). All are fully editable so that you can adapt them to match your students' needs. Tests can be accessed via Oxford English Hub.

Diagnostic tests

The diagnostic tests are level specific and offer insights into your students' strengths and weaknesses. They can be used to create individual or class learning plans at the beginning of a course of study, and to inform decisions about which language areas to focus on.

Short tests

There is one Short test per unit focusing on grammar and vocabulary. The tests offer a snapshot of students' progress and guide the teacher to offer remedial work while still working within a given unit.

Unit tests

The Unit tests enable you to identify where learning has been successful in a specific unit and where remedial work is needed. The content in the test reflects the language objectives within that particular unit, including Matura task types in the Listening, Reading and Use of English sections.

End-of-term and End-of-year tests

These are used to summarize what students have learned during a term or a year, and the content in the test can come from any material covered during the year, including Matura task types in the Listening, Reading and Use of English sections.

Matura exam practice

There are three written mock Matura exam papers available for your students, as well as three mock oral Matura sets.

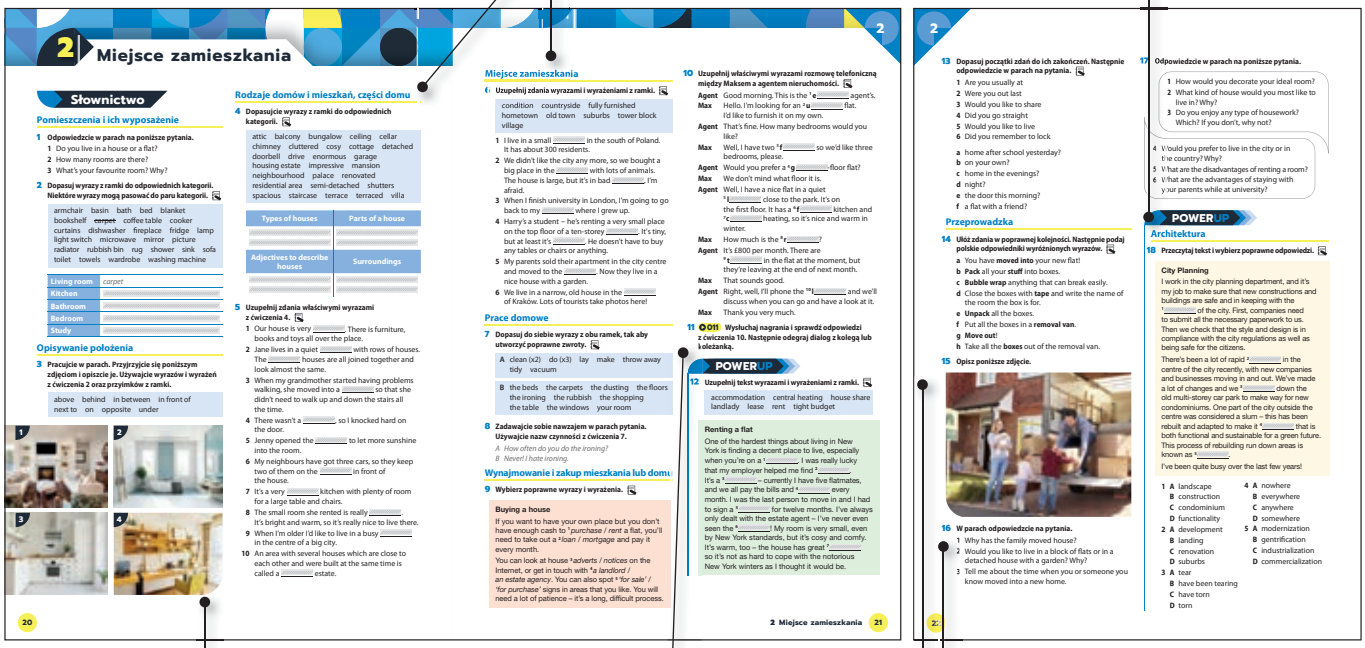
Unit walkthrough

Vocabulary

Various task types to revise the core vocabulary for each topic

Vocabulary section divided into subtopics as per core curriculum

PowerUp tasks at the Extended Matura level for extra challenge



Visuals on every unit opener to illustrate the topic and provide material for discussion

Audio recordings for students to hear vocabulary items in action

Speaking tasks for students to practise the revised vocabulary

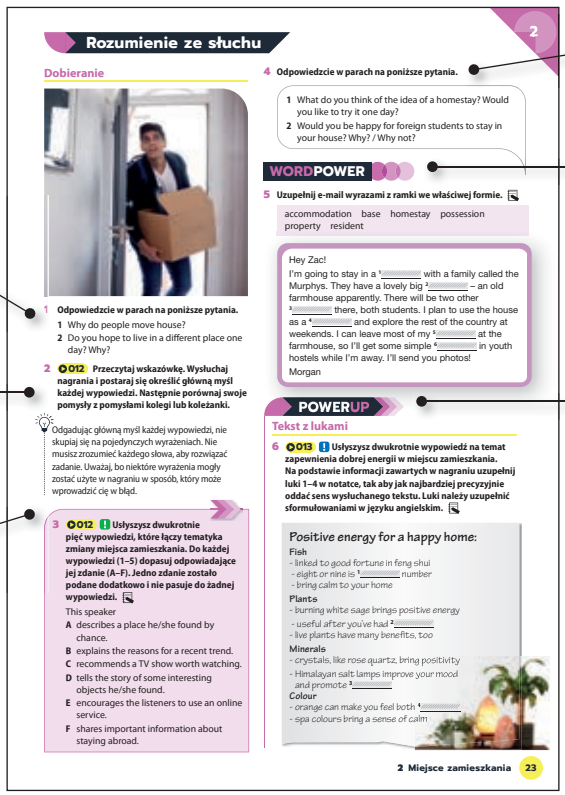
Listening

Practice of all Matura exam task types

Short speaking activities to prepare students for the topic of the lesson

Exam strategies and activation exercises to help students tackle exam tasks

Basic Matura exam tasks labelled with green exclamation marks



Thought-provoking discussions to reflect on the topic of the lesson

Wordpower sections with new vocabulary items

PowerUp sections including Extended Matura tasks labelled with blue exclamation marks

Reading

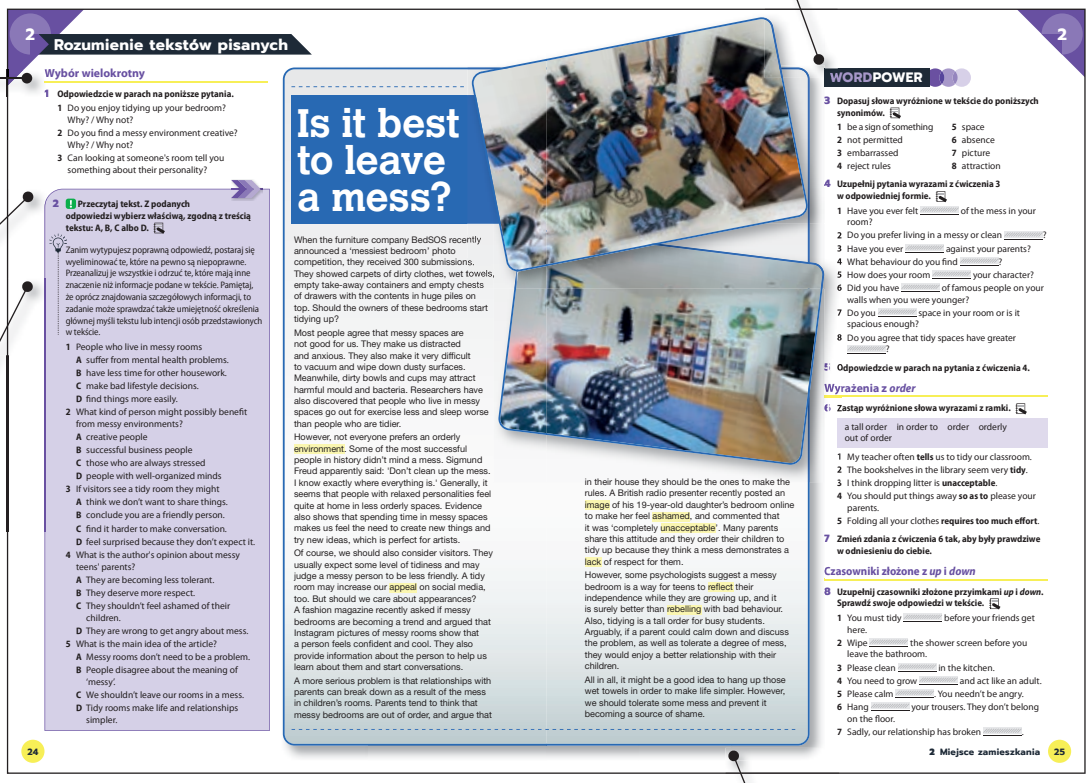
A wide variety of text types and practice of all Matura exam task types

Wordpower sections with new vocabulary items

Thought-provoking discussions to introduce the topic of the lesson

Basic Matura exam tasks labelled with green exclamation marks

Exam strategies to help students tackle exam tasks



2 Rozumienie tekstów pisanych

Wybór wielokrotny

1 Odpowiedzcie w parach na poniższe pytania.

1 Do you enjoy tidying up your bedroom? Why? / Why not?
2 Do you find a messy environment creative? Why? / Why not?
3 Can looking at someone's room tell you something about their personality?

2 Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu: A, B, C albo D.

Zanim wytypujesz poprawną odpowiedź, postaraj się wyeliminować te, które na pewno są niepoprawne. Przeanalizuj je wszystkie i odrzuć te, które mają inne znaczenie niż informacje podane w tekście. Pamiętaj, że oprócz znajdowania szczegółowych informacji, to zadanie może sprawdzać także umiejętność określenia głównej myśli tekstu lub intencji osób przedstawionych w tekście.

1 People who live in messy rooms
A suffer from mental health problems.
B have less time for other housework.
C make bad lifestyle decisions.
D find things more easily.

2 What kind of person might possibly benefit from messy environments?
A creative people
B successful business people
C those who are always stressed
D people with well-organized minds

3 If visitors see a tidy room they might
A think we don't want to share things.
B conclude you are a friendly person.
C find it harder to make conversation.
D feel surprised because they don't expect it.

4 What is the author's opinion about messy teens' parents?
A They are becoming less tolerant.
B They deserve more respect.
C They shouldn't feel ashamed of their children.
D They are wrong to get angry about mess.

5 What is the main idea of the article?
A Messy rooms don't need to be a problem.
B People disagree about the meaning of 'messy'.
C We shouldn't leave our rooms in a mess.
D Tidy rooms make life and relationships simpler.

Is it best to leave a mess?

When the furniture company BedSOS recently announced a 'messiest bedroom' photo competition, they received 300 submissions. They showed carpets of dirty clothes, wet towels, empty take-away containers and empty chests of drawers with the contents in huge piles on top. Should the owners of these bedrooms start tidying up?

Most people agree that messy spaces are not good for us. They make us distracted and anxious. They also make it very difficult to vacuum and wipe down dusty surfaces. Meanwhile, dirty bowls and cups may attract harmful mould and bacteria. Researchers have also discovered that people who live in messy spaces go out for exercise less and sleep worse than people who are tidier.

However, not everyone prefers an orderly environment. Some of the most successful people in history didn't mind a mess. Sigmund Freud apparently said: 'Don't clean up the mess. I know exactly where everything is.' Generally, it seems that people with relaxed personalities feel quite at home in less orderly spaces. Evidence also shows that spending time in messy spaces makes us feel the need to create new things and try new ideas, which is perfect for artists.

Of course, we should also consider visitors. They usually expect some level of tidiness and may judge a messy person to be less friendly. A tidy room may increase our appeal on social media, too. But should we care about appearances? A fashion magazine recently asked if messy bedrooms are becoming a trend and argued that Instagram pictures of messy rooms show that a person feels confident and cool. They also provide information about the person to help us learn about them and start conversations.

A more serious problem is that relationships with parents can break down as a result of the mess in children's rooms. Parents tend to think that messy bedrooms are out of order, and argue that in their house they should be the ones to make the rules. A British radio presenter recently posted an image of his 19-year-old daughter's bedroom online to make her feel ashamed, and commented that it was 'completely unacceptable'. Many parents share this attitude and they order their children to tidy up because they think a mess demonstrates a lack of respect for them.

However, some psychologists suggest a messy bedroom is a way for teens to reflect their independence while they are growing up, and it is surely better than rebelling with bad behaviour. Also, tidying is a tall order for busy students. Arguably, if a parent could calm down and discuss the problem, as well as tolerate a degree of mess, they would enjoy a better relationship with their children.

All in all, it might be a good idea to hang up those wet towels in order to make life simpler. However, we should tolerate some mess and prevent it becoming a source of shame.

24

2

WORDPOWER

3 Dopasuj słowa wyróżnione w tekście do poniższych synonimów.

1 be a sign of something
2 not permitted
3 embarrassed
4 reject rules
5 space
6 absence
7 picture
8 attraction

4 Uzupełnij pytania wyrazami z ćwiczenia 3 w odpowiedniej formie.

1 Have you ever felt _____ of the mess in your room?
2 Do you prefer living in a messy or clean _____?
3 Have you ever _____ against your parents?
4 What behaviour do you find _____?
5 How does your room _____ your character?
6 Did you have _____ of famous people on your walls when you were younger?
7 Do you _____ space in your room or is it spacious enough?
8 Do you agree that tidy spaces have greater _____?

5 Odpowiedzcie w parach na pytania z ćwiczenia 4.

Wyrażenia z *order*

6 Zastąp wyróżnione słowa wyrazami z ramki.

a tall order in order to order orderly out of order

1 My teacher often **tells** us to tidy our classroom.
2 The bookshelves in the library seem very **tidy**.
3 I think dropping litter is **unacceptable**.
4 You should put things away **so as to** please your parents.
5 Folding all your clothes **requires too much effort**.

7 Zmień zdania z ćwiczenia 6 tak, aby były prawdziwe w odniesieniu do ciebie.

Czasowniki złożone z *up* i *down*

8 Uzupełnij czasowniki złożone przyimkami *up* i *down*. Sprawdź swoje odpowiedzi w tekście.

1 You must tidy _____ before your friends get here.
2 Wipe _____ the shower screen before you leave the bathroom.
3 Please clean _____ in the kitchen.
4 You need to grow _____ and act like an adult.
5 Please calm _____. You needn't be angry.
6 Hang _____ your trousers. They don't belong on the floor.
7 Sadly, our relationship has broken _____.

2 Miejsce zamieszkania 25

PowerUp sections including Extended Matura tasks labelled with blue exclamation marks

A variety of engaging and thought-provoking reading texts to capture students' interest and focus their attention with engaging topics and issues that they can identify with



2 Rozumienie tekstów pisanych

POWERUP

Dobieranie pytań do części tekstu

9 Przeczytaj tekst, który został podzielony na cztery części (A–D), oraz pytania go dotyczące (1–5). Do każdego pytania dopasuj właściwą część tekstu. W jednej części tekstu znajdują się odpowiedzi na dwa pytania.

In which paragraph does the author
1 describe a type of building you might do a tour of?
2 suggest that the popularity of the place is well-deserved?
3 refer to the house being used as a method of protection against other people?
4 mention subtle variations in living conditions that are caused by seasonal change?
5 point to the interplay between the design and nature?

House hunting, high and low

Most of us would say it's sensible to live firmly on the ground. However, not all architects share this view. Here are a selection of housing designs that offer a less conventional perspective.

A The cave house

Cave houses are some of the oldest dwellings in the world and used to provide low-cost accommodation for agricultural workers. However, many have now been renovated into luxury residences and are certainly not cheap. That said, if you lived in a cave complex, you would probably save on the costs of air conditioning and heating. Their incredibly thick walls make them cosy in the winter while they remain protected from the summer heat. The temperature inside typically varies only four or five degrees during the year. And although they aren't ideal if you prefer a detached premises, you needn't worry about noise from neighbours!

B The upside-down house

Upside-down houses look entirely normal but with one crucial difference: the roof points downwards and the foundations are in the air. That makes them unsuitable for residential purposes, but they are popular landmarks that have become major tourist attractions. Their appeal has little to do with comfort. From the moment you go inside you start to feel dizzy. You then have to walk on the ceiling, which is the floor for you, under all the furniture above. Only the staircase is the right way up, which you use to get to the ground floor (which actually is the top floor). These houses are just perfect if you want a picture of yourself dancing on the ceiling to post on social media.

C The stilt house

Homes on poles called *stilts* are nothing new in some parts of the world. They have long been essential in low-lying coastal areas where flooding is common because they can be reconstructed quite quickly if damaged. The Korowai tribe of Indonesia are famous for building stilt houses 35 metres high to prevent attacks from neighbouring tribes. A stilt house may not be the height of luxury, but the architectural style is becoming popular the world over. It is particularly attractive to those who reside in warmer climates, since the buildings' height exposes residents to cool summer breezes, but they also appeal to those who care about the environment. Their narrow legs allow the tree roots to grow freely and they permit water to drain into the soil.

D The tree cabin

If you have a head for heights you may fancy staying in a tree cabin. These simple abodes are now among the most sought-after types of holiday apartments, and rightly so. They offer a romantic escape into the heart of nature, providing fine views across the forest canopy, and are frequently equipped with an outdoor hot tub where you can bathe under the stars, shielded from view by the tree branches. In the morning you can wake up to the sound of the birds singing or push open the front door to watch the sunrise from the comfort of your bed. Indoor cooking facilities are usually minimal in tree cabins, but there are barbecue facilities on the premises at ground level.

26

Unit walkthrough

Speaking

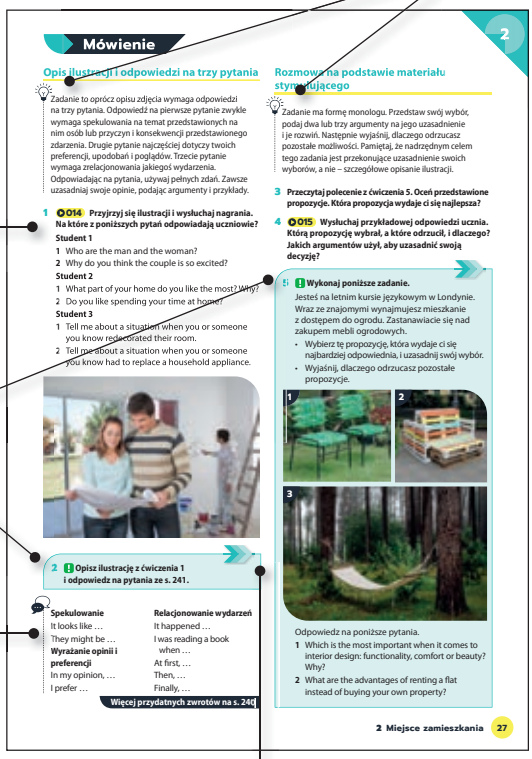
Practice of all oral Matura exam task types

Exam strategies and activation exercises to help students tackle exam tasks

Sample exam tasks and recorded students' answers

Matura exam tasks labelled with green exclamation marks

Vocabulary boxes with useful phrases and expressions



Mówienie

Opis ilustracji i odpowiedzi na trzy pytania

Zadanie to oprócz opisu zdjęcia wymaga odpowiedzi na trzy pytania. Odpowiedź na pierwsze pytanie zwykle wymaga spekulowania na temat przedstawionych na nim osób lub przyczyn i konsekwencji przedstawionego zdarzenia. Drugie pytanie najczęściej dotyczy twoich preferencji, upodobań i poglądów. Trzecie pytanie wymaga zrelacjonowania jakiegoś wydarzenia. Odpowiadając na pytania, używaj pełnych zdań. Zawsze uzasadniaj swoje opinie, podając argumenty i przykłady.

1 O014 Przyjrzyj się ilustracji i wysłuchaj nagrania. Na które z poniższych pytań odpowiadają uczniowie?

Student 1
1 Who are the man and the woman?
2 Why do you think the couple is so excited?

Student 2
1 What part of your home do you like the most? Why?
2 Do you like spending your time at home?

Student 3
1 Tell me about a situation when you or someone you know redecorated their room.
2 Tell me about a situation when you or someone you know had to replace a household appliance.

2 Opisz ilustrację z ćwiczenia 1 i odpowiedz na pytania ze s. 241.

Spekulowanie
It looks like …
They might be …

Wyrażanie opinii i preferencji
In my opinion, …
I prefer …

Relacjonowanie wydarzeń
It happened …
I was reading a book when …
At first, …
Then, …
Finally, …

Więcej przydatnych zwrotów na s. 240

Rozmowa na podstawie materiału stymulującego

Zadanie ma formę monologu. Przedstaw swój wybór, podaj dwa lub trzy argumenty na jego uzasadnienie i je rozwiń. Następnie wyjaśnij, dlaczego odrzucasz pozostałe możliwości. Pamiętaj, że nadrzędnym celem tego zadania jest przekonujące uzasadnienie swoich wyborów, a nie – szczegółowe opisanie ilustracji.

3 Przeczytaj polecenie z ćwiczenia 5. Oceń przedstawione propozycje. Która propozycja wydaje ci się najlepsza?

4 O015 Wysłuchaj przykładowej odpowiedzi ucznia. Którą propozycję wybrał, a które odrzucił, i dlaczego? Jakich argumentów użył, aby uzasadnić swoją decyzję?

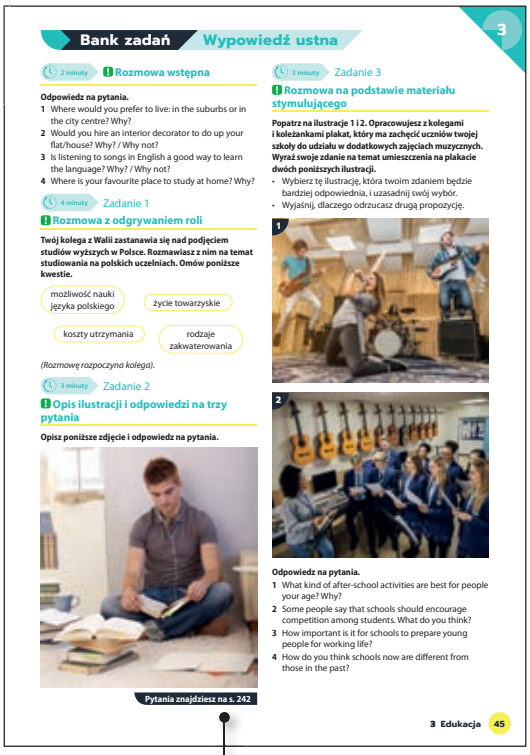
5 Wykonaj poniższe zadanie.

Jesteś na letnim kursie językowym w Londynie. Wraz ze znajomymi wynajmujesz mieszkanie z dostępem do ogrodu. Zastanawiacie się nad zakupem mebli ogrodowych.

- Wybierz tę propozycję, która wydaje ci się najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

Odpowiedz na poniższe pytania.
1 Which is the most important when it comes to interior design: functionality, comfort or beauty? Why?
2 What are the advantages of renting a flat instead of buying your own property?

2 Miejsce zamieszkania 27



Bank zadań Wypowiedź ustna

2 minuty Rozmowa wstępna

Odpowiedz na pytania.
1 Where would you prefer to live: in the suburbs or in the city centre? Why?
2 Would you hire an interior decorator to do up your flat/house? Why? / Why not?
3 Is listening to songs in English a good way to learn the language? Why? / Why not?
4 Where is your favourite place to study at home? Why?

4 minuty Zadanie 1

Rozmowa z odgrywaniem roli

Twój kolega z Walii zastanawia się nad podjęciem studiów wyższych w Polsce. Rozmawiasz z nim na temat studiowania na polskich uczelniach. Omów poniższe kwestie.

możliwość nauki języka polskiego
życie towarzyskie
koszty utrzymania
rodzaje zakwaterowania

(Rozmowę rozpoczyna kolega).

3 minuty Zadanie 2

Opis ilustracji i odpowiedzi na trzy pytania

Opisz poniższe zdjęcie i odpowiedz na pytania.

Pytania znajdziesz na s. 242

3 minuty Zadanie 3

Rozmowa na podstawie materiału stymulującego

Popatrz na ilustrację 1 i 2. Opracowujesz z kolegami i koleżankami plakat, który ma zachęcić uczniów twojej szkoły do udziału w dodatkowych zajęciach muzycznych. Wyraź swoje zdanie na temat umieszczenia na plakacie dwóch poniższych ilustracji.

- Wybierz tę ilustrację, która twoim zdaniem będzie bardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.

Odpowiedz na pytania.
1 What kind of after-school activities are best for people your age? Why?
2 Some people say that schools should encourage competition among students. What do you think?
3 How important is it for schools to prepare young people for working life?
4 How do you think schools now are different from those in the past?

3 Edukacja 45

Additional questions in the back of the book to facilitate exam-like context

Use of English

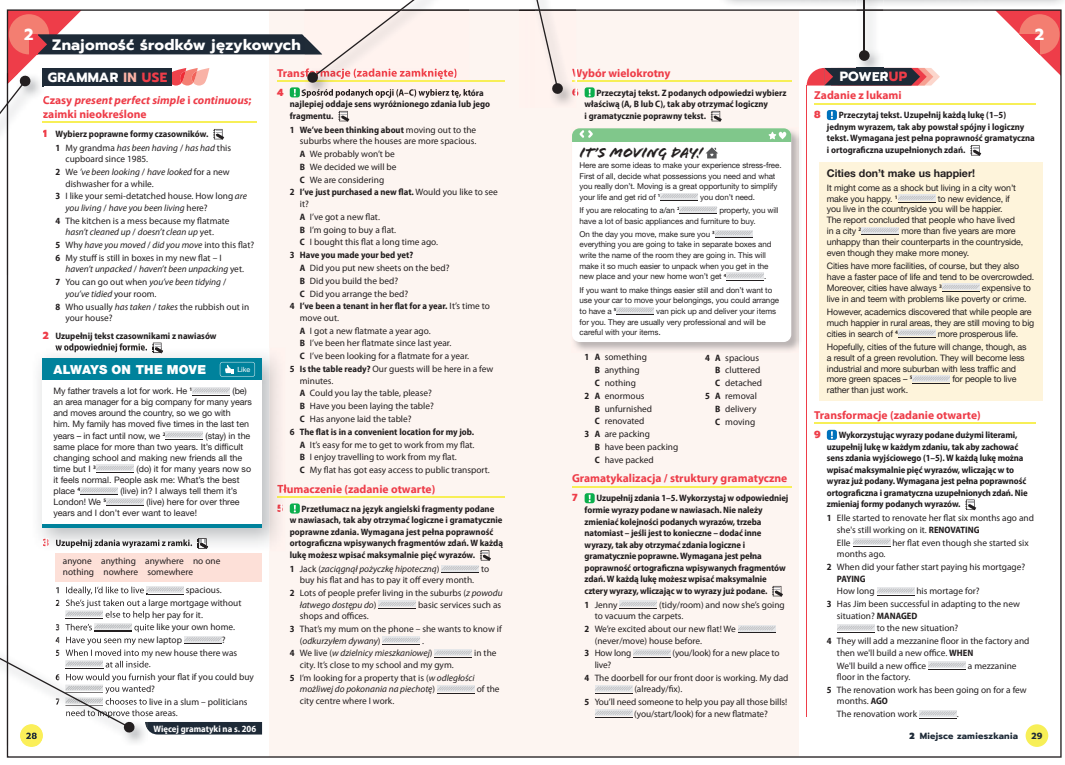
Thorough practice of all Matura exam task types

Basic Matura exam tasks labelled with green exclamation marks

PowerUp sections including Extended Matura tasks labelled with blue exclamation marks

Grammar in Use sections to revise key grammar areas

Grammar section with explanations and exercises



2 Znajomość środków językowych

GRAMMAR IN USE

Czasy *present perfect simple* i *continuous*; zaimki nieokreślone

1 Wybierz poprawne formy czasowników.
1 My grandma *has been having / has had* this cupboard since 1985.
2 We *'ve been looking / have looked* for a new dishwasher for a while.
3 I like your semi-detatched house. How long *are you living / have you been living* here?
4 The kitchen is a mess because my flatmate *hasn't cleaned up / doesn't clean up* yet.
5 Why *have you moved / did you move* into this flat?
6 My stuff is still in boxes in my new flat – I *haven't unpacked / haven't been unpacking* yet.
7 You can go out when *you've been tidying / you've tidied* your room.
8 Who usually *has taken / takes* the rubbish out in your house?

2 Uzupełnij tekst czasownikami z nawiasów w odpowiedniej formie.

ALWAYS ON THE MOVE

My father travels a lot for work. He [1] (be) an area manager for a big company for many years and moves around the country, so we go with him. My family has moved five times in the last ten years – in fact until now, we [2] (stay) in the same place for more than two years. It's difficult changing school and making new friends all the time but I [3] (do) it for many years now so it feels normal. People ask me: What's the best place [4] (live) in? I always tell them it's London! We [5] (live) here for over three years and I don't ever want to leave!

3 Uzupełnij zdania wyrazami z ramki.

anyone anything anywhere no one nothing nowhere somewhere

1 Ideally, I'd like to live _____ spacious.
2 She's just taken out a large mortgage without _____ else to help her pay for it.
3 There's _____ quite like your own home.
4 Have you seen my new laptop _____?
5 When I moved into my new house there was _____ at all inside.
6 How would you furnish your flat if you could buy _____ you wanted?
7 _____ chooses to live in a slum – politicians need to improve those areas.

Więcej gramatyki na s. 206

28

Transformacje (zadanie zamknięte)

4 Spośród podanych opcji (A–C) wybierz tę, która najlepiej oddaje sens wyróżnionego zdania lub jego fragmentu.

1 **We've been thinking about** moving out to the suburbs where the houses are more spacious.
A We probably won't be
B We decided we will be
C We are considering

2 **I've just purchased a new flat.** Would you like to see it?
A I've got a new flat.
B I'm going to buy a flat.
C I bought this flat a long time ago.

3 **Have you made your bed yet?**
A Did you put new sheets on the bed?
B Did you build the bed?
C Did you arrange the bed?

4 **I've been a tenant in her flat for a year.** It's time to move out.
A I got a new flatmate a year ago.
B I've been her flatmate since last year.
C I've been looking for a flatmate for a year.

5 **Is the table ready?** Our guests will be here in a few minutes.
A Could you lay the table, please?
B Have you been laying the table?
C Has anyone laid the table?

6 **The flat is in a convenient location for my job.**
A It's easy for me to get to work from my flat.
B I enjoy travelling to work from my flat.
C My flat has got easy access to public transport.

Tłumaczenie (zadanie otwarte)

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

1 Jack *(zaciągnął pożyczkę hipoteczną)* _____ to buy his flat and has to pay it off every month.
2 Lots of people prefer living in the suburbs *(z powodu łatwego dostępu do)* _____ basic services such as shops and offices.
3 That's my mum on the phone – she wants to know if *(odkurzyłem dywany)* _____.
4 We live *(w dzielnicy mieszkaniowej)* _____ in the city. It's close to my school and my gym.
5 I'm looking for a property that is *(w odległości możliwej do pokonania na piechotę)* _____ of the city centre where I work.

Wybór wielokrotny

6 Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą (A, B lub C), tak aby otrzymać logiczny i gramatycznie poprawny tekst.

IT'S MOVING DAY!

Here are some ideas to make your experience stress-free. First of all, decide what possessions you need and what you really don't. Moving is a great opportunity to simplify your life and get rid of [1] _____ you don't need.

If you are relocating to a/an [2] _____ property, you will have a lot of basic appliances and furniture to buy.

On the day you move, make sure you [3] _____ everything you are going to take in separate boxes and write the name of the room they are going in. This will make it so much easier to unpack when you get in the new place and your new home won't get [4] _____.

If you want to make things easier still and don't want to use your car to move your belongings, you could arrange to have a [5] _____ van pick up and deliver your items for you. They are usually very professional and will be careful with your items.

1 A something B anything C nothing
2 A enormous B unfurnished C renovated
3 A are packing B have been packing C have packed
4 A spacious B cluttered C detached
5 A removal B delivery C moving

Gramatykalizacja / struktury gramatyczne

7 Uzupełnij zdania 1–5. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.

1 Jenny _____ (tidy/room) and now she's going to vacuum the carpets.
2 We're excited about our new flat! We _____ (never/move) house before.
3 How long _____ (you/look) for a new place to live?
4 The doorbell for our front door is working. My dad _____ (already/fix).
5 You'll need someone to help you pay all those bills! _____ (you/start/look) for a new flatmate?

POWERUP

Zadanie z lukami

8 Przeczytaj tekst. Uzupełnij każdą lukę (1–5) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna uzupełnionych zdań.

Cities don't make us happier!

It might come as a shock but living in a city won't make you happy. [1] _____ to new evidence, if you live in the countryside you will be happier. The report concluded that people who have lived in a city [2] _____ more than five years are more unhappy than their counterparts in the countryside, even though they make more money.

Cities have more facilities, of course, but they also have a faster pace of life and tend to be overcrowded. Moreover, cities have always [3] _____ expensive to live in and teem with problems like poverty or crime. However, academics discovered that while people are much happier in rural areas, they are still moving to big cities in search of [4] _____ more prosperous life.

Hopefully, cities of the future will change, though, as a result of a green revolution. They will become less industrial and more suburban with less traffic and more green spaces – [5] _____ for people to live rather than just work.

Transformacje (zadanie otwarte)

9 Wykorzystując wyrazy podane dużymi literami, uzupełnij lukę w każdym zdaniu, tak aby zachować sens zdania wyjściowego (1–5). W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając w to wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna uzupełnionych zdań. Nie zmieniaj formy podanych wyrazów.

1 Elle started to renovate her flat six months ago and she's still working on it. **RENOVATING**
Elle _____ her flat even though she started six months ago.
2 When did your father start paying his mortgage? **PAYING**
How long _____ his mortage for?
3 Has Jim been successful in adapting to the new situation? **MANAGED**
_____ to the new situation?
4 They will add a mezzanine floor in the factory and then we'll build a new office. **WHEN**
We'll build a new office _____ a mezzanine floor in the factory.
5 The renovation work has been going on for a few months. **AGO**
The renovation work _____.

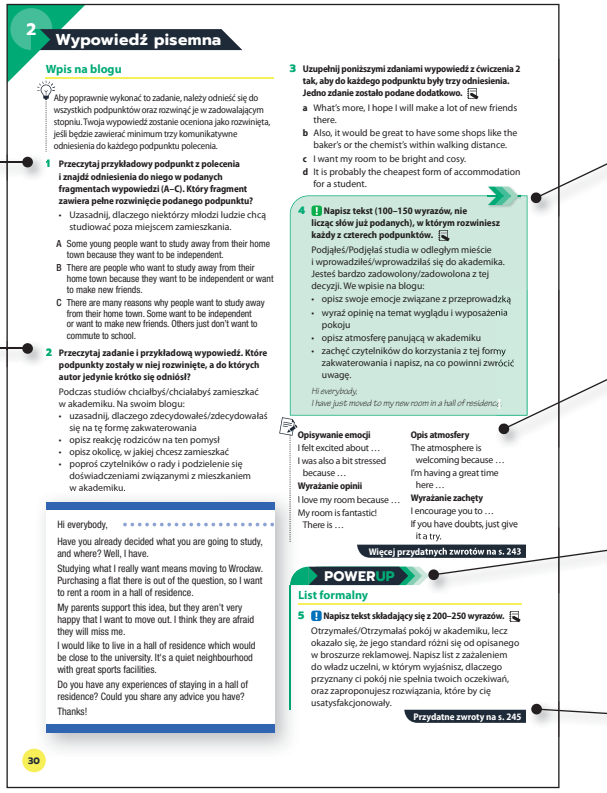
2 Miejsce zamieszkania 29

Writing

Practice of all written Matura exam task types

Exam strategies and activation exercises to help students tackle exam tasks

Sample exam tasks and model texts



Matura exam tasks labelled with green exclamation marks

Vocabulary boxes with useful phrases and expressions

PowerUp sections with Extended level exam tasks

Additional useful phrases in the back of the book

Wordlist

Recorded unit wordlists including target vocabulary

Clear signposting to mark Oxford 3000, Oxford 5000 and Extended level items

Brainpower section to make students more aware of how they learn vocabulary

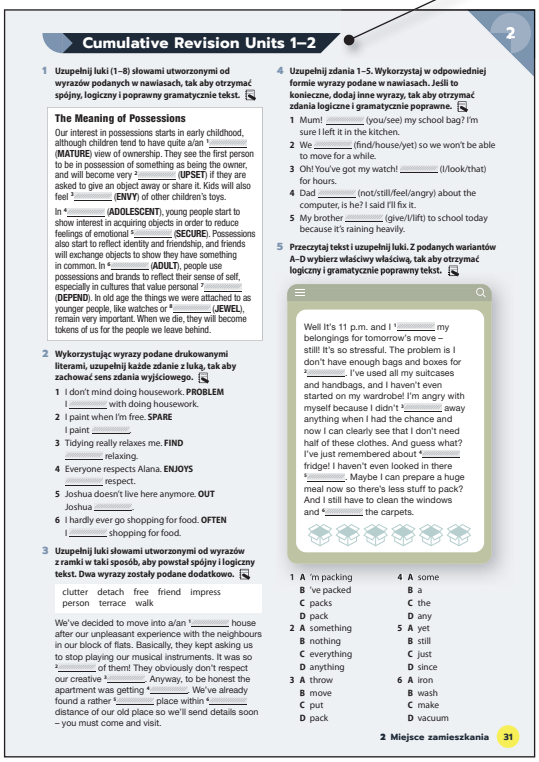


Pronunciation exercises focusing on the most important features of English speech

Unit walkthrough

Cumulative Revision

Cumulative Revision sections featuring Matura-type Use of English tasks for further exam practice



Cumulative Revision Units 1–2

2

1 Uzupełnij luki (1–8) słowami utworzonymi od wyrazów podanych w nawiasach, tak aby otrzymać spójny, logiczny i poprawny gramatycznie tekst.

The Meaning of Possessions

Our interest in possessions starts in early childhood, although children tend to have quite a/an ¹_____ (MATURE) view of ownership. They see the first person to be in possession of something as being the owner, and will become very ²_____ (UPSET) if they are asked to give an object away or share it. Kids will also feel ³_____ (ENVY) of other children's toys.

In ⁴_____ (ADOLESCENT), young people start to show interest in acquiring objects in order to reduce feelings of emotional ⁵_____ (SECURE). Possessions also start to reflect identity and friendship, and friends will exchange objects to show they have something in common. In ⁶_____ (ADULT), people use possessions and brands to reflect their sense of self, especially in cultures that value personal ⁷_____ (DEFEND). In old age the things we were attached to as younger people, like watches or ⁸_____ (JEWEL), remain very important. When we die, they will become tokens of us for the people we leave behind.

2 Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego.

1 I don't mind doing housework. **PROBLEM**
I _____ with doing housework.
2 I paint when I'm free. **SPARE**
I paint _____.
3 Tidying really relaxes me. **FIND**
_____ relaxing.
4 Everyone respects Alana. **ENJOYS**
_____ respect.
5 Joshua doesn't live here anymore. **OUT**
Joshua _____.
6 I hardly ever go shopping for food. **OFTEN**
I _____ shopping for food.

3 Uzupełnij luki słowami utworzonymi od wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Dwa wyrazy zostały podane dodatkowo.

clutter detach free friend impress person terrace walk

We've decided to move into a/an ¹_____ house after our unpleasant experience with the neighbours in our block of flats. Basically, they kept asking us to stop playing our musical instruments. It was so ²_____ of them! They obviously don't respect our creative ³_____. Anyway, to be honest the apartment was getting ⁴_____. We've already found a rather ⁵_____ place within ⁶_____ distance of our old place so we'll send details soon – you must come and visit.

4 Uzupełnij zdania 1–5. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Jeśli to konieczne, dodaj inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne.

1 Mum! _____ (you/see) my school bag? I'm sure I left it in the kitchen.
2 We _____ (find/house/yet) so we won't be able to move for a while.
3 Oh! You've got my watch! _____ (I/look/that) for hours.
4 Dad _____ (not/still/feel/angry) about the computer, is he? I said I'll fix it.
5 My brother _____ (give/lift) to school today because it's raining heavily.

5 Przeczytaj tekst i uzupełnij luki. Z podanych wariantów A–D wybierz właściwy wariant, tak aby otrzymać logiczny i gramatycznie poprawny tekst.

Well It's 11 p.m. and I ¹_____ my belongings for tomorrow's move – still! It's so stressful. The problem is I don't have enough bags and boxes for ²_____. I've used all my suitcases and handbags, and I haven't even started on my wardrobe! I'm angry with myself because I didn't ³_____ away anything when I had the chance and now I can clearly see that I don't need half of these clothes. And guess what? I've just remembered about ⁴_____ fridge! I haven't even looked in there ⁵_____. Maybe I can prepare a huge meal now so there's less stuff to pack? And I still have to clean the windows and ⁶_____ the carpets.

1 A 'm packing
B 've packed
C packs
D pack

2 A something
B nothing
C everything
D anything

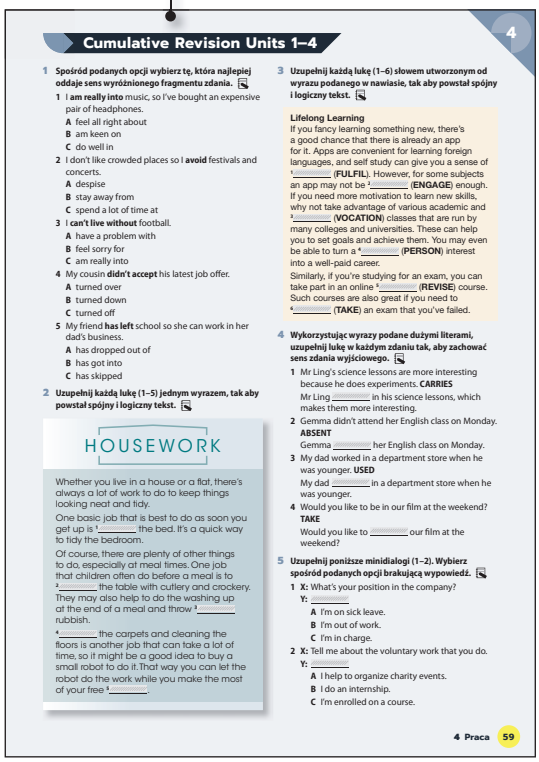
3 A throw
B move
C put
D pack

4 A some
B a
C the
D any

5 A yet
B still
C just
D since

6 A iron
B wash
C make
D vacuum

2 Miejsce zamieszkania 31



Cumulative Revision Units 1–4

4

1 Spośród podanych opcji wybierz tę, która najlepiej oddaje sens wyróżnionego fragmentu zdania.

1 I **am really into** music, so I've bought an expensive pair of headphones.
A feel all right about
B am keen on
C do well in

2 I don't like crowded places so I **avoid** festivals and concerts.
A despise
B stay away from
C spend a lot of time at

3 I **can't live without** football.
A have a problem with
B feel sorry for
C am really into

4 My cousin **didn't accept** his latest job offer.
A turned over
B turned down
C turned off

5 My friend **has left** school so she can work in her dad's business.
A has dropped out of
B has got into
C has skipped

2 Uzupełnij każdą lukę (1–5) jednym wyrazem, tak aby powstał spójny i logiczny tekst.

HOUSEWORK

Whether you live in a house or a flat, there's always a lot of work to do to keep things looking neat and tidy.

One basic job that is best to do as soon you get up is ¹_____ the bed. It's a quick way to tidy the bedroom.

Of course, there are plenty of other things to do, especially at meal times. One job that children often do before a meal is to ²_____ the table with cutlery and crockery. They may also help to do the washing up at the end of a meal and throw ³_____ rubbish.

⁴_____ the carpets and cleaning the floors is another job that can take a lot of time, so it might be a good idea to buy a small robot to do it. That way you can let the robot do the work while you make the most of your free ⁵_____.

3 Uzupełnij każdą lukę (1–6) słowem utworzonym od wyrazu podanego w nawiasie, tak aby powstał spójny i logiczny tekst.

Lifelong Learning

If you fancy learning something new, there's a good chance that there is already an app for it. Apps are convenient for learning foreign languages, and self study can give you a sense of ¹_____ (FULFIL). However, for some subjects an app may not be ²_____ (ENGAGE) enough. If you need more motivation to learn new skills, why not take advantage of various academic and ³_____ (VOCATION) classes that are run by many colleges and universities. These can help you to set goals and achieve them. You may even be able to turn a ⁴_____ (PERSON) interest into a well-paid career.

Similarly, if you're studying for an exam, you can take part in an online ⁵_____ (REVISE) course. Such courses are also great if you need to ⁶_____ (TAKE) an exam that you've failed.

4 Wykorzystując wyrazy podane dużymi literami, uzupełnij lukę w każdym zdaniu tak, aby zachować sens zdania wyjściowego.

1 Mr Ling's science lessons are more interesting because he does experiments. **CARRIES**
Mr Ling _____ in his science lessons, which makes them more interesting.
2 Gemma didn't attend her English class on Monday. **ABSENT**
Gemma _____ her English class on Monday.
3 My dad worked in a department store when he was younger. **USED**
My dad _____ in a department store when he was younger.
4 Would you like to be in our film at the weekend? **TAKE**
Would you like to _____ our film at the weekend?

5 Uzupełnij poniższe minidialogi (1–2). Wybierz spośród podanych opcji brakującą wypowiedź.

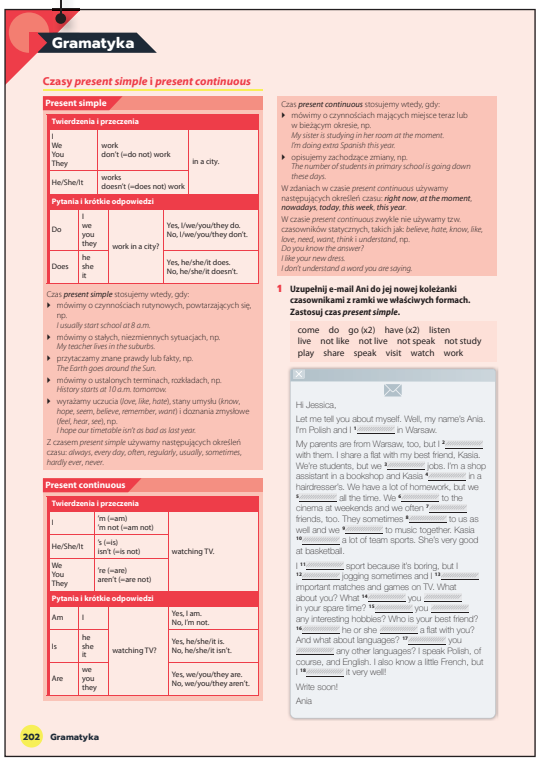
1 X: What's your position in the company?
Y: _____
A I'm on sick leave.
B I'm out of work.
C I'm in charge.

2 X: Tell me about the voluntary work that you do.
Y: _____
A I help to organize charity events.
B I do an internship.
C I'm enrolled on a course.

4 Praca 59

Grammar

Additional grammar explanations and exercises to help students retain and practise key grammar items



Gramatyka

Czasy present simple i present continuous

Present simple

Twierdzenia i przeczenia

I We You They	work don't (=do not) work	in a city.
He/She/It	works doesn't (=does not) work	

Pytania i krótkie odpowiedzi

Do	I we you they	work in a city?	Yes, I/we/you/they do. No, I/we/you/they don't.
Does	he she it		Yes, he/she/it does. No, he/she/it doesn't.

Czas *present simple* stosujemy wtedy, gdy:
- mówimy o czynnościach rutynowych, powtarzających się, np.
  I usually start school at 8 a.m.
- mówimy o stałych, niezmiennych sytuacjach, np.
  My teacher lives in the suburbs.
- przytaczamy znane prawdy lub fakty, np.
  The Earth goes around the Sun.
- mówimy o ustalonych terminach, rozkładach, np.
  History starts at 10 a.m. tomorrow.
- wyrażamy uczucia (*love, like, hate*), stany umysłu (*know, hope, seem, believe, remember, want*) i doznania zmysłowe (*feel, hear, see*), np.
  I hope our timetable isn't as bad as last year.

Z czasem *present simple* używamy następujących określeń czasu: *always, every day, often, regularly, usually, sometimes, hardly ever, never.*

Present continuous

Twierdzenia i przeczenia

I	'm (=am) 'm not (=am not)	watching TV.
He/She/It	's (=is) isn't (=is not)	
We You They	're (=are) aren't (=are not)	

Pytania i krótkie odpowiedzi

Am	I	watching TV?	Yes, I am. No, I'm not.
Is	he she it		Yes, he/she/it is. No, he/she/it isn't.
Are	we you they		Yes, we/you/they are. No, we/you/they aren't.

Czas *present continuous* stosujemy wtedy, gdy:
- mówimy o czynnościach mających miejsce teraz lub w bieżącym okresie, np.
  My sister is studying in her room at the moment.
  I'm doing extra Spanish this year.
- opisujemy zachodzące zmiany, np.
  The number of students in primary school is going down these days.

W zdaniach w czasie *present continuous* używamy następujących określeń czasu: *right now, at the moment, nowadays, today, this week, this year.*

W czasie *present continuous* zwykle nie używamy tzw. czasowników statycznych, takich jak: *believe, hate, know, like, love, need, want, think i understand*, np.
Do you know the answer?
I like your new dress.
I don't understand a word you are saying.

1 Uzupełnij e-mail Ani do jej nowej koleżanki czasownikami z ramki we właściwych formach. Zastosuj czas *present simple*.

come do go (x2) have (x2) listen live not like not live not speak not study play share speak visit watch work

Hi Jessica,

Let me tell you about myself. Well, my name's Ania. I'm Polish and I ¹_____ in Warsaw.

My parents are from Warsaw, too, but I ²_____ with them. I share a flat with my best friend, Kasia. We're students, but we ³_____ jobs. I'm a shop assistant in a bookshop and Kasia ⁴_____ in a hairdresser's. We have a lot of homework, but we ⁵_____ all the time. We ⁶_____ to the cinema at weekends and we often ⁷_____ friends, too. They sometimes ⁸_____ to us as well and we ⁹_____ to music together. Kasia ¹⁰_____ a lot of team sports. She's very good at basketball.

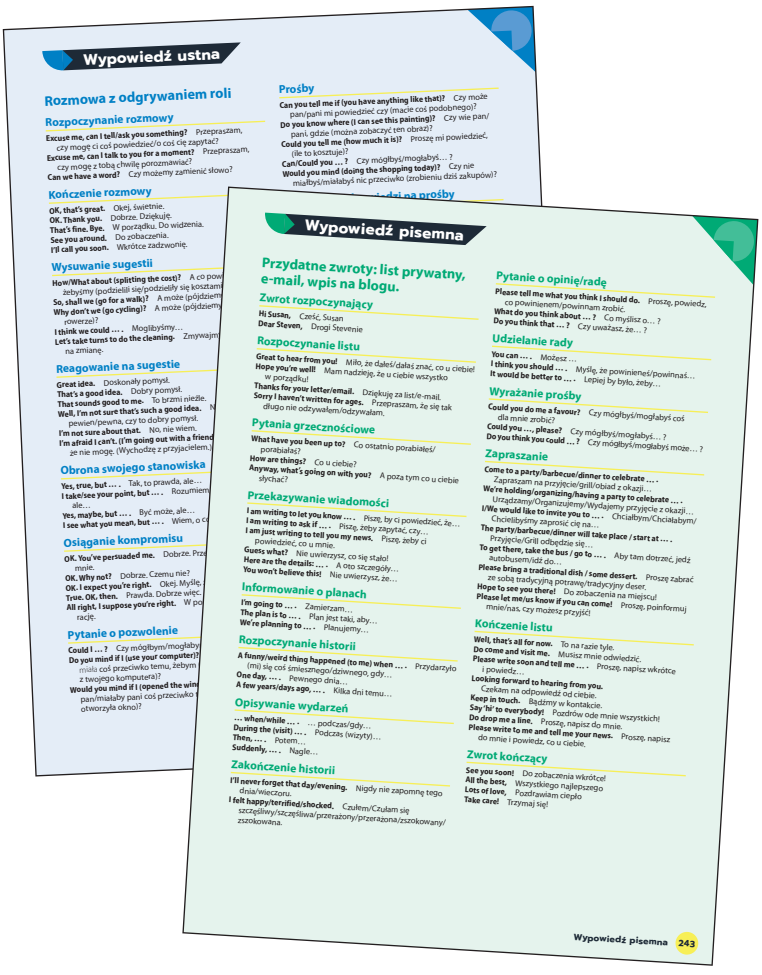
I ¹¹_____ sport because it's boring, but I ¹²_____ jogging sometimes and I ¹³_____ important matches and games on TV. What about you? What ¹⁴_____ you _____ in your spare time? ¹⁵_____ you _____ any interesting hobbies? Who is your best friend? ¹⁶_____ he or she _____ a flat with you? And what about languages? ¹⁷_____ you _____ any other languages? I speak Polish, of course, and English. I also know a little French, but I ¹⁸_____ it very well!

Write soon!

Ania

202 Gramatyka

Speaking and Writing Banks



Wypowiedź ustna

Rozmowa z odgrywaniem roli

Rozpoczynanie rozmowy

Excuse me, can I tell/ask you something? Przepraszam, czy mogę ci coś powiedzieć/o coś cię zapytać?
Excuse me, can I talk to you for a moment? Przepraszam, czy mogę z tobą chwilę porozmawiać?
Can we have a word? Czy możemy zamienić słowo?

Kończenie rozmowy

OK, that's great. Okej, świetnie.
OK. Thank you. Dobrze. Dziękuję.
That's fine. Bye. W porządku. Do widzenia.
See you around. Do zobaczenia.
I'll call you soon. Wkrótce zadzwonię.

Wysuwanie sugestii

How/What about (splitting the cost)? A co powiesz/powiemy (podzielić się/podzielmy się kosztami)?
So, shall we (go for a walk)? A może (pójdziemy na spacer)?
Why don't we (go cycling)? A może (pójdziemy rowerze)?
I think we could ... Moglibyśmy...
Let's take turns to do the cleaning. Zmywajmy na zmianę.

Reagowanie na sugestie

Great idea. Doskonały pomysł.
That's a good idea. Dobry pomysł.
That sounds good to me. To brzmi nieźle.
Well, I'm not sure that's such a good idea. No, nie wiem.
I'm not sure about that. No, nie wiem.
I'm afraid I can't. (I'm going out with a friend.) Obawiam się, że nie mogę. (Wychodzę z przyjacielem.)

Obrona swojego stanowiska

Yes, true, but ... Tak, to prawda, ale...
I take/see your point, but ... Rozumiem, ale...
Yes, maybe, but ... Być może, ale...
I see what you mean, but ... Wiem, o co ci chodzi, ale...

Osiąganie kompromisu

OK. You've persuaded me. Dobrze. Przekonałeś/aś mnie.
OK, why not? Dobrze. Czemu nie?
OK. I expect you're right. Okej. Myślę, że masz rację.
True. OK, then. Prawda. Dobrze więc.
All right, I suppose you're right. W porządku. Chyba masz rację.

Pytanie o pozwolenie

Could I ...? Czy mógłbym/mogłabym...?
Do you mind if I (use your computer)? Czy masz coś przeciwko temu, żebym (użył/użyła) twojego komputera?
Would you mind if I (opened the window)? Czy ma pan/miała pani coś przeciwko temu, żebym otworzył/otworzyła okno?

Prośby

Can you tell me if (you have anything like that)? Czy może pan/pani mi powiedzieć czy (macie coś podobnego)?
Do you know where (I can see this painting)? Czy wie pan/pani, gdzie (można zobaczyć ten obraz)?
Could you tell me (how much it is)? Proszę mi powiedzieć, (ile to kosztuje)?
Can/Could you ...? Czy mógłbyś/mogłabyś...?
Would you mind (doing the shopping today)? Czy nie miałbyś/miałabyś nic przeciwko (zrobieniu dziś zakupów)?

Wypowiedź pisemna

Przydatne zwroty: list prywatny, e-mail, wpis na blogu.

Zwrot rozpoczynający

Hi Susan, Cześć, Susan
Dear Steven, Drogi Stevenie

Rozpoczynanie listu

Great to hear from you! Miło, że dałeś/dałaś znać, co u ciebie w porządku!
Thanks for your letter/email. Dziękuję za list/e-mail.
Sorry I haven't written for ages. Przepraszam, że się tak długo nie odzywałem/odzywałam.

Pytania grzecznościowe

What have you been up to? Co ostatnio porabiałeś/porabiałaś?
How are things? Co u ciebie?
Anyway, what's going on with you? A poza tym co u ciebie słychać?

Przekazywanie wiadomości

I am writing to let you know ... Piszę, by ci powiedzieć, że...
I am writing to ask if ... Piszę, żeby zapytać, czy...
I am just writing to tell you my news. Piszę, żeby ci powiedzieć, co u mnie.
Guess what? Nie uwierzysz, co się stało!
Here are the details: ... A oto szczegóły...
You won't believe this! Nie uwierzysz, że...

Informowanie o planach

I'm going to ... Zamierzam...
The plan is to ... Plan jest taki, aby...
We're planning to ... Planujemy...

Rozpoczynanie historii

A funny/weird thing happened (to me) when ... (mi) się coś śmiesznego/dziwnego, gdy...
One day, ... Pewnego dnia...
A few years/days ago, ... Kilka dni temu...

Opisywanie wydarzeń

... when/while ... ... podczas/gdy...
During the (visit) ... Podczas (wizyty)...
Then, ... Potem...
Suddenly, ... Nagle...

Zakończenie historii

I'll never forget that day/evening. Nigdy nie zapomnę tego dnia/wieczoru.
I felt happy/terrified/shocked. Czułem/Czułam się szczęśliwy/szczęśliwa/przerażony/przerażona/zszokowany/zszokowana.

Pytanie o opinię/radę

Please tell me what you think I should do. Proszę, powiedz, co powinienem/powinnam zrobić.
What do you think about ...? Co myślisz o...?
Do you think that ...? Czy uważasz, że...?

Udzielanie rady

You can ... Możesz...
I think you should ... Myślę, że powinieneś/powinnaś...
It would be better to ... Lepiej by było, żeby...

Wyrażanie prośby

Could you do me a favour? Czy mógłbyś/mogłabyś coś dla mnie zrobić?
Could you ..., please? Czy mógłbyś/mogłabyś...?
Do you think you could ...? Czy mógłbyś/mogłabyś może...?

Zapraszanie

Come to a party/barbecue/dinner to celebrate ... Zapraszam na przyjęcie/grill/obiad z okazji...
We're holding/organizing/having a party to celebrate ... Urządzamy/Organizujemy/Wydajemy przyjęcie z okazji...
I/We would like to invite you to ... Chciałbym/Chciałabym/Chcielibyśmy zaprosić cię na...
The party/barbecue/dinner will take place / start at ... Przyjęcie/Grill odbędzie się.../Obiad zacznie się o godzinie...
To get there, take the bus / go to ... Aby tam dotrzeć, jedź autobusem/idź do...
Please bring a traditional dish / some dessert. Proszę zabrać ze sobą tradycyjną potrawę/tradycyjny deser.
Hope to see you there! Do zobaczenia na miejscu!
Please let me/us know if you can come! Proszę, poinformuj mnie/nas, czy możesz przyjść!

Kończenie listu

Well, that's all for now. To na razie tyle.
Do come and visit me. Musisz mnie odwiedzić.
Please write soon and tell me ... Proszę, napisz wkrótce i powiedz...
Looking forward to hearing from you. Czekam na odpowiedź od ciebie.
Keep in touch. Bądźmy w kontakcie.
Say 'hi' to everybody! Pozdrów ode mnie wszystkich!
Do drop me a line. Proszę, napisz do mnie.
Please write to me and tell me your news. Proszę, napisz do mnie i powiedz, co u ciebie.

Zwrot kończący

See you soon! Do zobaczenia wkrótce!
All the best, Wszystkiego najlepszego
Lots of love, Pozdrawiam ciepło
Take care! Trzymaj się!

Wypowiedź pisemna 243

Przewodnik ucznia po egzaminie maturalnym

Ogólna charakterystyka egzaminu

Egzamin z języka obcego nowożytnego jest częścią egzaminu maturalnego przeprowadzanego na zakończenie nauki w szkole ponadpodstawowej. Stanowi on poświadczenie, że jako absolwent/absolwentka osiągnąłeś/osiągnęłaś wymagany poziom umiejętności w zakresie wybranego języka, czyli w tym przypadku języka angielskiego.

Egzamin maturalny zastępuje egzamin wstępny na te wyższe uczelnie, które wykorzystują wyniki egzaminu jako kryteria w procesie rekrutacji.

Przystąpienie do egzaminu maturalnego nie jest obowiązkowe.

Język obcy (czyli w twoim przypadku języka angielski) jest przedmiotem obowiązkowym na egzaminie. Egzamin ten składa się z części pisemnej (zdawanej na poziomie podstawowym) oraz ustnej (bez określania poziomu). Możesz również zdawać egzamin z języka obcego jako przedmiotu dodatkowego na poziomie rozszerzonym lub dwujęzycznym.

Jeśli jako przedmiot dodatkowy wybierzesz taki sam język, jak język, który będziesz zdawać jako przedmiot obowiązkowy, to w takim wypadku przystępujesz do egzaminu albo wyłącznie w części pisemnej na poziomie rozszerzonym lub dwujęzycznym, albo w części ustnej i pisemnej – wyłącznie na poziomie dwujęzycznym.

Jeśli wybierzesz inny język niż język, który będziesz zdawać jako przedmiot obowiązkowy, to wtedy zdajesz go albo wyłącznie w części ustnej na poziomie rozszerzonym lub dwujęzycznym, albo zarówno w części ustnej, jak i pisemnej. W tej drugiej sytuacji masz dwie możliwości:

- część ustną zdajesz bez określania poziomu, a część pisemną – na poziomie rozszerzonym,
- część ustną i pisemną zdajesz na poziomie dwujęzycznym.

Zakres i poziom egzaminu

Egzamin maturalny ma na celu sprawdzenie, czy i w jakim stopniu opanowałeś/opanowałaś umiejętności z zakresu danego języka obcego. Są one określone w podstawie programowej kształcenia ogólnego z 2018 roku dla III etapu edukacyjnego, czyli dla liceów ogólnokształcących i techników. Istnieją trzy warianty tej podstawy: podstawowy (III.1.P), rozszerzony (III.1.R) i dwujęzyczny (III.1.DJ). Podstawa programowa opisuje wymagania ogólne oraz szczegółowe, jakie powinien spełniać każdy uczeń kończący szkołę ponadpodstawową.

Wymagania ogólne, które określają główne cele kształcenia językowego, są następujące: znajomość środków językowych, rozumienie wypowiedzi, tworzenie wypowiedzi, reagowanie na wypowiedzi i przetwarzanie wypowiedzi. Wymagania szczegółowe zaś zawierają zakres tych umiejętności i treści nauczania.

Poziom egzaminu maturalnego określony jest wg skali Europejskiego Systemu Kształcenia Języków Obcych (ESKJO). Przedstawia się on następująco:

- na poziomie podstawowym: B1+ w zakresie tworzenia wypowiedzi i B2 w zakresie rozumienia wypowiedzi,
- na poziomie rozszerzonym: B2+ w zakresie tworzenia wypowiedzi i C1 w zakresie rozumienia wypowiedzi.

Zasady przeprowadzania egzaminu

Do 30 września jesteś zobowiązany/zobowiązana złożyć wstępną deklarację przystąpienia do egzaminu maturalnego, gdzie określasz również przedmioty, które będziesz zdawać. Deklarację ostateczną musisz złożyć do 7 lutego. Egzamin maturalny przeprowadzany jest w maju. Zdajesz go w tej szkole, którą ukończysz.

Jeśli jesteś laureatem lub finalistą olimpiady przedmiotowej z języka angielskiego, zostaniesz zwolniony/zwolniona z egzaminu maturalnego.

Pamiętaj!

- Do sali egzaminacyjnej nie wolno wnosić do żadnych urządzeń telekomunikacyjnych, np. telefonów komórkowych ani inteligentnych zegarków. Skorzystanie z któregoś z nich skutkuje unieważnieniem egzaminu w części ustnej lub pisemnej.
- Egzamin może być także unieważniony w przypadku, gdy będziesz rozwiązywać zadania niesamodzielnie lub zakłócać przebieg egzaminu.
- Salę egzaminacyjną możesz opuszczać tylko w uzasadnionych sytuacjach.
- Członkowie zespołu przedmiotowego i nadzorującego nie mogą udzielać ci wyjaśnień dotyczących egzaminu.

Wyniki egzaminu

Szczegółowe wyniki egzaminu otrzymasz na świadectwie dojrzałości. Wynik uzyskany w części ustnej wyrażony będzie w procentach, zaś w części pisemnej – w procentach i na skali centylowej. Świadectwo dojrzałości zawiera tez informację o poziomie egzaminu (w przypadku części pisemnej).

Jeżeli będziesz laureatem lub finalistą olimpiady z języka angielskiego, otrzymasz maksymalny wynik (100 %) z egzaminu maturalnego.

Wynik egzaminu z przedmiotu dodatkowego (który nie jest obowiązkowy) nie ma wpływu na zdanie egzaminu.

Jeśli nie zdasz egzaminu maturalnego, możesz przystąpić do egzaminu poprawkowego, o ile język angielski będzie jedynym przedmiotem obowiązkowym, którego nie zdasz.

Egzamin ustny

Na egzaminie ustnym język angielski będziesz zdawać jako przedmiot obowiązkowy. Możesz go jednak także zdawać jako przedmiot dodatkowy.

Egzamin ustny trwa 15 minut i ma formę rozmowy z egzaminatorem. Oprócz egzaminatora na sali obecna jest też druga osoba z zespołu przedmiotowego, która nie bierze aktywnego udziału w rozmowie.

W zestawie egzaminacyjnym, który otrzymasz, znajdują się trzy zadania, polecenia do zadań 1. i 3. oraz materiał ikonograficzny (zazwyczaj są to ilustracje) do zadań 2. i 3.

Przebieg egzaminu i charakterystyka zadań

Rozmowa wstępna (ok. 1 minuty)	Odpowiadasz na kilka pytań zadanych przez egzaminatora. Dotyczą one twoich zainteresowań.
Zadanie 1. Rozmowa z odgrywaniem roli (ok. 2 minut)	Rozmowa, w której razem z egzaminatorem odgrywacie role wyznaczone w poleceniu. Musisz odnieść się do czterech elementów wskazanych w poleceniu i rozwinąć wypowiedź.
Zadanie 2. Opis ilustracji i odpowiedzi na trzy pytania (maks. 3 minuty)	Opisujesz ilustrację. Musisz opisać przedstawione na niej miejsce, osoby i czynności. Następnie odpowiadasz na trzy pytania związane z tematyką ilustracji.
Zadanie 3. Wypowiedź na podstawie materiału stymulującego i odpowiedzi na dwa pytania (maks. 5 minut)	Wbierasz ilustrację, która najlepiej spełnia warunki wskazane w poleceniu, a następnie uzasadniasz swój wybór oraz wyjaśniasz powód odrzucenia pozostałych ilustracji. Odpowiadasz również na dwa pytania egzaminującego związane z tematyką materiału stymulującego.

Pamiętaj!

- Podczas egzaminu ważne jest, abyś nie odpowiadał/nie odpowiadała jednym zdaniem, lecz budował/budowała dłuższe i bardziej złożone wypowiedzi.
- Powinieneś/powinnaś także we właściwy sposób reagować na wypowiedzi egzaminatora. Są to elementy, które również podlegają ocenie.

Egzamin pisemny

Na egzaminie pisemnym język angielski jest zdawany jako przedmiot obowiązkowy na poziomie podstawowym oraz może być zdawany jako przedmiot dodatkowy na poziomie rozszerzonym.

Egzamin na poziomie podstawowym trwa 120 minut, a na poziomie rozszerzonym – 150 minut.

Część pisemna egzaminu składa się z czterech części:

- rozumienie ze słuchu,
- rozumienie tekstów pisanych,
- znajomość środków językowych,
- wypowiedź pisemna.

Zadania w arkuszu egzaminacyjnym

Arkusz egzaminacyjny składa się z zadań zamkniętych i otwartych.

Zadania zamknięte

Zadania zamknięte są takie same dla poziomu podstawowego i rozszerzonego. W przypadku zadań na rozumienie ze słuchu i rozumienie tekstów pisanych odpowiedzi należy udzielić w oparciu o wysłuchany lub przeczytany tekst.

Istnieją dwa główne typy zadań zamkniętych:

- **Zadania na dobieranie**

Twoim zadaniem będzie dopasowanie do siebie różnych elementów, np. osób do wypowiedzi, nagłówków do akapitów, zadań do luk w tekście, wyrazów do luk w tekście, odpowiedzi do pytań oraz wypowiedzi do zdań. W zadaniach tego typu musisz pamiętać o tym, że jeden element lub kilka elementów, które należy dopasować (np. zdanie lub tekst) są podane dodatkowo i nie będą w ogóle wykorzystane w zadaniu. Ponadto jeden z elementów może pasować do dwóch z tych, do których dopasowujesz (np. jeden tekst może pasować do dwóch pytań).

Do każdej wypowiedzi dopasuj odpowiadające jej zdanie. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

- **Zadania wyboru wielokrotnego**

Twoim zadaniem będzie wybranie jednej spośród podanych opcji odpowiedzi. Mogą to być na przykład wyrazy lub zwroty uzupełniające lukę, zakończenia zdań, odpowiedzi na pytania, a także tłumaczenia zaznaczonych fragmentów zdań.

Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.

Zadania otwarte

W tego rodzaju zadaniach będziesz musiał/musiała samodzielnie sformułować odpowiedź, pamiętając o tym, że wpisywany tekst musi być poprawny pod względem gramatycznym i ortograficznym. Typy zadań otwartych są takie same dla poziomu podstawowego i rozszerzonego, z wyjątkiem wypowiedzi pisemnej.

Poszczególne typy zadań zależą od części egzaminu i są następujące:

- **zadania z luką** – polegają one na wpisaniu wyrazów w luki, tak aby poprawnie uzupełnić tekst; niekiedy podany jest limit wyrazów do wpisania; w przypadku zadań na rozumienie ze słuchu i rozumienie tekstu pisanego, uzupełniasz luki w oparciu o przeczytany lub wysłuchany tekst;

Przeczytaj tekst. Uzupełnij każdą lukę jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

- **odpowiedzi na pytania** – polegają na udzieleniu jednozdaniowej odpowiedzi na pytania do tekstu lub uzupełnieniu odpowiedzi częściowo już podanej;

Usłyszysz dwukrotnie trzy teksty. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Na pytania należy odpowiedzieć w języku angielskim.

- **tłumaczenie** – twoim zadaniem jest przetłumaczenie fragmentu zdania przy zachowaniu określonego limitu wyrazów;

Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań.

- **transformacja** (parafraza) – twoim zadaniem jest sparafrazowanie wskazanego fragmentu zdania, tak aby oddać sens zdania wyjściowego; trzeba także pamiętać o zachowaniu określonego limitu wyrazów;

Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Nie zmieniaj formy podanych wyrazów.

- **słowotwórstwo** – zadanie to polega na przekształceniu podanego wyrazu tak, aby pasował do reszty zdania (a tekst musi być spójny i logiczny);

Przeczytaj tekst. Uzupełnij każdą lukę, przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

- **gramatykalizacja** – twoim zadaniem będzie uzupełnienie zdania z wykorzystaniem wyrazów w nawiasach w odpowiedniej formie; nie można zmieniać kolejności tych wyrazów, ale można dodawać inne słowa; trzeba pamiętać o zachowaniu podanego limit wyrazów;

Uzupełnij zdania. Wykorzystaj w odpowiedniej formie podane w nawiasach wyrazy. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów.

- **set leksykalny** – zadanie polegające na wpisaniu jednego takiego samego słowa, które jest poprawnym uzupełnieniem trzech podanych zdań.

Wpisz obok numeru zadania wyraz, który poprawnie uzupełnia wszystkie trzy zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

Odrębnym zadaniem otwartym w arkuszu egzaminacyjnym jest wypowiedź pisemna. Będziesz miał/miała za zadanie stworzyć własną wypowiedź w określonej w poleceniu formie i przy zachowaniu podanego limitu słów. Formy pracy pisemnej, charakterystyka zadania i długość wypowiedzi różnią się w zależności od tego, czy zdajesz egzamin na poziomie podstawowym czy rozszerzonym. W poleceniu do tego zadania opisana jest sytuacja, w której masz się znaleźć jako osoba posługująca się językiem angielskim.

Zadania w arkuszu egzaminacyjnym oparte są na różnorodnych tekstach oryginalnych lub adaptowanych (w przypadku egzaminu na poziomie rozszerzonym są to teksty minimalnie adaptowane). Dotyczy to zarówno zadań sprawdzających rozumienie ze słuchu, jak i rozumienie tekstów pisanych. Zadania nawiązują do sytuacji, z którymi mógłbyś/mogłabyś się zetknąć podczas pobytu za granicą, np. w kontaktach z rówieśnikami z innych krajów.

Rozumienie ze słuchu

	Poziom podstawowy	Poziom rozszerzony
Czas trwania nagrania	Ok. 25 minut	Ok. 30 minut
Typy zadań	Zadania zamknięte, np. wybór wielokrotny, dobieranie. Zadania otwarte, np. zdania lub tekst z lukami i odpowiedzi na pytania.	
Liczba zadań	15	
Udział w wyniku	25%	

Rozumienie tekstów pisanych

	Poziom podstawowy	Poziom rozszerzony
Łączna długość tekstów	Ok. 1200–1450 wyrazów	Ok. 1600–1800 wyrazów
Typy zadań	Zadania zamknięte, np. wybór wielokrotny, dobieranie. Zadania otwarte, np. zdania/tekst z lukami i odpowiedzi na pytania.	
Liczba zadań	20	18
Udział w wyniku	33%	30%

Znajomość środków językowych

	Poziom podstawowy	Poziom rozszerzony
Typy zadań	Zadania zamknięte wyboru wielokrotnego. Zadania otwarte, np. zadanie z lukami, transformacje, słowotwórstwo, tłumaczenie, gramatykalizacja, set leksykalny.	
Liczba zadań	13	14
Udział w wyniku	22%	23%

Wypowiedź pisemna

	Poziom podstawowy	Poziom rozszerzony
Formy wypowiedzi	Tekst użytkowy (np. list prywatny, e-mail, wpis na blogu lub forum internetowym) z elementami np. opisu, relacjonowania, uzasadniania opinii, w tym przedstawiania zalet i wad.	Tekst argumentacyjny (np. list formalny, rozprawka, artykuł publicystyczny) z elementami np. opisu, relacjonowania, sprawozdania, recenzji, pogłębionej argumentacji.
Charakterystyka zadania	Jedno zadanie; polecenie w języku polskim; zdający powinien rozwinąć cztery elementy wskazane w poleceniu.	Jedno zadanie; dwa tematy do wyboru w języku polskim; zdający powinien omówić dwa elementy wskazane w poleceniu.
Długość wypowiedzi	100–150 wyrazów	200–250 wyrazów
Udział w wyniku	20%	22%

Zasady oceniania zadań egzaminacyjnych

Część pisemna

Część pisemna egzaminu oceniana jest przez egzaminatorów okręgowej komisji egzaminacyjnej.

Za każde poprawne rozwiązanie zadania z arkusza egzaminacyjnego sprawdzającego rozumienie ze słuchu, rozumienie tekstów pisanych i znajomość środków językowych otrzymasz maksymalnie 1 punkt.

W zadaniach sprawdzających rozumienie ze słuchu i tekstów pisanych twoim zadaniem jest udzielenie odpowiedzi, która jest komunikatywna i zgodna z poleceniem. Nie będą akceptowane błędy, które zmieniają znaczenie wyrazu, a także odpowiedzi niejasne, nieprecyzyjne lub niejednoznaczne. Dopuszcza się błędy w wyrazach o niskiej frekwencji, o ile nie zakłócają one komunikacji.

W przypadku zadań otwartych, sprawdzających znajomość środków językowych, twoja odpowiedź musi być w pełni poprawna pod względem gramatycznym i ortograficznym. Zakres środków językowych, które powinieneś/powinnaś opanować, został przedstawiony w *Informatorze maturalnym o egzaminie z języka angielskiego*.

Wypowiedź pisemna oceniana jest według określonych kryteriów. W przypadku poziomu rozszerzonego pierwsze kryterium jest inne niż dla poziomu podstawowego.

Kryteria oceny wypowiedzi pisemnej są następujące:

- **Treść** (0–5 punktów) – tylko dla poziomu podstawowego. **Punktacja jest zależna od tego, do ilu z czterech podpunktów odniesiesz się w swojej wypowiedzi i ile z nich rozwiniesz.** Za podpunkt, do którego się odniesiesz, uznana będzie komunikatywna wypowiedź, która w minimalnym stopniu odnosi się do jednego z podpunktów polecenia. Z kolei podpunkt, który rozwiniesz, to taki, do którego odniesiesz się w sposób bardziej szczegółowy. Przykładowo, za odniesienie się do trzech podpunktów i rozwinięcie dwóch z nich, otrzymasz 3 punkty. Pamiętaj, aby nie tworzyć wypowiedzi poprzez odpowiadanie na pytania zawarte w podpunktach, gdyż w takim przypadku punktacja zostanie obniżona.
- **Zgodność z poleceniem** (0–5 punktów) – tylko dla poziomu rozszerzonego. **Ocenie podlegają elementy treści i formy w twojej wypowiedzi pisemnej oraz jakość ich realizacji.** W przypadku treści punkty otrzymasz za pięć elementów: wstęp (właściwe i adekwatne rozpoczęcie wypowiedzi), pierwszy element tematu, drugi element tematu, podsumowanie (właściwe i adekwatne zakończenie wypowiedzi) oraz fragmenty odbiegające od tematu. Oceniane elementy formy to z kolei elementy charakterystyczne dla danej formy wypowiedzi, kompozycja, segmentacja i długość pracy. Ostateczną liczbę punktów za zgodność z poleceniem ustala się na podstawie specjalnej tabeli. Na przykład za wypowiedź, w której przyznano by 5 punktów za elementy treści i 2 punkty za elementy formy, otrzymałbyś/otrzymałabyś 1 punkt.
- **Spójność i logika wypowiedzi** (0–2 punktów). **Punktacja jest zależna od klarowności wypowiedzi**. Egzaminator ocenia, czy twoja wypowiedź funkcjonuje dzięki jasnym powiązaniom leksykalnym i gramatycznym wewnątrz zdań, między nimi, a także między akapitami. Przykładowe zaburzenia spójności i logiki to np. brak połączenia wypowiedzi z początkiem tekstu, brak połącznia między poszczególnymi częściami tekstu, błędy powodujące niekomunikatywność, a także powoływanie się na argumenty sprzeczne z zasadami rozumowania.
- **Zakres środków językowych** (0–3 punktów). **Liczba zdobytych punktów zależy od tego, jak bardzo zróżnicowany jest twój zakres środków leksykalnych i językowych**. Wpływ na ocenę ma także liczba precyzyjnych sformułowań i środków językowych o wysokim stopniu pospolitości. Akceptuje się drobne błędy ortograficzne.
- **Poprawność środków językowych** (0–2 punktów dla poziomu podstawowego oraz 0–3 punktów dla poziomu rozszerzonego). **Oceniane są błędy gramatyczne, leksykalne i ortograficzne, które wpływają na komunikatywność wypowiedzi.**

Ponadto nie otrzymasz żadnych punktów za żadne z wymienionych kryteriów, jeśli twoja wypowiedź będzie nieczytelna, całkowicie niezgodna z poleceniem, niekomunikatywna lub odtworzona z innego źródła, np. z podręcznika. Jeśli otrzymasz 0 punktów za elementy treści, to za wszystkie pozostałe kryteria również nie dostaniesz żadnych punktów. Jeśli zaś uzyskasz tylko 1 punkt za treść, możesz dostać również maksymalnie 1 punkt za wszystkie pozostałe kryteria. Wypowiedź, która zawiera tylko 80 słów lub mniej, w przypadku poziomu podstawowego, a 160 słów w przypadku poziomu rozszerzonego, jest oceniana tylko w kryterium treści. Za pozostałe kryteria nie otrzymasz żadnych punktów.

Część ustna

Część ustna oceniana jest przez członków zespołu przedmiotowego, zgodnie z następującymi kryteriami:

- **Sprawność komunikacyjna** (0–6 punktów za każde zadanie). Oceniany jest stopień, w jakim odniosłeś/odniosłaś się do czterech wskazanych punktów w każdym zadaniu, a także to, jak je rozwinąłeś/rozwinęłaś. Ocenie podlega również to, czy twoja wypowiedź jest adekwatna do tematu, kontekstu i wypowiedzi egzaminatora, a także ewentualny zakres pomocy z jego strony.
- **Zakres środków leksykalno-gramatycznych** (0–4 punkty). Oceniane jest zróżnicowanie struktur językowych, których używasz, oraz swoboda wypowiedzi na tematy proste i złożone. Na ocenę wpływa także to, czy stosujesz struktury o wysokim stopniu pospolitości.
- **Poprawność środków leksykalno-gramatycznych** (0–4 punktów). Ocenie podlega liczba ewentualnych błędów leksykalnych i gramatycznych oraz ich wpływ na komunikatywność.
- **Wymowa** (0–2 punktów). Oceniana jest poprawność twojej wymowy poszczególnych głosek, a także akcentu i intonacji.
- **Płynność wypowiedzi** (0–2 punktów). Pod uwagę brane są pauzy w twojej wypowiedzi, ich częstotliwość i naturalność oraz to, w jakim stopniu wpływają na komunikację.

Jak efektywnie przygotować się do egzaminu

Arkusze egzaminacyjne

W przygotowaniu do egzaminu pomocne będą arkusze egzaminacyjne – zarówno te będące częścią niniejszego kursu, jak i te dostępne na stronie internetowej Centralnej Komisji Egzaminacyjnej (CKE). Rozwiązywanie zadań z arkusza pomoże ci zapoznać się z formułą egzaminu. Nabierzesz też wprawy w rozwiązywaniu poszczególnych typów zadań.

Arkusze egzaminacyjne na stronie CKE zawierają stronę tytułową, z którą powinieneś/powinnaś zapoznać się przed egzaminem. Znajdziesz tam informację m.in. o tym, że musisz przenieść rozwiązania zadań na kartę odpowiedzi. Wskazane jest również, abyś przynajmniej raz rozwiązał/rozwiązała przykładowy arkusz w całości i przeniósł/przeniosła swoje odpowiedzi na kartę.

Efektywne wykorzystanie czasu na egzaminie

Podczas egzaminu pisemnego powinieneś/powinnaś samodzielnie zaplanować, jak rozłożysz czas przeznaczony na rozwiązanie poszczególnych zadań (wyjątkiem są zadania sprawdzające rozumienie ze słuchu).

- Od samego początku przygotowania do egzaminu staraj się efektywnie wykorzystać czas przeznaczony na rozwiązanie arkusza. Pamiętaj, że np. zadania otwarte wymagają z reguły więcej czasu niż zadania zamknięte.
- Ważne jest także efektywne wykorzystanie czasu na zapoznanie się z treścią zadania. Pamiętaj, aby zawsze przeczytać wszystkie zadania, czyli nie tylko pytania, ale również np. odpowiedzi wielokrotnego wyboru. W ten sposób dowiesz się, o czym będzie mowa w nagraniu lub tekście, a także zorientujesz się, na czym powinieneś/powinnaś się skupić.

Rozwiązywanie zadań zamkniętych

Podczas ćwiczenia rozwiązywania zadań zamkniętych pamiętaj o tym, że:

- W zadaniach wielokrotnego wyboru powinieneś/powinnaś kierować się strategią, według której podczas pierwszego słuchania lub czytania zaznaczasz wyłącznie odpowiedzi, co do których masz stuprocentową pewność, że są prawidłowe. Dopiero w trakcie ponownego słuchania lub czytania należy skupić się na fragmentach dotyczących pozostałych pytań.
- W zadaniach na dobieranie powinieneś/powinnaś pamiętać o tym, że jeden element lub kilka elementów mogą być podane dodatkowo i nie należy ich wykorzystywać w zadaniu.

Rozwiązywanie zadań otwartych

Podczas ćwiczenia rozwiązywania zadań otwartych pamiętaj o tym, że:

- Powinieneś/powinnaś zawsze bardzo uważnie przeczytać polecenie. Przeoczona informacja np. o języku, w jakim należy uzupełnić luki, lub o liczbie wyrazów do wpisania, może skutkować zerową punktacją, nawet jeśli twoja odpowiedź jest gramatycznie poprawna.
- Przy rozwiązywaniu zadań może być konieczne przeformułowanie usłyszanego lub przeczytanego tekstu, tak aby dopasować go do kontekstu zdania.
- Do zadań egzaminacyjnych należą także takie zadania otwarte, w których należy zachować określony limit wpisywanych wyrazów podany w poleceniu (np. tłumaczenie, gramatykalizacja, transformacja). W przypadku przekroczenia tego limitu odpowiedź nie będzie punktowana, nawet jeśli będzie gramatycznie poprawna.

Przygotowanie do tworzenia wypowiedzi pisemnej

- Aby dobrze przygotować się do stworzenia wypowiedzi pisemnej na poziomie podstawowym, powinieneś/powinnaś wykonywać takie zadania, w których – oprócz udzielania informacji – przećwiczysz również inne ważne funkcje językowe, takie jak udzielanie rady, proponowanie, ostrzeganie itp.
- Aby skutecznie przygotować się do tworzenia wypowiedzi na poziomie rozszerzonym, powinieneś/powinnaś dobrze poznać strukturę i cechy charakterystyczne rozprawki, artykułu i listu formalnego, ponieważ za te elementy przyznawane są punkty.
- Niezależnie od tego, na jakim poziomie będziesz zdawać egzamin, warto zawsze pamiętać, aby zwracać uwagę na cząstkowe oceny pracy podane przez nauczyciela. Odzwierciedlają one poszczególne kryteria, które stosowane są na egzaminie. Pomoże to ci zorientować się, nad czym powinieneś/powinnaś się skoncentrować w dalszej nauce.

Ćwiczenie wypowiedzi ustnych

Egzamin ustny dla niektórych uczniów może być szczególnie stresujący, dlatego warto oswajać się z sytuacją egzaminacyjną, gdy jest to możliwe.

- Na samym początku roku szkolnego warto obejrzeć nagrania wideo przedstawiające przykładowy egzamin ustny. To dobra okazja, by zobaczyć, jak może wyglądać taki egzamin w rzeczywistości. Możesz obejrzeć np. film do tego kursu dostępny na stronie internetowej ucznia. Po obejrzeniu samego egzaminu dobrze jest również wysłuchać nagrania z komentarzem eksperta, a także zastanowić się, jak ty odpowiedziałbyś/odpowiedziałabyś na pytania egzaminatora.
- Zadania egzaminacyjne można również ćwiczyć w parach w klasie. Ty możesz odegrać rolę zdającego, a twój kolega lub twoja koleżanka – rolę egzaminatora. Następnie zamieniacie się rolami. W ten sposób masz okazję nie tylko przećwiczyć samą rozmowę, ale także lepiej przygotować się do sytuacji egzaminacyjnej, co może pomóc ci zapanować nad emocjami i zmniejszyć poziom stresu.
- Na początku roku szkolnego warto zapoznać się z zasadami oceniania wypowiedzi ustnej. Dowiesz się z nich, co jest najważniejszym aspektem w danej części egzaminu i na czym należy się skoncentrować. Pamiętaj np. o tym, że nadrzędnym celem w zadaniu polegającym na opisie ilustracji nie jest sam opis, ale uzasadnienie swojego wyboru, a w rozmowie z odrywaniem roli szczególnie ważne jest właściwe reagowanie na wypowiedzi egzaminatora.

W trakcie nauki pamiętaj o tym, że:

- oprócz poprawności językowej bardzo ważny na egzaminie jest zasób opanowanego słownictwa, a więc powinieneś/powinnaś regularnie wzbogacać zakres swojego słownictwa – przydatne będzie skorzystanie z tematyki określonej w podstawie programowej,
- warto w szczególności ćwiczyć te funkcje językowe, które będą zawsze przydatne podczas egzaminu (wyrażanie opinii, uzasadnianie jej, zgadzanie lub niezgadzanie się),
- jeśli zapomnisz na egzaminie jakiegoś wyrazu, nie powinieneś / nie powinnaś przerywać mówienia (może skutkować to obniżeniem punktacji za płynność wypowiedzi), ale starać się zawsze opisać go własnymi słowami.

Życzymy powodzenia!

Student Book contents

Legenda
Ⓜ Mediacja

	SŁOWNICTWO	ROZUMIENIE ZE SŁUCHU	ROZUMIENIE TEKSTÓW PISANYCH
1 Człowiek s. 6	Dane osobowe, wygląd zewnętrzny, cechy charakteru, opisywanie uczuć i emocji, zainteresowania, etapy życia, rzeczy osobiste, umiejętności, własny system wartości, autorytety, społeczny system wartości	s. 9 Dobieranie Wybór wielokrotny	s. 10 Dobieranie nagłówków do części tekstu WORDPOWER *False friends* Czasowniki złożone s. 12 Dobieranie zdań do luk w tekście
2 Miejsce zamieszkania s. 20	Pomieszczenia i ich wyposażenie, opisywanie położenia, rodzaje domów i mieszkań, części domu, miejsce zamieszkania, prace domowe, wynajmowanie i zakup mieszkania lub domu, przeprowadzka, architektura	s. 23 Dobieranie WORDPOWER Ⓜ Tekst z lukami	s. 24 Wybór wielokrotny WORDPOWER Wyrażenia z *order* Czasowniki złożone z *up* i *down* s. 26 Dobieranie pytań do części tekstu
3 Edukacja s. 34	Przedmioty szkolne, nauka, zajęcia pozaszkolne, miejsca w szkole, życie szkolne, studia wyższe, system oświaty, nauka przez całe życie, przybory szkolne, oceny szkolne, przydatne zwroty	s. 37 Wybór wielokrotny WORDPOWER Dobieranie	s. 38 Dobieranie zdań do luk w tekście WORDPOWER Końcówki przymiotników Czasowniki złożone ze *stay* s. 40 Ⓜ Zdania z lukami
4 Praca s. 48	Zawody, czynności i obowiązki, świat pracy, wybór zawodu i poszukiwanie pracy, miejsce pracy, warunki pracy i zatrudnienia, brak pracy, mobilność zawodowa	s. 51 Ⓜ Tekst z lukami WORDPOWER Ⓜ Zdania z lukami	s. 52 Ⓜ Dobieranie zdań do części tekstu / Tekst z lukami WORDPOWER Wyrażenia związane z pracą s. 54 Wybór wielokrotny
5 Życie prywatne s. 62	Czynności życia codziennego, określanie czasu, spędzanie czasu wolnego, styl życia, święta i uroczystości, rodzina, znajomi i przyjaciele, konflikty i problemy, małżeństwo i związki	s. 65 Wybór wielokrotny WORDPOWER Ⓜ Odpowiedzi na pytania	s. 66 Dobieranie nagłówków do części tekstu WORDPOWER Słowotwórstwo Zbitki wyrazowe s. 68 Dobieranie zdań do luk w tekście
6 Żywienie s. 76	Artykuły spożywcze, określanie ilości, gotowanie, opisywanie potraw i smaków, posiłki, w restauracji, nawyki żywieniowe i diety, zaburzenia odżywiania	s. 79 Ⓜ Tekst z lukami WORDPOWER Dobieranie	s. 80 Wybór wielokrotny WORDPOWER Przymiotniki o podwójnym znaczeniu s. 82 Ⓜ Tekst z lukami
7 Zakupy i usługi s. 90	Sklepy i towary, kupowanie ubrań, sprzedawanie i kupowanie, środki płatnicze, okazje i oferty specjalne, składanie reklamacji, korzystanie z usług, reklama, prawa konsumenta	s. 93 Dobieranie Wybór wielokrotny	s. 94 Ⓜ Dobieranie zdań do części tekstu / Tekst z lukami WORDPOWER Styl wypowiedzi s. 96 Dobieranie zdań do luk w tekście
8 Podróżowanie i turystyka s. 104	Wakacje, zakwaterowanie, w hotelu, orientacja w terenie, środki transportu, ruch uliczny, awarie i wypadki w podróży, bezpieczeństwo w podróży	s. 107 Ⓜ Tekst z lukami WORDPOWER Ⓜ Tekst z lukami	s. 108 Dobieranie zdań do luk w tekście WORDPOWER Rzeczowniki złożone Przymiotnik *lost* s. 110 Wybór wielokrotny
9 Kultura s. 118	Film, literatura, muzyka i sztuki sceniczne, sztuki wizualne, uczestnictwo w kulturze, media, programy telewizyjne, komunikacja w internecie, tradycje i zwyczaje, prawa autorskie	s. 121 Wybór wielokrotny WORDPOWER Dobieranie	s. 122 Ⓜ Dobieranie zdań do części tekstu / Tekst z lukami WORDPOWER Czasowniki złożone z *out* s. 124 Dobieranie pytań do części tekstu
10 Sport s. 132	Dyscypliny sportowe, uprawianie sportu, pozytywne i negatywne skutki uprawiania sportu, sportowcy i obiekty sportowe, sprzęt sportowy, sporty ekstremalne, zawody sportowe, sport wyczynowy, problemy współczesnego sportu	s. 135 Dobieranie WORDPOWER Ⓜ Zdania z lukami	s. 136 Dobieranie zdań do luk w tekście WORDPOWER Czasowniki złożone Idiomy związane ze sportem s. 138 Ⓜ Zdania z lukami
11 Zdrowie s. 146	Części ciała, organy wewnętrzne, choroby i ich objawy, samopoczucie, leczenie, urazy i pomoc w nagłych wypadkach, leczenie szpitalne, niepełnosprawność, zdrowy tryb życia, uzależnienia, choroby cywilizacyjne	s. 149 Wybór wielokrotny WORDPOWER Ⓜ Odpowiedzi na pytania	s. 150 Ⓜ Dobieranie zdań do części tekstu / Tekst z lukami WORDPOWER Słowa z prefiksem *over* s. 152 Wybór wielokrotny
12 Nauka i technika s. 160	Urządzenia i ich obsługa, awarie, technologie informacyjno-komunikacyjne, dziedziny nauki, ludzie nauki, odkrycia naukowe i wynalazki, korzyści i zagrożenia wynikające z postępu naukowo-technologicznego	s. 163 Dobieranie WORDPOWER Wybór wielokrotny	s. 164 Dobieranie nagłówków do części tekstu WORDPOWER Przymiotniki z prefiksami *im-*, *in-*, *ir-*, *il-* i *un-* Idiomy związane z nauką s. 166 Dobieranie zdań do luk w tekście
13 Świat przyrody s. 174	Cechy geograficzne, krajobraz, pogoda, klimat, pory roku, klęski żywiołowe, świat roślin, zwierzęta, zagrożenia środowiska naturalnego, ochrona środowiska naturalnego, eksploracja przestrzeni kosmicznej, katastrofy ekologiczne	s. 177 Ⓜ Tekst z lukami WORDPOWER Dobieranie	s. 178 Wybór wielokrotny WORDPOWER Często mylone wyrażenia s. 180 Dobieranie pytań do części tekstu
14 Państwo i społeczeństwo s. 188	Przestępczość, przestrzeganie prawa, rodzaje kar, struktura państwa i urzędy, polityka, praca społeczna, problemy współczesnego świata, prawa człowieka	s. 191 Wybór wielokrotny WORDPOWER Ⓜ Tekst z lukami	s. 192 Ⓜ Dobieranie pytań do części tekstu / Tekst z lukami WORDPOWER Słowotwórstwo s. 194 Ⓜ Tekst z lukami

Gramatyka s. 202–236
Czasowniki nieregularne s. 237–238
Wypowiedź ustna s. 239–241
Mówienie – Opis ilustracji i odpowiedzi na trzy pytania s. 241–242
Bank zadań – wypowiedź ustna 242
Wypowiedź pisemna – przydatne zwroty s. 243–247

MÓWIENIE	ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH	WYPOWIEDŹ PISEMNA	PO ROZDZIALE
s. 13 Rozmowa z odgrywaniem roli Opis ilustracji i odpowiedzi na trzy pytania	s. 14 Czasy *present simple* i *present continuous*; przedimki Minidialogi • Tłumaczenie (zadanie zamknięte) • Zadanie z wyrazami w ramce i lukami • Zadanie z lukami Set leksykalny • Słowotwórstwo	s. 16 E-mail List formalny	s. 17 Bank zadań – wypowiedź ustna s. 18 Słowniczek s. 19 BRAINPOWER Sprawdź się! • Wymowa
s. 27 Opis ilustracji i odpowiedzi na trzy pytania Rozmowa na podstawie materiału stymulującego	s. 28 Czasy *present perfect simple* i *continuous*; zaimki nieokreślone Transformacje (zadanie zamknięte) • Tłumaczenie (zadanie otwarte) • Wybór wielokrotny • Gramatykalizacja / struktury gramatyczne Zadanie z lukami • Transformacje (zadanie otwarte)	s. 30 Wpis na blogu List formalny	s. 31 Cumulative Revision Units 1–2 s. 32 Słowniczek s. 33 BRAINPOWER Sprawdź się! • Wymowa
s. 41 Rozmowa z odgrywaniem roli Rozmowa na podstawie materiału stymulującego	s. 42 Czasy przeszłe; konstrukcja *used to* Tłumaczenie (zadanie zamknięte) • Zadanie z lukami • Minidialogi • Gramatykalizacja / struktury gramatyczne Wybór wielokrotny	s. 44 Wpis na blogu Artykuł publicystyczny	s. 45 Bank zadań – wypowiedź ustna s. 46 Słowniczek s. 47 BRAINPOWER Sprawdź się! • Wymowa
s. 55 Rozmowa wstępna Rozmowa z odgrywaniem roli Opis ilustracji i odpowiedzi na trzy pytania	s. 56 Różnice w użyciu czasów *present perfect*, *present perfect continuous* i *past simple*; wyrażenia określające ilość Transformacje (zadanie zamknięte) • Gramatykalizacja / struktury gramatyczne • Minidialogi • Zadanie z lukami Tłumaczenie (zadanie otwarte) • Zadanie z wyrazami w ramce i lukami	s. 58 E-mail List formalny	s. 59 Cumulative Revision Units 1–4 s. 60 Słowniczek s. 61 BRAINPOWER Sprawdź się! • Wymowa
s. 69 Opis ilustracji i odpowiedzi na trzy pytania Rozmowa na podstawie materiału stymulującego	s. 70 Czasy przyszłe; przyimki Tłumaczenie (zadanie zamknięte) • Minidialogi • Gramatykalizacja / struktury gramatyczne • Zadanie z lukami Transformacje (zadanie otwarte) • Set leksykalny	s. 72 Wpis na blogu Rozprawka	s. 73 Bank zadań – wypowiedź ustna s. 74 Słowniczek s. 75 BRAINPOWER Sprawdź się! • Wymowa
s. 83 Rozmowa wstępna Rozmowa z odgrywaniem roli Rozmowa na podstawie materiału stymulującego	s. 84 Konstrukcje czasownikowe; *so* i *such*, *in order to*, *so as to* Wybór wielokrotny • Gramatykalizacja / struktury gramatyczne • Zadanie z lukami • Minidialogi Zadanie z wyrazami w ramce i lukami • Tłumaczenie (zadanie otwarte)	s. 86 E-mail Rozprawka	s. 87 Cumulative Revision Units 1–6 s. 88 Słowniczek s. 89 BRAINPOWER Sprawdź się! • Wymowa
s. 97 Opis ilustracji i odpowiedzi na trzy pytania Rozmowa na podstawie materiału stymulującego	s. 98 Strona bierna; *have something done* Set leksykalny • Tłumaczenie (zadanie zamknięte) • Gramatykalizacja / struktury gramatyczne • Zadanie z lukami Wybór wielokrotny	s. 100 Wpis na blogu Rozprawka	s. 101 Bank zadań – wypowiedź ustna s. 102 Słowniczek s. 103 BRAINPOWER Sprawdź się! • Wymowa
s. 111 Rozmowa z odgrywaniem roli Opis ilustracji i odpowiedzi na trzy pytania	s. 112 Zdania warunkowe (zerowy, pierwszy i drugi tryb warunkowy); *either* i *neither*, *every* i *each*, *both*, *another* i *other* Minidialogi • Gramatykalizacja / struktury gramatyczne • Wybór wielokrotny • Tłumaczenie (zadanie otwarte) Zadanie z wyrazami w ramce i lukami • Set leksykalny	s. 114 E-mail Rozprawka	s. 115 Cumulative Revision Units 1–8 s. 116 Słowniczek s. 117 BRAINPOWER Sprawdź się! • Wymowa
s. 125 Rozmowa z odgrywaniem roli Rozmowa na podstawie materiału stymulującego	s. 126 Czasowniki modalne (1); pytania pośrednie Transformacje (zadanie zamknięte) • Tłumaczenie (zadanie zamknięte) • Zadanie z lukami • Gramatykalizacja / struktury gramatyczne Wybór wielokrotny • Transformacje (zadanie otwarte)	s. 128 Wpis na forum Artykuł publicystyczny	s. 129 Bank zadań – wypowiedź ustna s. 130 Słowniczek s. 131 BRAINPOWER Sprawdź się! • Wymowa
s. 139 Opis ilustracji i odpowiedzi na trzy pytania Rozmowa na podstawie materiału stymulującego	s. 140 Stopniowanie przymiotników i przysłówków; konstrukcje z przymiotnikiem i przysłówkiem Tłumaczenie (zadanie zamknięte) • Set leksykalny • Zadanie z lukami • Gramatykalizacja / struktury gramatyczne Tłumaczenie (zadanie otwarte) • Słowotwórstwo	s. 142 E-mail Rozprawka	s. 143 Cumulative Revision Units 1–10 s. 144 Słowniczek s. 145 BRAINPOWER Sprawdź się! • Wymowa
s. 153 Rozmowa z odgrywaniem roli Rozmowa na podstawie materiału stymulującego	s. 154 Mowa zależna; zaimki zwrotne Minidialogi • Tłumaczenie (zadanie zamknięte) • Gramatykalizacja / struktury gramatyczne • Zadanie z lukami Transformacje (zadanie otwarte) • Wybór wielokrotny	s. 156 E-mail Artykuł publicystyczny	s. 157 Bank zadań – wypowiedź ustna s. 158 Słowniczek s. 159 BRAINPOWER Sprawdź się! • Wymowa
s. 167 Rozmowa z odgrywaniem roli Opis ilustracji i odpowiedzi na trzy pytania	s. 168 Zdania przydawkowe definiujące i niedefiniujące; formy dzierżawcze Minidialogi • Gramatykalizacja / struktury gramatyczne • Set leksykalny • Transformacje (zadanie otwarte) Tłumaczenie (zadanie otwarte) • Zadanie z wyrazami w ramce i lukami	s. 170 Wpis na forum Rozprawka	s. 171 Cumulative Revision Units 1–12 s. 172 Słowniczek s. 173 BRAINPOWER Sprawdź się! • Wymowa
s. 181 Opis ilustracji i odpowiedzi na trzy pytania Rozmowa na podstawie materiału stymulującego	s. 182 Czasowniki modalne (2); zdania z podmiotami *there* i *it* Minidialogi • Gramatykalizacja / struktury gramatyczne • Tłumaczenie (zadanie zamknięte) • Zadanie z lukami Słowotwórstwo • Transformacje (zadanie otwarte)	s. 184 Wpis na blogu Rozprawka	s. 185 Bank zadań – wypowiedź ustna s. 186 Słowniczek s. 187 BRAINPOWER Sprawdź się! • Wymowa
s. 195 Rozmowa wstępna Rozmowa z odgrywaniem roli Rozmowa na podstawie materiału stymulującego	s. 196 Pytania rozłączne; spójniki Zadanie z lukami • Gramatykalizacja / struktury gramatyczne • Zadanie z wyrazami w ramce i lukami • Transformacje (zadanie zamknięte) • Set leksykalny Tłumaczenie (zadanie otwarte) • Wybór wielokrotny	s. 198 Wpis na forum Rozprawka	s. 199 Cumulative Revision Units 1–14 s. 200 Słowniczek s. 201 BRAINPOWER Sprawdź się! • Wymowa

1 Człowiek

Materials
- Classroom presentation tool
- Online practice
- Diagnostic test
- Short test

Słownictwo

Dane osobowe

1 **Uzupełnij formularz wyrazami i wyrażeniami z ramki.**

age email address level of English name nationality occupation place of birth sex telephone no: home/mobile

Personal Information Form

1	_____	Anna Nowak
2	_____	18
3	_____	female
4	_____	Poznań, Poland
5	_____	Polish
6	_____	student
7	_____	intermediate
8	_____	ania18@webmail.co
9	_____	22 390 9696 / 507048779

2 **Pracujcie w parach. Zadawajcie sobie nawzajem pytania, które pomogą wam uzupełnić formularz z ćwiczenia 1 informacjami o swoim koledze/swojej koleżance.**

Wygląd zewnętrzny

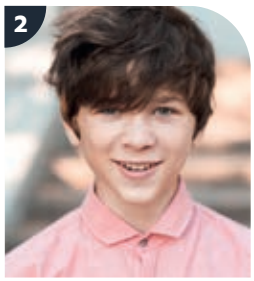
3 **Dopasuj określenia z ramki do właściwych nagłówków. Niektóre mogą pasować do paru kategorii.**

attractive bald beard beautiful blonde blue brown build curly dark elderly expressive fair freckles good-looking green handsome height in his/her early/mid/late twenties long medium middle-aged moustache overweight plump pretty scar short ~~slim~~ straight tall tattoo thin wavy wrinkles young

Build	*slim*
Height	
Hair	
Eyes	
Age	
Looks	
Distinguishing features	

4 **Pracujcie w parach. Opisujcie na zmianę osoby przedstawione na zdjęciach, tak aby druga osoba odgadła, o kogo chodzi.**













Cechy charakteru

5 **Dopasuj przymiotniki opisujące cechy charakteru do przymiotników o przeciwnym znaczeniu.**

1 friendly *e*	**a** silly
2 quiet *d*	**b** aggressive
3 hard-working *g*	**c** mean
4 confident *i*	**d** talkative
5 generous *c*	**e** unfriendly
6 polite *h*	**f** stupid
7 clever *f*	**g** lazy
8 gentle *b*	**h** rude
9 sensible *a*	**i** shy

6 **Dopasuj przymiotniki z ćwiczenia 5 do poniższych kategorii.**

a positive **b** negative **c** neutral

Exercise 1
1 name
2 age
3 sex
4 place of birth
5 nationality
6 occupation
7 level of English
8 email address
9 telephone no: home / mobile

Exercise 3
Build: medium build, overweight, plump, slim, thin
Height: medium height, short, tall
Hair: bald, blonde, brown, curly, dark, fair, long, short, straight, thin, wavy
Eyes: blue, brown, dark, expressive, green
Age: elderly, in his/her early/mid/late twenties, middle-aged, young
Looks: attractive, beautiful, good-looking, handsome, pretty
Distinguishing features: beard, freckles, moustache, scar, tattoo, wrinkles

Exercise 6
Positive: friendly, hard-working, confident, generous, polite, clever, gentle, sensible
Negative: silly, aggressive, mean, unfriendly, stupid, lazy, rude
Neutral: quiet, talkative, shy

Warm up
- Ask students in what situations do they fill out forms and what type of information the forms include.

Exercise 1

Optional activity
Students can copy the form and role-play being an interviewee and interviewer. Before they do so, go through the form and as a class consider how they can ask for personal information politely, e.g. *Can you tell me your name, please? Could you tell me where you are from? Do you mind giving me your telephone number?*

Exercise 3

Mixed ability
Bring a set of pictures to class and help less confident students with the vocabulary by having them identify the features. Show students a picture and say, e.g. *She's middle-aged, has freckles and long, curly hair.*
More confident students can use the new vocabulary to describe family members or famous people.

7 **Utwórz wyrazy o przeciwnym znaczeniu za pomocą podanych przedrostków.**

ambitious honest kind loyal mature patient polite realistic reliable responsible selfish secure ~~tidy~~ tolerant

un-	in-	dis-	im-	ir-
untidy				

Opisywanie uczuć i emocji

8 **Dopasuj przymiotniki z ramki do wyrazów o podobnym znaczeniu.**

angry calm embarrassed happy jealous scared surprised worried

1 upset
2 relaxed
3 ashamed
4 astonished
5 terrified
6 annoyed
7 envious
8 pleased

9 **Dopasuj przymiotniki z ćwiczenia 8 do poniższych opisów sytuacji. Niektóre przymiotniki pasują do paru sytuacji.**

1 getting 100% in your English exam
2 giving a speech to 50 people
3 losing your new mobile phone
4 missing the last episode of a series you've been watching on TV
5 telling somebody your best friend's biggest secret
6 winning a holiday to the Caribbean
7 sunbathing at the beach

10 **Dopasuj czasowniki i zwroty z ramki do wyrazów o podobnym znaczeniu.**

despise dislike feel all right about get nervous hate haven't got a problem with keep away from stay away from

1 avoid / _____ / _____
2 don't mind / _____ / _____
3 can't stand / _____ / _____ / _____ / _____

11 **Porozmawiajcie w parach na tematy podane w ramce. Wykorzystajcie czasowniki i zwroty z ćwiczenia 10.**

being in small spaces clowns flying heights meeting new people snakes spiders

A How do you feel about spiders?
B I haven't got a problem with spiders. I quite like them.
A Are you afraid of heights?
B Yes, I am. I try to avoid high places.

Zainteresowania

12 **Uzupełnij tekst wyrazami z ramki.**

about find free in (x2) into particularly spend on without

I'm really interested [1] in computers and computer games. I also [2] spend a lot of time at the library surfing the Internet. I have recently set up my own website and I [3] particularly like uploading photos and information onto it.

In my [4] free time, I read books, magazines, comics – anything! I [5] find reading very relaxing. At the moment I'm really [6] into detective stories, but I'm keen [7] on political thrillers, too.

I can't live [8] without sport! I'm mad [9] about basketball and tennis and I'm [10] in the school football team. It keeps me fit and it's great fun.

Etapy życia

13 **Uzupełnij tabelę wyrazami z ramki.**

adolescence adolescent adult adulthood child childhood kid middle age old age

Age	Stage of life	Person
	birth	
0–13	1 childhood	2 child/kid 3 kid/child
13–18	4 adolescence	5 adolescent
18 +	6 adulthood	7 adult
50–70	8 middle age	
70 +	9 old age	
	death	

Rzeczy osobiste

14 **Popatrzcie na wyrazy w ramce i w parach odpowiedzcie na pytania.**

bag books clothes computer glasses headphones ID jewellery mobile phone money notepad passport pen wallet watch

1 Which of these items can you wear?
2 Which three of these items are the most important to you?
3 Which of these items do you not need or not use at all?
4 Are there any other personal items that you often use?

Exercise 7
un-: unambitious, unkind, unrealistic, unreliable, unselfish, untidy
in-: insecure, intolerant
dis-: dishonest, disloyal
im-: immature, impatient, impolite
ir-: irresponsible

Exercise 8
1 upset – worried
2 relaxed – calm
3 ashamed – embarrassed
4 astonished – surprised
5 terrified – scared
6 annoyed – angry
7 envious – jealous
8 pleased – happy

Exercise 9
Possible answers:
1 astonished, happy, pleased, surprised
2 embarrassed, scared, terrified, upset, worried
3 angry, annoyed, upset, worried
4 angry, annoyed, upset
5 ashamed, embarrassed, upset
6 astonished, happy, pleased, surprised
7 calm, happy, pleased, relaxed

Exercise 10
1 keep away from, stay away from
2 feel all right about, haven't got a problem with
3 despise, dislike, get nervous, hate

Exercise 14
1 bag, clothes, glasses, headphones, jewellery, watch

Exercise 7
• Have students work in small groups to complete the exercise and then add more words to the table.

Exercise 9

Optional activity
In pairs, students discuss when they last felt the adjectives in exercise 8. Then they share their ideas with the class.

Exercise 10
• As a class, have students give different sentences about themselves using the expressions from the exercise.

Exercise 12

Differentiation
Have students try to complete the text without looking at the word box first. Then they can check to see if they have used the words in the box.

Exercise 13

Optional activity
After students have completed the exercise, discuss each stage of life and how people feel at each stage using the new vocabulary. For example, in adulthood people can be ambitious but insecure about their future. Middle-aged people are usually more realistic about life, while teenagers tend to be unrealistic because they don't have a lot of experience.

Umiejętności

15 **Które z poniższych umiejętności posiadasz, a których chciałbyś/chciałabyś się nauczyć? Porównaj odpowiedzi z odpowiedziami kolegi lub koleżanki.**

code cook dance do housework drive a car fish paint play a musical instrument sew solve problems swim

I play the drums in a rock band, and I can play the piano a bit, too. I would like to learn ...

Własny system wartości

16 **Dopasuj wyrazy i wyrażenia z ramki do zdań 1–12. Niektóre wyrażenia mogą pasować do paru zdań.**

empathy enthusiasm honesty independence love loyalty openness personal development personal freedom personal fulfilment respect responsibility sensitivity trust

1 I enjoy travelling on my own.
2 I don't tell lies.
3 I always understand how my friends feel.
4 I have to look after my kids.
5 I'm always polite to people.
6 I sometimes let people do important things for me.
7 I'm careful not to upset people at school.
8 If you're my friend, we'll be friends forever.
9 I often tell people what I'm thinking.
10 I need to keep learning new things.
11 I feel satisfied when I learn something new.
12 I really can't wait to try this activity!

17 **Popatrz na zadania 1–12 z ćwiczenia 16. Które z nich są prawdziwe w odniesieniu do ciebie? Porównaj odpowiedzi z odpowiedziami kolegi lub koleżanki.**

Autorytety

18 **Wybierz poprawne uzupełnienia zdań.**

1 Martin is an *authority* / *influence* on finance.
2 Sara enjoys *respect* / *prestige* from her followers.
3 I want to *inspire* / *look up to* my audience to be healthy.
4 Mandy Simmonds is a social *influencer* / *figure* who I regularly watch online.
5 The boss expected us to do a lot of extra work and there was no *admiration* / *acknowledgement* or appreciation.
6 My grandfather is someone that I really *admire* / *acknowledge*.

19 **Odpowiedzcie w parach na poniższe pytania.**

1 What does your mother/father/brother/sister look like?
2 What should an ideal friend be like?
3 What skills would you like to learn in the near future?
4 What annoys you about other people?
5 What do you like doing in your free time?
6 What is your most precious possession?

POWERUP

Społeczny system wartości

20 **Uzupełnij zdania wyrazami i wyrażeniami z ramki.**

collective responsibility dignity equality fairness freedom of speech justice right to health and welfare quality of life tolerance

1 In a society that values _____, everyone has the same opportunities.
2 Through working with people from many different backgrounds, Susannah has developed a _____ for beliefs that are different to hers.
3 Although the woman didn't get the job, she walked out of the room with _____.
4 The lawyer wanted _____ for the victims who had lost their life savings.
5 The family moved to the countryside so that they would have more free time and a better _____.
6 The siblings realized that they had a _____ to support their parents as they got older.
7 I believe that all people should have a _____.
8 Parents of siblings generally believe in the idea of _____, so they try to give a similar amount of attention to each child.
9 Many societies allow _____ unless the words people use are racist or incite violence.



Exercise 16
1 independence
2 honesty
3 empathy
4 responsibility / love
5 respect
6 trust
7 sensitivity
8 loyalty
9 openness
10 personal development
11 personal fulfilment
12 enthusiasm

Exercise 20
1 equality
2 tolerance
3 dignity
4 justice
5 quality of life
6 collective responsibility
7 right to health and welfare
8 fairness
9 freedom of speech

Exercise 16
• Have students work in small groups and rank the qualities in order from most to least important, explaining their reasons.

Exercise 18

Mixed ability
Less confident students can go through each item in italics and define it in their own words as best they can, giving examples where possible.
More confident students can write sentences using the incorrect options.

Exercise 19
• Ask students to use the questions to do a role-play in front of the class. Have them imagine they are interviewing someone famous. Encourage them to use new vocabulary as much as possible.

Exercise 20
• As a class, discuss each item and why it is an important feature of living contentedly in any society.

Rozumienie ze słuchu











Dobieranie

1 **Pracujcie w parach. Opiszcie osoby przedstawione na zdjęciach (A–E).**

2 **002** **Posłuchaj nagrania i dopasuj wypowiedzi do osób na zdjęciach (A–E).**

3 **002** **Usłyszysz dwukrotnie pięć wypowiedzi, które łączy temat wyglądu zewnętrznego. Do każdej wypowiedzi (1–5) dopasuj odpowiadające jej zdanie (A–F). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

Aby poprawnie dopasować wypowiedzi do zdań, należy określić kontekst wypowiedzi, jej główną myśl lub intencje rozmówców. Zanim wysłuchasz nagrania, przeczytaj uważnie zdania i postaraj się określić, jakie informacje musisz uzyskać, aby poprawnie wykonać zadanie.

This speaker

A warns listeners about a problem.
B encourages listeners to change their look.
C talks about a look he/she would like to have.
D suggests that he/she has stopped worrying about his/her appearance.
E describes a family photo.
F explains how his/her appearance has changed.

4 **Odpowiedzcie w parach na poniższe pytania.**

1 Has your appearance changed in the last five years? How?
2 Can you think of someone who completely changed their appearance? What did they do and why?
3 Would you agree that society puts too much pressure on people to look a particular way? How?

POWERUP

Wybór wielokrotny

5 **003** **Usłyszysz dwukrotnie dwa teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.**

Tekst 1

1 The speakers in the conversation are
(A) a hairdresser and a client.
B two school friends.
C a parent and a son.

2 The boy's new look
A is extremely difficult to achieve.
B costs a lot of money.
(C) will take a long time to do.

Tekst 2

3 The speaker learned about Movember
A at a family meeting.
(C) while reading a website.
B when visiting a charity.
D at the doctor's.

4 Their friend's mother inspired the Movember founders to
A do a thirty-day challenge.
(C) raise money for charity.
B grow moustaches.
D have fun with their looks.

5 Which of the following is stated in the recording as an opinion, not a fact?
A Movember is becoming popular in Poland.
(B) Movember will have a positive effect in Poland.
C Movember has been a financial success.
D Movember encourages people to visit the doctor regularly.

6 What does the speaker do at the end of the speech?
A Encourages people to grow a moustache.
B Asks listeners to volunteer at charities in their spare time.
C Thanks the founders of Movember.
(D) Motivates people to start similar campaigns.

Materials
Classroom presentation tool
Class audio, tracks 002–003
Online practice

Exercise 2
1 D 2 E 3 C 4 A 5 B

Exercise 3
1 C 2 A 3 E 4 F 5 D

Warm up
• Say various vocabulary items from the previous lesson and have students identify whether they are positive, negative or neutral.

Exercise 1
• As a class, ask students to say as many adjectives as they can that will help them describe each picture. Then students complete the exercise in pairs.

Exam tip
Tell students that when doing a speaking exercise where they describe a picture with people in it, it's useful to describe the people's appearance as well as what they are doing in a few words.

Exercises 2 and 3 **002**
Audio script page 248

Exercise 4
• Before students answer, ask them to make short notes for each question using new vocabulary.

Exercise 5 **003**
Audio script page 248
• After the exercise, have students say which words or expressions helped them with their answers.

Materials
Classroom presentation tool

1 Rozumienie tekstów pisanych

Dobieranie nagłówków do części tekstu

1 Odpowiedzcie w parach na poniższe pytania.

1 What do you enjoy about learning English and other languages? What do you dislike?
2 Do you think Polish is an easy language for foreigners to learn? Why? / Why not?
3 Read the quotes below. Do you agree with them?

> You can never understand one language until you understand at least two. (*Geoffrey Willans*)

> Learning another language is not only learning different words for the same things, but learning another way to think about things. (*Flora Lewis*)

> One should not aim at being possible to understand but at being impossible to misunderstand. (*Marcus Fabius Quintilian*)

2 Przeczytaj wskazówkę. Następnie przeczytaj nagłówki A–F z ćwiczenia 3 i znajdź w nich słowa kluczowe. Czego mogą dotyczyć akapity pasujące do poszczególnych nagłówków?

Funkcją nagłówków jest zazwyczaj podsumowanie informacji podanych w danej części tekstu. Znajdź w nagłówkach słowa kluczowe i zastanów się, jak w inny sposób informacje w nich zawarte mogły zostać wyrażone w tekście.

3 Przeczytaj tekst. Dobierz właściwy nagłówek (A–F) do każdej części tekstu (1–4). Dwa nagłówki zostały podane dodatkowo i nie pasują do żadnej części tekstu.

A Your language may affect your lifestyle
B Your emotions stay the same
C Languages shape the way you feel
D Confident now to say what I think
E A new language helps you make new friends
F Languages change how you see the world around you

4 Przedyskutujcie w parach poniższe zagadnienia.

1 Do you think or feel different when you speak English? How would you describe the difference?
2 You've been learning English for several years now. How has it changed the way you see the world?



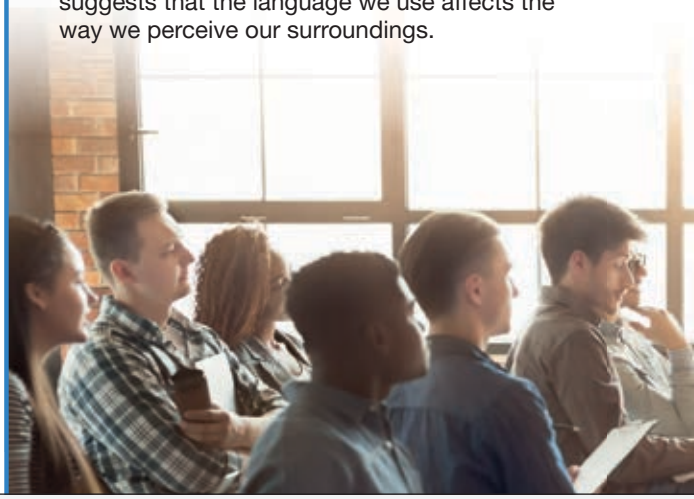
Do we think differently in different languages?

1 D

For the last two years, I have been living in Bydgoszcz and learning Polish. To my surprise, I am a quite different person when I am speaking my new second language. Usually, I am rather nervous in English when asking people to do things for me. I always worry about being impolite and accidentally offending them! However, Polish is more direct and that makes it much more simple for me to express myself without falling out with other people. In fact, I can happily stand up in a room full of strangers and state exactly what I need. I love it! I'd definitely be much more reserved in English. This raises the question: do we think differently when we speak different languages?

2 F

It turns out that this has been a big academic argument for some time. After a lot of research, the experts have eventually found evidence that our language may actually define how we think. For example, many European languages use gender: in Spanish, a bridge is masculine (*un puente*), but in German, it is feminine (*eine Brücke*). When experts asked a number of ordinary people to talk about bridges, the German speakers tended to use more feminine adjectives, such as 'elegant'. However, the Spanish speakers preferred masculine ones like 'strong'. It clearly suggests that the language we use affects the way we perceive our surroundings.



Warm up
• Ask students what language means to them. Is it simply something they use to communicate, or does it involve learning different things as well, like culture, traditions, and so forth?

Exercise 1

Optional activity
Students can research more quotes on language or make up their own quotes.

Exercise 3

Mixed ability
With less confident students, go through each item and discuss what the main idea is, e.g. lifestyle can be affected negatively if you do not understand the language, or positively as it can help you learn new things.
More confident groups can give personal examples for each item.

Exercise 4

Optional activity
Students can share positive, negative or funny personal experiences they have had with the English language.

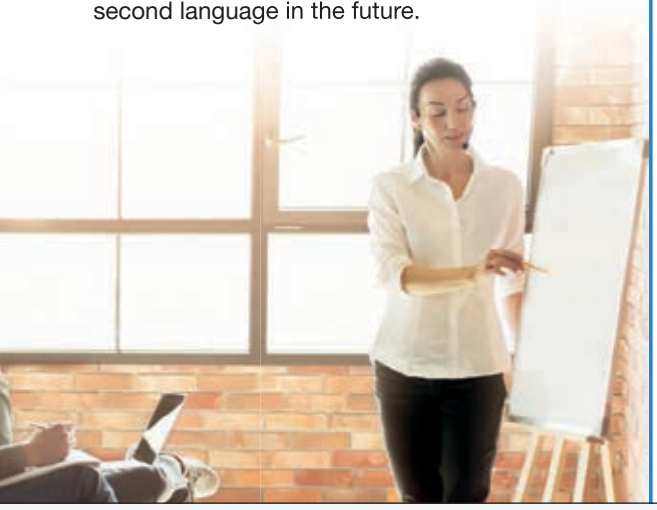


3 A

English has very clear present and future forms, but not all languages have the same grammar. American economist Keith Chen compared speakers of 36 languages. He discovered that if your language makes little difference between the present and future, you tend to live better. You are more likely to save money and to do regular exercise. Why? One explanation is that people consider the future as already happening now, which encourages them to watch out for health hazards or money problems. For them, these issues need to be taken care of *now*, and not at some distant point in the future.

4 B

Language research has taken off in recent decades and we will clearly learn more in the future. It follows from my personal experience, though, that while language does change the way you think about the world, time and people in a particular way, it doesn't seem to change the way you feel. If a friend tells you about their troubles, you'll be sympathetic whatever language you use. Look at my example above, however. In English, it's not necessary to say if a 'friend' is male or female, but it would be in Spanish or German. As I carry on with my Polish lessons, I'm now keen to see how, if at all, my personality will change when speaking my second language in the future.



WORDPOWER

False friends

5 **Wyjaśnij w języku angielskim znaczenie słów wyróżnionych w tekście. Następnie podaj ich polskie znaczenia.**

6 **Uzupełnij zdania wyróżnionymi słowami z przeczytanego tekstu.**

1 I told Nick that I'd deleted my essay by mistake, and he wasn't _____ at all. He laughed at me!
2 It's taking me ages to read this book but I will finish it _____.
3 I thought this was a cheese sandwich when I bought it, but it's _____ ham.
4 Most of my friends have _____ pets, like dogs and cats, but I've got a snake called Harry.
5 I often feel _____ when I speak English. It's not easy for me and I easily get embarrassed.
6 Before your driving test, you have to learn the signs which represent various road _____.

7 **Odpowiedzcie w parach na poniższe pytania.**

1 Why are the highlighted words in the text called *false friends*?
2 Can you think of any more false friends between English and Polish?

Czasowniki złożone

8 **Popatrz na czasowniki złożone podane w ramce. Znajdź je w tekście i przetłumacz na język polski.**

carry on fall out stand up take off turn out watch out

9 **Uzupełnij zdania 1–6 czasownikami złożonymi z ćwiczenia 8 we właściwej formie.**

1 I felt exhausted when I was running the marathon, but I _____ and finished it after four hours!
2 _____ when you're cycling to school. There are a lot of things that can happen on the road.
3 I need a volunteer. Could someone _____ please, and come to the board?
4 Everyone expected our project to be a disaster, but it _____ OK in the end.
5 Lisa and Maria used to be great friends but they _____ and now they don't talk to each other!
6 Chess really _____ after it was on the TV show *Queen's Gambit*. Suddenly everyone is playing it!

10 **Napisz dwa prawdziwe zdania o sobie zawierające czasowniki z ćwiczenia 8. Następnie porównaj swoje zdania ze zdaniami kolegi lub koleżanki.**

Exercise 5
nervous – *zdenerwowany*
eventually – *w końcu*
actually – *właściwie, tak naprawdę*
ordinary – *zwyczajny*
hazards – *niebezpieczeństwa*
sympathetic – *współczujący, wyrozumiały*

Exercise 6
1 sympathetic
2 eventually
3 actually
4 ordinary
5 nervous
6 hazards

Exercise 7
1 *False friend* is a word that has a similar form or pronunciation to a word in a person's native language, but a different meaning.
2 Sample answers: affair – *afera*, audition – *audycja*, cartoon – *karton*, chef – *szef*, condition – *kondycja*, dress – *dres*, fabric – *fabryka*

Exercise 8
carry on – *kontynuować*
fall out – *pokłócić się*
stand up – *wstać, podnieść się*
take off – *zyskać na popularności*
turn out – *okazać się*
watch out – *uważać*

Exercise 9
1 carried on
2 Watch out
3 stand up
4 turned out
5 fell out
6 took off

Exercise 6

Optional activity
In pairs, ask students to read through each sentence and say if they have had similar experiences. Selected students can share their answers with the class.

Exercise 8
• Remind students of the basic features of phrasal verbs. Ask what other phrasal verbs they know and encourage them to use these in sentences of their own.

Optional activity
Explain to students that sometimes translating English phrasal verbs directly into Polish ones has an amusing outcome. However, this way they can remember the vocabulary more easily. Have students do this with a few phrasal verbs and share their work with the class.

1 Rozumienie tekstów pisanych

Exercise 11
1 Instantly
2 there
3 these
4 This
5 this sound

POWERUP
Dobieranie zdań do luk w tekście

11 **Przeczytaj wskazówkę, a następnie tekst. W zdaniach następujących po lukach w tekście znajdź słowa, które odnoszą się do uprzednio podanych informacji.**

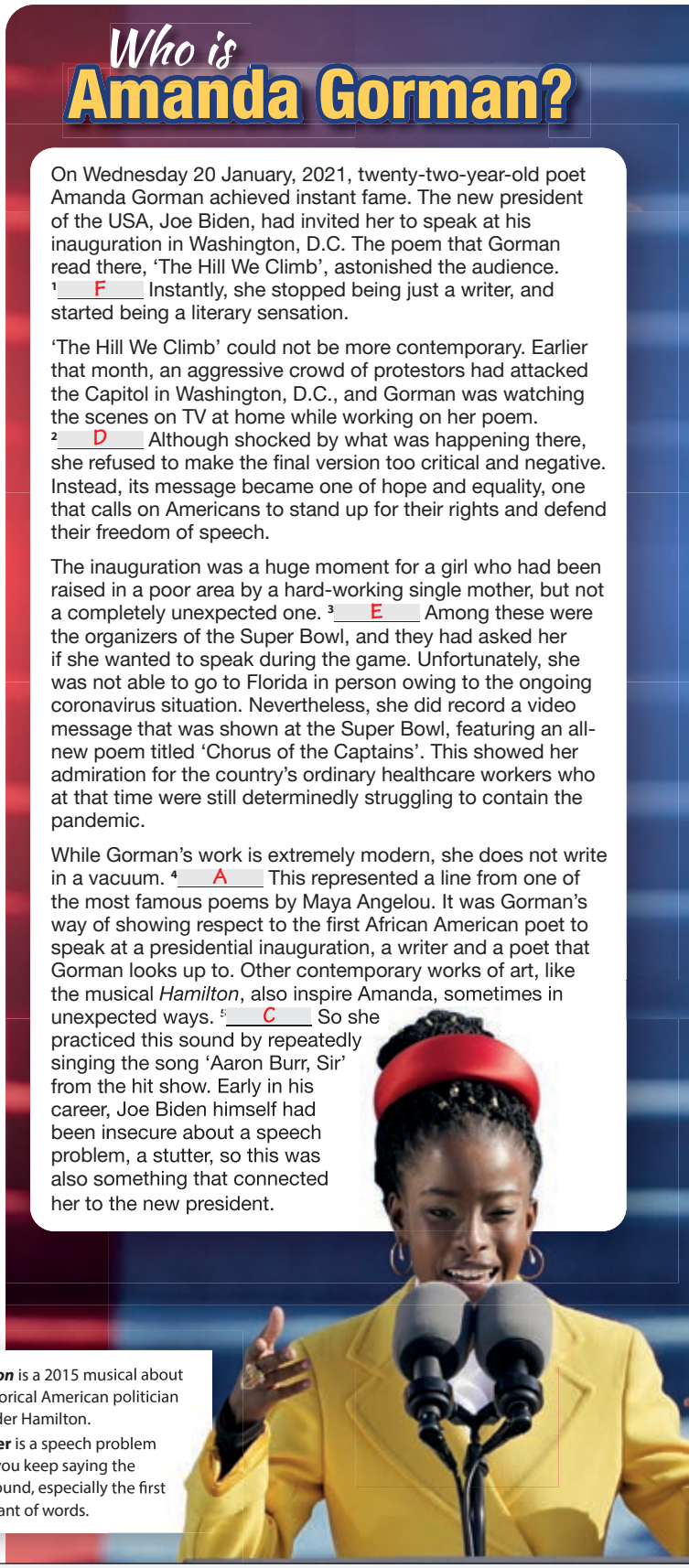
Aby poprawnie dopasować zdania do luk w tekście, należy najpierw odnaleźć w nim słowa, które odnoszą się do informacji podanych w usuniętych zdaniach. Mogą to być:

- zaimki wskazujące, np. *this*, *that*, *these* lub *those*
- zaimki osobowe i dzierżawcze, np. *he*, *him* lub *his*
- określenia miejsc, np. *here* lub *there*
- określenia czasu, np. *then* lub *when*.

Postaraj się odnaleźć w podanych zdaniach informacje, do których odnoszą się te słowa.

12 **Przeczytaj tekst, z którego usunięto pięć zdań (A–F). Dopasuj je do właściwych luk (1–5), tak aby otrzymać spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo.**

A For instance, she wore a ring to the inauguration that contained the image of a bird in a cage.
B Clearly this had required enormous courage on her part.
C It was once a struggle for Gorman to pronounce the letter *r*, putting pressure on her whenever she wanted to speak in public.
D She was well aware that she would soon be reading it at the same spot where these events were taking place.
E Indeed, Gorman's talent had been already recognized by people in the know some time before.
F That afternoon, the whole country was watching, and suddenly her name was on everybody's lips.



Who is Amanda Gorman?

On Wednesday 20 January, 2021, twenty-two-year-old poet Amanda Gorman achieved instant fame. The new president of the USA, Joe Biden, had invited her to speak at his inauguration in Washington, D.C. The poem that Gorman read there, 'The Hill We Climb', astonished the audience. [1] F Instantly, she stopped being just a writer, and started being a literary sensation.

'The Hill We Climb' could not be more contemporary. Earlier that month, an aggressive crowd of protestors had attacked the Capitol in Washington, D.C., and Gorman was watching the scenes on TV at home while working on her poem. [2] D Although shocked by what was happening there, she refused to make the final version too critical and negative. Instead, its message became one of hope and equality, one that calls on Americans to stand up for their rights and defend their freedom of speech.

The inauguration was a huge moment for a girl who had been raised in a poor area by a hard-working single mother, but not a completely unexpected one. [3] E Among these were the organizers of the Super Bowl, and they had asked her if she wanted to speak during the game. Unfortunately, she was not able to go to Florida in person owing to the ongoing coronavirus situation. Nevertheless, she did record a video message that was shown at the Super Bowl, featuring an all-new poem titled 'Chorus of the Captains'. This showed her admiration for the country's ordinary healthcare workers who at that time were still determinedly struggling to contain the pandemic.

While Gorman's work is extremely modern, she does not write in a vacuum. [4] A This represented a line from one of the most famous poems by Maya Angelou. It was Gorman's way of showing respect to the first African American poet to speak at a presidential inauguration, a writer and a poet that Gorman looks up to. Other contemporary works of art, like the musical *Hamilton*, also inspire Amanda, sometimes in unexpected ways. [5] C So she practiced this sound by repeatedly singing the song 'Aaron Burr, Sir' from the hit show. Early in his career, Joe Biden himself had been insecure about a speech problem, a stutter, so this was also something that connected her to the new president.

Super Bowl is the most important game and annual championship of American football.
Maya Angelou (1928–2014) was an American poet and writer who fought to improve the rights of women and people of colour.
Hamilton is a 2015 musical about the historical American politician Alexander Hamilton.
A stutter is a speech problem where you keep saying the same sound, especially the first consonant of words.

Exercise 12
• After reading the text, ask students what things make them feel insecure when speaking in public or speaking a foreign language, and what they can do to overcome them.

Differentiation
Before completing the exercise, have students read through each paragraph and say what it is about and what they think the missing sentence will contain. Students then work in pairs to complete the exercise.

Culture note
Amanda Gorman is a graduate of Harvard University and an advocate for feminism and race as well as for Africans all over the world. In 2015 she published her first book of poetry, *The One for Whom Food Is Not Enough*, and in 2017 she was named National Youth Poet Laureate.

Mówienie

Rozmowa z odgrywaniem roli

1 **W parach porównajcie swoje odpowiedzi na poniższe pytanie. Uzasadnijcie swój wybór.**

It is said that we only need about 30 seconds to form the first impression of a person. What do you pay attention to when you meet someone for the first time? Rank the elements in order of importance and add your own ideas.

facial expression handshake style of clothes
the way of speaking

2 **Przeczytaj polecenie i wskazówkę. Uzupełnij przykładowy dialog brakującymi wypowiedziami (A–F). Dwie wypowiedzi zostały podane dodatkowo.**

Przeczytaj uważnie zadanie, aby zorientować się, jaką rolę masz odegrać i jakie konkretnie informacje masz przekazać. Postaraj się omówić każdą z kwestii przynajmniej w dwóch zdaniach.

Będąc na kursie językowym w Londynie poznałeś/poznałaś interesującą osobę. Opowiadasz o niej swojemu przyjacielowi / swojej przyjaciółce. W rozmowie omów następujące kwestie:
- okoliczności waszego spotkania
- zachowanie nowo poznanej osoby
- wspólne zainteresowania
- plany na spotkanie w przyszłości.

Rozmowę rozpoczynasz ty.

A: So, how did you meet your new friend?
B: I met her in class. The teacher divided us into groups, so that we could get to know each other a bit more. [1] C
A: What was she like?
B: Well, at first she seemed a bit shy, but then she opened up. [2] B She focused on what they said and offered great advice.
A: And what is she into?
B: Actually, we have so many things in common. Hana is mad about music and books. [3] E
A: It's a pity the course was over in a few days.
B: Yes, it is, but I've already invited Hana to visit me in Poland. [4] F We could all go to a gig together.

A I always feel embarrassed to talk about myself.
B I liked the way she talked about her family and listened to other students.
C Hana was in the same group as me.
D I love hanging out with my friends.
E We even like the same bands.
F I can't wait to introduce her to my friends.

3 **004** **Wysłuchaj nagrania i sprawdź swoje odpowiedzi. Następnie przeczytaj ponownie wypowiedzi, które nie zostały wykorzystane w dialogu z ćwiczenia 2. Dlaczego te informacje nie są konieczne do wykonania zadania?**

4 **Wykonajcie w parach polecenie z ćwiczenia 2. Następnie zamieńcie się rolami i wykonajcie zadanie ponownie.**

Opis ilustracji i odpowiedzi na trzy pytania

Gdy opisujesz ilustrację, pamiętaj, aby najpierw określić miejsce, osoby oraz wykonywane przez nie czynności. Dopiero po przekazaniu kluczowych informacji skoncentruj się na szczegółach i spróbuj wywnioskować, jak przedstawione osoby się czują w danej sytuacji lub jakie mają intencje.

5 **Przyjrzyj się ilustracji. Wypisz wyrazy i zwroty, które później pomogą ci ją opisać.**

People	*in her mid twenties*
Place	
Verbs	



6 **Opisz ilustrację z ćwiczenia 5 i odpowiedz na pytania ze s. 241.**

7 **005** **Wysłuchaj uczennicy opisującej ilustrację z ćwiczenia 6. Czy jej opis jest kompletny?**

In the picture I can see …
The picture shows …
There is/are …
On the right/left …
At the top/bottom …
In the foreground/ background …
She looks like (a model).
She appears to be (confident).

Więcej przydatnych zwrotów na s. 240

Materials
Classroom presentation tool
Class audio, tracks 004–005
Online practice

Exercise 7
The description isn't complete – it's missing the description of the background/location where the scene is taking place.

Warm up
- Ask students what they do when they want to make a good first impression. Ask them what they think is the one thing a person can do to make a terrible first impression.

Exercise 1
- Go through each item presented in the word box and have students say adjectives they can use to describe them.

Exercise 3 **004**
Audio script page 248

Exercise 5
- Ask students to compare their ideas in pairs before they move on to exercise 6. You can write some key words on the board for them to refer to when they describe the picture.

Exercise 7 **005**
Audio script page 248
- Ask students what elements they included in exercise 6 and to compare the recording with their own descriptions.

1 Znajomość środków językowych

Materials
Classroom presentation tool
Online practice
Short test

GRAMMAR IN USE

Czasy *present simple* i *present continuous*; przedimki

1 **Wybierz poprawne formy czasowników.**

1 I usually *walk* / *am walking* to school, but today my dad *gives* / *is giving* me a lift.
2 John *has* / *is having* long dark hair and a beard.
3 My Internet connection *doesn't work* / *isn't working* at the moment so I can't go online.
4 These days, more and more people *buy* / *are buying* electric cars.
5 Julia *works* / *is working* for a bank. She's a credit adviser.
6 *Do you go* / *Are you going* to the cinema at the weekend?

2 **Uzupełnij luki czasownikami z nawiasów we właściwej formie.**

Send

Hi James,

I'm writing to tell you that a friend of mine [1] _____ (come) to London next month. Her name's Magda and she [2] _____ (have) a place on a music course that [3] _____ (start) on 10th September. She [4] _____ (get) a bit nervous about it because she [5] _____ (not know) anyone in London, and so I thought of you.

Can I give her your phone number and say she can call you? I think you'll like her – she's really nice and she [6] _____ (play) the piano brilliantly!

Speak soon,
Marek

3 **Uzupełnij luki przedimkami *a, an* i *the*. Jeśli użycie przedimka nie jest konieczne, zostaw lukę pustą.**

1 A woman and her daughter sat next to me on the train. The woman was in her mid-twenties and her little girl was about two.
2 - adolescence can be a challenging time for people.
3 The sky is getting very dark.
4 The only people in the park were an elderly man and two middle-aged women.
5 - human beings like spending time with each other.
6 I found a wallet on the bus this morning.
7 I don't particularly like - cats.

Więcej gramatyki na s. 202

Minidialogi

4 **Uzupełnij poniższe minidialogi (1–4). Spośród podanych opcji wybierz brakującą wypowiedź.**

Przeczytaj dokładnie pierwszą część dialogu i podane opcje. Wszystkie z nich będą gramatycznie poprawne, ale tylko jedna będzie poprawna w podanym kontekście.

1 **X:** When would be a good time to call you?
Y: _____
(A) We finish eating at seven, so any time after that.
B My grandparents are coming round at six.
C We're having dinner, so it isn't the best time.

2 **X:** What sort of films are you into?
Y: _____
A I hate horror films or anything that's violent.
B I particularly like going to the cinema with my friends.
(C) At the moment, I'm mad about sci-fi films.

3 **X:** I feel ashamed of how I behaved yesterday.
Y: Don't worry. _____
(A) Everyone makes mistakes.
B Lots of people are feeling unwell right now.
C We all inspire others at times.

4 **X:** We need to hand in our essays tomorrow!
Y: _____
A I always do mine in the library.
(B) I'll finish it when I get home.
C I'm writing about Socrates.

Tłumaczenie (zadanie zamknięte)

5 **Spośród podanych opcji wybierz tę, która jest tłumaczeniem fragmentu podanego w nawiasie poprawnie uzupełniającym lukę w zdaniu.**

1 I'll buy a new notepad when I (*pójdę*) _____ to the supermarket.
A am going B will go (C) go

2 (*Używasz teraz komputera*) _____ or can I use it?
A Do you use the computer
B You use the computer
(C) Are you using the computer

3 Martha is a great film fan. She goes to the cinema at least (*dwa razy w tygodniu*) _____.
A two weeks
(B) twice a week
C two times this week

4 I need to take these books back to the library. When (*otwierają*) _____ on Saturdays?
A is it opening (B) does it open C is it open

Exercise 2
1 is coming
2 has
3 starts
4 is getting
5 doesn't know
6 plays

Exercise 1
• Go through how the present simple and present continuous are formed and how we use them before completing the exercise.

Optional activity
In pairs, students write two sentences, one in the present simple and one in the present continuous, to share with the class.

Exercise 3
• Go through the grammar rules for articles, having students give examples, before completing the exercise.

Exercise 4
• Remind students to consider all the options before giving their final answers.

Exercise 5

Differentiation
Ask students to cover the options and try to translate the phrases in brackets first. Then ask them to compare the options with their translations.

Zadanie z wyrazami w ramce i lukami

6 **Przeczytaj tekst. Uzupełnij każdą lukę (1–4), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna uzupełnionych zdań. Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.**

lose patient spend take worry young

MY FAMILY

Like

There are five of us in my family, my mum and dad, my older sister, me and my brother. He's [1]_____ than me.

My dad is middle-aged, overweight and bald. He's interested in politics and history.

My mother is tall and attractive. She's really into fitness and goes running all the time. She's calm and never [2]_____ about anything.

My older sister has long wavy blonde hair and blue eyes. She's really [3]_____ and can't wait for anything.

My younger brother is still a kid – he's only six. He's got curly hair and is rather plump. He spends a lot of time with me because he likes playing video games, too. He can be rude, especially when he [4]_____ at a video game.

Zadanie z lukami

7 **Przeczytaj tekst. Uzupełnij każdą lukę (1–6) w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna uzupełnionych zdań.**

On a normal Saturday or Sunday in the UK, you will see young people playing football, hockey or tennis. And if you go swimming, you will find a lot of people in [1] *the* pool. But a recent survey shows that doing sport is far from [2] *being* the most popular leisure activity in the UK. Young people in particular [3] *spend* a lot of time on their digital devices, playing games, computing or using social media. Although we all know that regular exercise is important, it seems that most of us think that not doing much exercise [4] *does* not really matter. As a result, we are almost certainly [5] *becoming* less and less healthy. It can be difficult to include exercise in our daily routine, but doing it with [6] *a* friend can help. We are more likely to go for a run or swim if we have arranged it with someone else.

POWERUP

Set leksykalny

8 **Wpisz wyraz, który poprawnie uzupełnia wszystkie trzy zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.**

1 I think you should stay *away* from him because he's trouble.
Please go *away* and leave me alone!
The building site is dangerous, so you must keep *away* from it.

2 The doctor is on *duty*, he will meet you in a moment.
It's the *duty* of every parent to care for their children.
The company had to pay *duty* on the products they imported to Poland.

3 There's a big *generation* gap between me and my parents.
The new *generation* of computers have far better computing power than my old laptop.
The *generation* of electricity is a complex process that takes place at power plants.

4 I think everyone should have the *right* to free healthcare.
Our street is the second on the *right* after the railway bridge.
My parents managed to teach me the difference between *right* and wrong.

Słowotwórstwo

9 **Przeczytaj tekst. Uzupełnij każdą lukę (1–5), przekształcając wyrazy podane w nawiasach, tak aby otrzymać spójny, logiczny i poprawny gramatycznie tekst. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.**

There are many groups all over the world that work for social change. Some of them feel that there is still a lot to be done to fight [1]_____ (**EQUAL**) and make sure that everyone has the same rights. They believe it is vital that we all have the same opportunities for personal and professional [2]_____ (**DEVELOP**) so that we can reach our full potential.

In Britain, organizations such as Disability Rights UK and Scope stress that children and young people with disabilities need education, and adults need [3]_____ (**DEPEND**) so that they can make their own choices about their daily lives.

People who are not disadvantaged in any way can be surprisingly [4]_____ (**AWARE**) of others' difficulties, and may find the need for change hard to understand. But once they hear more about the experiences of the disadvantaged, they can become more [5]_____ (**SENSE**) to their needs and much more supportive.

Exercise 6
1 younger
2 worries
3 impatient
4 loses

Exercise 9
1 inequality
2 development
3 independence
4 unaware
5 sensitive

Exercise 6
• Have students translate the words in the box and provide different sentences for them to check understanding before completing the exercise.

Optional activity
Students can write a similar post about their family using key vocabulary, with gaps for their partner to complete.

Exercise 8

Exam tip
Tell students that the gapped word has different meanings in each case. Ask them to read all the sentences in each set first, and decide on the meaning of the gapped word. The words immediately before and after the gaps should also be helpful.

Exercise 9
• First, students think of as many derivatives as they can for each word. Write these on the board. Then they guess what part of speech is missing from each gap. Then they complete the exercise, referring to the words on the board. Support weaker students by translating the words and the derivatives into Polish.

1 Wypowiedź pisemna

Materials
Classroom presentation tool
Online practice

E-mail

1 **Odpowiedzcie w parach na poniższe pytania.**

1 How often do you send emails? Who do you usually send them to?
2 Do you write emails in English?

Po napisaniu wypowiedzi, przeczytaj ją i upewnij się, że wykonałeś/wykonałaś wszystkie podpunkty polecenia.

2 **Przeczytaj zadanie i przykłady wykonania poszczególnych podpunktów. Do każdego podpunktu dopasuj odpowiedni fragment (A–C). Który podpunkt nie został wykonany?**

Wkrótce odwiedzi cię kolega z Anglii. Podczas jego pobytu w Polsce zamieszkacie razem u twojej babci, którą uważasz za swój autorytet. W e-mailu do kolegi:

- wyjaśnij, dlaczego nie będziecie mieszkać z rodzicami
- opisz babcię i uzasadnij, dlaczego jest twoim autorytetem
- przedstaw zalety mieszkania u babci
- napisz, jakie atrakcje zaplanowałeś/zaplanowałaś na czas pobytu kolegi w Polsce.

A
We can't stay at my house because my parents forgot about your visit and planned to paint all the walls. They say that our flat needs decorating. They have already removed the furniture so we really have no choice.

B
It will be fun to stay at my grandma's. She loves cooking so she will prepare delicious meals for us. We will have separate rooms because she lives in a big house. And there is a huge garden, so we can spend time outdoors.

C
I am sure you will like her. She is very friendly and patient. She is my role model. She inspired me to practise sports. She plays badminton, does yoga and goes swimming every week, even though she is in her seventies!

3 **Dopisz brakujący fragment do wypowiedzi z ćwiczenia 2.**

4 **Uzupełnij tekst wyrazami z ramki.**

adolescence authority code influence look

Elon Musk, an engineer and a businessman, is my role model. In his [1]_____, he spent a lot of time at his computer and taught himself how to [2]_____. Since then he has become an [3]_____ on modern technology. I [4]_____ up to him because he is a change-maker whose ideas [5]_____ the future of the whole planet.

5 **Napisz tekst (100–150 wyrazów, nie licząc słów już podanych), w którym rozwiniesz każdy z czterech podpunktów.**

W ramach międzynarodowego projektu wspólnie z kolegą z Anglii masz przygotować prezentację na temat autorytetów. W e-mailu do kolegi:

- wyraź radość ze współpracy oraz nadzieję na szybkie spotkanie
- opisz osobę, która twoim zdaniem zasługuje na miano autorytetu
- poinformuj, jakie są wymagania twojego nauczyciela odnośnie do prezentacji
- zaproponuj podział obowiązków podczas jej przygotowania.

Hi Brad,
We have been paired up to give a presentation on role models.

Wyrażanie radości
I am so pleased that …
I was happy to hear that …
Wyrażanie nadziei
I just hope that …
I wish we could …
Opis osoby
The person I admire is …
She inspires me to …
Wymagania nauczyciela
My teacher wants us to …
The presentation must …
We should include …
Propozycja podziału obowiązków
I suggest we should …
Would you like to … or … ?

Więcej przydatnych zwrotów na s. 243

POWERUP

List formalny

6 **Napisz tekst składający się z 200–250 wyrazów.**

W lokalnej gazecie ukazał się artykuł zatytułowany „Współczesna młodzież nie uznaje autorytetów". Napisz list do redakcji, w którym uzasadnisz, dlaczego uważasz taką opinię za niesprawiedliwą oraz zaprezentujesz osobę, która cieszy się autorytetem wśród twoich rówieśników.

Przydatne zwroty na s. 245

Exercise 2
- wyjaśnij, dlaczego nie będziecie mieszkać z rodzicami – A
- opisz babcię i uzasadnij, dlaczego jest twoim autorytetem – C
- przedstaw zalety mieszkania u babci – B
- napisz, jakie atrakcje zaplanowałeś/zaplanowałaś na czas pobytu kolegi w Polsce. – this point is missing from the sample email

Exercise 4
1 adolescence
2 code
3 authority
4 look
5 influence

Warm up
- Ask students what problems might occur when sending emails, e.g. say: *I once sent a personal email to my teacher instead of a friend and was very embarrassed.*

Exercise 1
- Ask students to say what problems they face when writing emails in another language.

Exercise 4
- In pairs, have students say a few sentences about their role models using the words in the box. Selected students then share answers with the class.

Exercise 5
- Remind students to plan their text and make notes before they start writing.
- Students can use the phrases from the Writing box in their texts.

Exercise 6

Mixed ability
With less confident students, elicit key words they can use to describe role models and write them on the board.
In more confident groups, ask students who they will be presenting and why before they make a start on their email.

Bank zadań Wypowiedź ustna

Materials
Classroom presentation tool

2 minuty

Rozmowa wstępna

Odpowiedz na pytania.

1 What part of your personality would you like to change? Why?
2 What is something that you really hate doing?
3 What is your favourite way to relax in the evening?
4 What makes you happy?

4 minuty Zadanie 1

Rozmowa z odgrywaniem roli

Twój kolega z Kanady zdaje jutro ważny egzamin. W rozmowie z nim omów poniższe kwestie.

- sposoby walki ze stresem
- zachowanie podczas egzaminu
- wybór stroju
- inne czynniki decydujące o pomyślnym wyniku egzaminu

(Rozmowę rozpoczynasz ty).

3 minuty Zadanie 2

Opis ilustracji i odpowiedzi na trzy pytania

Opisz poniższe zdjęcie i odpowiedz na pytania.



Pytania znajdziesz na s. 242

5 minuty Zadanie 3

Rozmowa na podstawie materiału stymulującego

Popatrz na ilustracje 1, 2 i 3. Wraz z kolegami i koleżankami przygotowujesz materiał do kampanii zachęcającej do pozytywnego myślenia. Wyraź swoje zdanie na temat poniższych propozycji plakatu do wykorzystania w kampanii.

- Wybierz ten plakat, który twoim zdaniem będzie najbardziej odpowiedni, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

1



2



3



Odpowiedz na pytania.

1 How important is it to like yourself? Why?
2 It is believed that optimists live longer. How far do you agree?
3 Should we always show our emotions? Why? / Why not?
4 What do you consider to be the most important thing for a happy life? Why?

Warm up
• Place students in small groups. Give them the word *personality*. Explain that each student has to speak about the topic for one minute. Make sure students have a timer to complete the exercise.

Mixed ability
Before starting on the exam tasks, discuss briefly the following topics: *What is optimism? What makes a happy life? How can you deal with stress?* Write key words on the board for less confident students to refer to.
Have more confident students change groups and ask them to choose one question and to expand on it.

Exercise 2
• Ask students to look at the picture and come up with words to describe it. Write the words on the board for students to refer to as they complete the exercise.

Exam tip
Remind students that it is natural to make mistakes as they speak. Rather than panicking, they should try to calmly correct themselves.

Legenda
Oxford 3000
Oxford 5000
Poziom rozszerzony

Materials
Classroom presentation tool
Class audio, tracks 6.1–010
Online practice
Unit test

6.1 Dane osobowe

age /eɪdʒ/ wiek
email address /'iːmeɪl ədres/ adres e-mailowy
female /'fiːmeɪl/ kobieta
first name /'fɜːst neɪm/ imię
level of English /ˌlevl əv 'ɪŋglɪʃ/ poziom znajomości języka angielskiego
male /meɪl/ mężczyzna
last name /'lɑːst neɪm/ nazwisko
surname /'sɜːneɪm/ nazwisko
nationality /ˌnæʃə'nælətɪ/ narodowość
occupation /ˌɒkjʊ'peɪʃn/ zawód
place of birth /ˌpleɪs əv 'bɜːθ/ miejsce urodzenia
sex /seks/ płeć
telephone no. /'telɪfəʊn nʌmbə(r)/ numer telefonu
home number /ˌhəʊm 'nʌmbə(r)/ numer telefonu domowego
mobile number /'məʊbaɪl nʌmbə(r)/ numer telefonu komórkowego

6.2 Wygląd zewnętrzny

appearance /ə'pɪərəns/ wygląd
attractive /ə'træktɪv/ atrakcyjny
beard /bɪəd/ broda (zarost)
beautiful /'bjuːtɪfl/ piękny
distinguishing features /dɪˌstɪŋgwɪʃɪŋ 'fiːtʃəz/ cechy szczególne
freckles /'freklz/ piegi
good-looking /ˌgʊd 'lʊkɪŋ/ atrakcyjny, przystojny
handsome /'hænsəm/ przystojny
looks /lʊks/ wygląd, uroda
moustache /mə'stɑːʃ/ wąsy
physical appearance /ˌfɪzɪkl ə'pɪərəns/ wygląd zewnętrzny
pretty /'prɪtɪ/ ładny
scar /skɑː(r)/ blizna
tattoo /tə'tuː/ tatuaż
ugly /'ʌglɪ/ brzydki
unattractive /ˌʌnə'træktɪv/ nieatrakcyjny
wrinkles /'rɪŋklz/ zmarszczki

6.3 Wzrost

height /haɪt/ wzrost
medium height /ˌmiːdiəm 'haɪt/ średniego wzrostu
short /ʃɔːt/ niski
tall /tɔːl/ wysoki

6.4 Włosy

bald /bɔːld/ łysy
blonde hair /ˌblɒnd 'heə(r)/ blond włosy
brown hair /ˌbraʊn 'heə(r)/ brązowe włosy
curly hair /ˌkɜːlɪ 'heə(r)/ kręcone włosy
dark hair /ˌdɑːk 'heə(r)/ ciemne włosy
fair hair /ˌfeə 'heə(r)/ jasne włosy
long hair /ˌlɒŋ 'heə(r)/ długie włosy
short hair /ˌʃɔːt 'heə(r)/ krótkie włosy
straight hair /ˌstreɪt 'heə(r)/ proste włosy
wavy hair /ˌweɪvɪ 'heə(r)/ pofalowane włosy

6.5 Oczy

blue eyes /ˌbluː 'aɪz/ niebieskie oczy
brown eyes /ˌbraʊn 'aɪz/ brązowe oczy
expressive eyes /ɪkˌspresɪv 'aɪz/ wyraziste, pełne wyrazu oczy
green eyes /ˌgriːn 'aɪz/ zielone oczy

6.6 Wiek

elderly /'eldəlɪ/ starszy/starsza
in his/her early twenties /ɪn hɪz, hɜː(r) ˌɜːlɪ 'twentɪz/ trochę ponad 20 lat
in his late forties /ɪn hɪz ˌleɪt 'fɔːtɪz/ przed 50-tką
in her mid-thirties /ɪn hɜː ˌmɪd 'θɜːtɪz/ około 35 lat
in his teens /ɪn hɪz 'tiːnz/ nastoletni
middle-aged /ˌmɪdl 'eɪdʒd/ w średnim wieku
young /jʌŋ/ młody/młoda

6.7 Cechy charakteru

adventurous /əd'ventʃərəs/ żądny przygód, śmiały
aggressive /ə'gresɪv/ agresywny
ambitious /æm'bɪʃəs/ ambitny
bossy /'bɒsɪ/ dominujący
brave /breɪv/ odważny
bright /braɪt/ bystry, inteligentny
intelligent /ɪn'telɪdʒənt/ inteligentny
cheerful /'tʃɪəfl/ pogodny
clever /'klevə(r)/ sprytny
confident /'kɒnfɪdənt/ pewny siebie
creative /kriː'eɪtɪv/ twórczy
dishonest /dɪs'ɒnɪst/ nieuczciwy
disloyal /dɪs'lɔɪəl/ nielojalny
enthusiastic /ɪnˌθjuːzi'æstɪk/ entuzjastyczny
friendly /'frendlɪ/ przyjazny, życzliwy
generous /'dʒenərəs/ hojny, szczodry
gentle /'dʒentl/ łagodny
hard-working /ˌhɑːd 'wɜːkɪŋ/ pracowity
have a sense of humour /hæv ə sens əv 'hjuːmə(r)/ mieć poczucie humoru
honest /'ɒnɪst/ szczery
immature /ˌɪmə'tjʊə(r)/ niedojrzały
impatient /ɪm'peɪʃnt/ niecierpliwy
impolite /ˌɪmpə'laɪt/ nieuprzejmy
insecure /ˌɪnsɪ'kjʊə(r)/ niepewny siebie
intolerant /ɪn'tɒlərənt/ nietolerancyjny
irresponsible /ˌɪrɪ'spɒnsəbl/ nieodpowiedzialny
kind /kaɪnd/ miły
lazy /'leɪzɪ/ leniwy
lively /'laɪvlɪ/ żywy, żywiołowy
loyal /'lɔɪəl/ lojalny
mature /mə'tjʊə(r)/ dojrzały
mean /miːn/ skąpy
modest /'mɒdɪst/ skromny
patient /'peɪʃnt/ cierpliwy
personality /ˌpɜːsə'nælətɪ/ osobowość
polite /pə'laɪt/ uprzejmy
quiet /'kwaɪət/ cichy
reliable /rɪ'laɪəbl/ niezawodny, solidny
responsible /rɪ'spɒnsəbl/ odpowiedzialny
rude /ruːd/ niegrzeczny
secure /sɪ'kjʊə(r)/ bezpieczny
selfish /'selfɪʃ/ samolubny
sensible /'sensəbl/ rozsądny
shy /ʃaɪ/ nieśmiały
silly /'sɪlɪ/ niemądry, głupi
sociable /'səʊʃəbl/ towarzyski
stubborn /'stʌbən/ uparty
stupid /'stjuːpɪd/ głupi
talkative /'tɔːkətɪv/ gadatliwy
tolerant /'tɒlərənt/ tolerancyjny
unambitious /ˌʌnæm'bɪʃəs/ bez ambicji
unfriendly /ʌn'frendlɪ/ nieprzyjazny
unkind /ˌʌn'kaɪnd/ niemiły
unreliable /ˌʌnrɪ'laɪəbl/ niesolidny, niepewny
unselfish /ʌn'selfɪʃ/ pozbawiony egoizmu

6.8 Opisywanie uczuć i emocji

admire /əd'maɪə(r)/ podziwiać
angry /'æŋgrɪ/ zły, rozzłoszczony
annoyed /ə'nɔɪd/ zirytowany
ashamed /ə'ʃeɪmd/ zawstydzony
astonished /ə'stɒnɪʃt/ zdziwiony, zaskoczony
avoid /ə'vɔɪd/ unikać
be in a bad mood /bi ɪn ə bæd 'muːd/ być w złym humorze
be in a good mood /bi ɪn ə gʊd 'muːd/ być w dobrym humorze
calm /kɑːm/ spokojny
can't stand sth /kɑːnt 'stænd sʌmθɪŋ/ nie znosić czegoś
care about sb /'keə(r) əbaʊt sʌmbədi/ troszczyć się o kogoś
despise /dɪ'spaɪz/ pogardzać
dislike /dɪs'laɪk/ nie lubić
don't mind sth /dəʊnt 'maɪnd sʌmθɪŋ/ nie mieć nic przeciwko czemuś
embarrassed /ɪm'bærəst/ zażenowany
emotion /ɪ'məʊʃn/ uczucie, emocja
envious /'enviəs/ zazdrosny, zawistny
feel /fiːl/ czuć, czuć się
feel all right about sth /ˌfiːl ɔːl 'raɪt əbaʊt sʌmθɪŋ/ nie mieć z czymś problemu
feel sorry for sb /ˌfiːl 'sɒrɪ fə sʌmbədi/ współczuć komuś
feeling /'fiːlɪŋ/ uczucie, emocja
get nervous /ˌget 'nɜːvəs/ denerwować się
happy /'hæpɪ/ szczęśliwy
hate /heɪt/ nienawidzić
haven't got a problem with sth /hævnt gɒt ə 'prɒbləm wɪð sʌmθɪŋ/ nie mieć z czymś problemu
jealous /'dʒeləs/ zazdrosny
keep away from sth /ˌkiːp ə'weɪ frəm sʌmθɪŋ/ trzymać się z dala od czegoś
pleased /pliːzd/ zadowolony
relaxed /rɪ'lækst/ zrelaksowany
scared /skeəd/ przestraszony
shocked /ʃɒkt/ zszokowany
stay away from sth /ˌsteɪ ə'weɪ frəm sʌmθɪŋ/ trzymać się z dala od czegoś
surprised /sə'praɪzd/ zdziwiony
terrified /'terɪfaɪd/ przerażony
unhappy /ʌn'hæpɪ/ nieszczęśliwy
upset /ˌʌp'set/ zaniepokojony
worried /'wʌrɪd/ zmartwiony

6.9 Zainteresowania

be fond of sth /biː 'fɒnd əv sʌmθɪŋ/ bardzo coś lubić
be good at sth /biː 'gʊd ət sʌmθɪŋ/ być w czymś dobrym
be interested in sth /biː 'ɪntrəstɪd ɪn sʌmθɪŋ/ interesować się czymś
be into sth /biː 'ɪntə sʌmθɪŋ/ być czymś zainteresowanym
be keen on sth /biː 'kiːn ɒn sʌmθɪŋ/ przepadać za czymś
be mad about sth /biː 'mæd əbaʊt sʌmθɪŋ/ mieć bzika na jakimś punkcie
can't live without sth /kɑːnt lɪv wɪ'ðaʊt sʌmθɪŋ/ nie móc bez czegoś żyć
enjoy sth /ɪn'dʒɔɪ sʌmθɪŋ/ lubić coś, czerpać z czegoś przyjemność
find sth relaxing /ˌfaɪnd sʌmθɪŋ rɪ'læksɪŋ/ uważać coś za relaksujące
leisure /'leʒə(r)/ czas wolny, rekreacja
leisure activities /'leʒə(r) æktɪvətiz/ rozrywki, hobby
particularly like /pə'tɪkjələli laɪk/ szczególnie coś lubić
spare time /ˌspeə 'taɪm/ czas wolny

6.10 Etapy życia

adolescence /ˌædə'lesns/ okres dojrzewania
adolescent /ˌædə'lesnt/ nastolatek/nastolatka
adult /'ædʌlt/ dorosły
adulthood /'ædʌlthʊd/ dorosłość
birth /bɜːθ/ narodziny
child /tʃaɪld/ dziecko
childhood /'tʃaɪldhʊd/ dzieciństwo
death /deθ/ śmierć
kid /kɪd/ dzieciak
middle age /ˌmɪdl 'eɪdʒ/ wiek średni
old age /ˌəʊld 'eɪdʒ/ starość

6.11 Rzeczy osobiste

bag /bæg/ torba
books /bʊks/ książki
clothes /kləʊðz/ ubrania
computer /kəm'pjuːtə(r)/ komputer
glasses /'glɑːsɪz/ okulary
headphones /'hedfəʊnz/ słuchawki
ID /ˌaɪ 'diː/ dokument tożsamości
jewellery /'dʒuːəlrɪ/ biżuteria
mobile phone /ˌməʊbaɪl 'fəʊn/ telefon komórkowy
money /'mʌnɪ/ pieniądze
notepad /'nəʊtpæd/ notatnik
passport /'pɑːspɔːt/ paszport
pen /pen/ długopis
wallet /'wɒlɪt/ portfel
watch /wɒtʃ/ zegarek

How to learn vocabulary

- Ask students to choose ten words or phrases from the wordlist that they find interesting or have difficulty learning. They write definitions of these in English as best they can.
- They work in pairs and swap their definitions with their partner, who has to read them and find the correct words.
- Students check their answers in pairs. Ask several pairs to read some of their definitions in class for the other students to find the words.

Brainpower

- Give students a few strips of paper and ask them to make eight flashcards with words they have the most difficulty learning or remembering from this unit. They can then test each other with these words. One student shows the word for the other student to make a sentence.

Sprawdź się!

Optional activity
Students can make a vocab quiz to play with their partner or in small groups. Each student writes a sentence with one key vocabulary word missing for their group members to guess.

6.12 Umiejętności

- **code** /kəʊd/ programować
- **cook** /kʊk/ gotować
- **dance** /dɑːns/ tańczyć
- **do housework** /ˌduː ˈhaʊswɜːk/ wykonywać prace domowe
- **drive a car** /ˌdraɪv ə ˈkɑː(r)/ prowadzić samochód
- **fish** /fɪʃ/ łowić ryby
- **paint** /peɪnt/ malować
- **play a musical instrument** /pleɪ ə ˌmjuːzɪkl ˈɪnstrəmənt/ grać na instrumencie muzycznym
- **sew** /səʊ/ szyć
- **solve problems** /ˌsɒlv ˈprɒbləmz/ rozwiązywać problemy
- **swim** /swɪm/ pływać

6.13 Własny system wartości

- **empathy** /ˈempəθi/ empatia
- **enthusiasm** /ɪnˈθjuːziæzəm/ entuzjazm
- **honesty** /ˈɒnəsti/ szczerość
- **independence** /ˌɪndɪˈpendəns/ niezależność
- **love** /lʌv/ miłość
- **loyalty** /ˈlɔɪəlti/ lojalność
- **openness** /ˈəʊpənnəs/ otwartość
- **personal development** /ˌpɜːsənl dɪˈveləpmənt/ rozwój osobisty
- **personal freedom** /ˌpɜːsənl ˈfriːdəm/ wolność osobista
- **personal fulfilment** /ˌpɜːsənl fʊlˈfɪlmənt/ satysfakcja osobista
- **respect** /rɪˈspekt/ szacunek
- **responsibility** /rɪˌspɒnsəˈbɪlətɪ/ odpowiedzialność
- **sensitivity** /ˌsensəˈtɪvətɪ/ wrażliwość
- **trust** /trʌst/ zaufanie

6.14 Autorytety

- **acknowledge** /əkˈnɒlɪdʒ/ przyznawać, potwierdzać
- **acknowledgement** /əkˈnɒlɪdʒmənt/ przyznanie
- **admiration** /ˌædməˈreɪʃn/ podziw
- **admire** /ədˈmaɪə(r)/ podziwiać
- **authority on sth** /ɔːˈθɒrətɪ ɒn sʌmθɪŋ/ autorytet w jakiejś dziedzinie
- **enjoy respect** /ɪnˌdʒɔɪ rɪˈspekt/ cieszyć się szacunkiem
- **figure** /ˈfɪgə(r)/ postać
- **influence sb** /ˈɪnfluəns sʌmbədi/ mieć na kogoś wpływ
- **influencer** /ˈɪnfluənsə(r)/ influencer, osoba mająca wpływ na daną grupę społeczną
- **inspire sb** /ɪnˈspaɪə(r) sʌmbədi/ inspirować kogoś
- **look up to sb** /ˌlʊk ˈʌp tə sʌmbədi/ podziwiać kogoś
- **prestige** /preˈstiːʒ/ prestiż
- **recognition** /ˌrekəgˈnɪʃn/ uznanie

6.15 Społeczny system wartości

- **collective responsibility** /kəˌlektɪv rɪspɒnsəˈbɪlətɪ/ odpowiedzialność zbiorowa
- **dignity** /ˈdɪgnətɪ/ godność
- **equality** /iˈkwɒlətɪ/ równość
- **fairness** /ˈfeənəs/ sprawiedliwość
- **freedom of speech** /ˌfriːdəm əv ˈspiːtʃ/ wolność wypowiedzi
- **justice** /ˈdʒʌstɪs/ sprawiedliwość
- **quality of life** /ˌkwɒlətɪ əv ˈlaɪf/ jakość życia
- **right to health and welfare** /ˌraɪt tə ˈhelθ ən ˈwelfeə(r)/ prawo do zdrowia i dobrostanu
- **tolerance** /ˈtɒlərəns/ tolerancja

6.16 *False friends*

- **actually** /ˈæktʃuəli/ właściwie, faktycznie
- **eventually** /ɪˈventʃuəli/ w końcu
- **hazard** /ˈhæzəd/ niebezpieczeństwo
- **nervous** /ˈnɜːvəs/ zdenerwowany
- **ordinary** /ˈɔːdnri/ zwykły
- **sympathetic** /ˌsɪmpəˈθetɪk/ współczujący

6.17 Czasowniki złożone

- **carry on** /ˌkæri ˈɒn/ kontynuować
- **fall out** /ˌfɔːl ˈaʊt/ pokłócić się
- **stand up** /ˌstænd ˈʌp/ wstać, podnieść się
- **take off** /ˌteɪk ˈɒf/ stać się popularnym
- **turn out** /ˌtɜːn ˈaʊt/ okazać się
- **watch out** /ˌwɒtʃ ˈaʊt/ uważać

BRAINPOWER

Dobrym sposobem uczenia się nowego słownictwa jest korzystanie z fiszek. Napisz nowe słowo na jednej stronie karty, a zdanie przykładowe z wykorzystaniem tego słowa – na drugiej stronie. Fiszki możesz także wykorzystać do przypomnienia sobie, w jaki sposób dane wyrażenie jest używane w kontekście.

Sprawdź się!

1 W każdym zdaniu wskaż właściwy wyraz.

1 Maggie's keen *in* / (*on*) / *about* sailing; she spends all her holidays on a boat.
2 A true friend is always (*loyal*) / *secure* / *reliable* to you.
3 Do you (*mind*) / *stand* / *annoy* getting up early?
4 I hate talking to people I don't know well. I'm too *astonished* / *envious* / (*shy*).
5 Little Jimmy is mad *of* / (*about*) / *with* football. He wants to become another Beckham.
6 My mother says I'm too (*immature*) / *impatient* / *unrealistic* to get married and start a family.
7 Helen felt terribly *jealous* / (*embarrassed*) / *selfish* when she had to explain her mistake.
8 Please forgive me (*for*) / *on* / *with* being so rude.

Wymowa

1 007 Powtórz podane słowa i przyporządkuj je do odpowiednich kategorii w tabeli.

thin tin fin true truth through
tick sick thick sink sing thing
fought thought sought three free tree

/s/	/f/	/θ/	/t/
song	*fight*	*birth*	*tin*

2 008 Wysłuchaj nagrania i sprawdź swoje odpowiedzi z ćwiczenia 1.

3 009 Wysłuchaj nagrania i wskaż słowa, które słyszysz.

1 (thin) tin fin
2 true truth (through)
3 (tick) sick thick
4 sink (sing) thing
5 fought (thought) sought
6 three (free) tree

4 010 Posłuchaj nagrania i powtórz poniższe zdania.

1 He threw three free throws.
2 Sing the song with more enthusiasm.
3 What is that thing in the sink?
4 She has the sixth sense, I think.
5 Clean your teeth with a thin toothpick.

Wymowa Exercise 2
/s/: song, sink, sing, sick, sought
/f/: fight, fin, free, fought
/θ/: birth, truth, thought, thin, through, thick, thing, three
/t/: tin, true, tick, tree

Wymowa

Exercise 1 007

Audio script page 248

• Ask students what other words they can think of to add to the table.

Differentiation
A useful technique for practising pronunciation is for students to record themselves as they say the words and listen back for any inaccuracies.

Exercise 2 008

Audio script page 248

Exercise 3 009

Audio script page 248

Optional activity
Have students make their own sentences with the sounds in exercises 1 and 3 to read to their partner with the correct pronunciation.

Exercise 4 010

Audio script page 248

2 Miejsce zamieszkania

Materials
- Classroom presentation tool
- Class audio, track 011
- Online practice
- Short test

Słownictwo

Pomieszczenia i ich wyposażenie

1 **Odpowiedzcie w parach na poniższe pytania.**

1 Do you live in a house or a flat?
2 How many rooms are there?
3 What's your favourite room? Why?

2 **Dopasuj wyrazy z ramki do odpowiednich kategorii. Niektóre wyrazy mogą pasować do paru kategorii.**

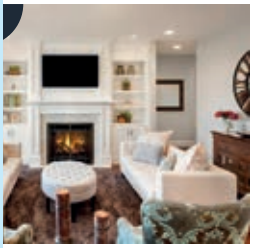
armchair basin bath bed blanket bookshelf ~~carpet~~ coffee table cooker curtains dishwasher fireplace fridge lamp light switch microwave mirror picture radiator rubbish bin rug shower sink sofa toilet towels wardrobe washing machine

Living room	*carpet*
Kitchen	
Bathroom	
Bedroom	
Study	

Opisywanie położenia

3 **Pracujcie w parach. Przyjrzyjcie się poniższym zdjęciom i opiszcie je. Używajcie wyrazów i wyrażeń z ćwiczenia 2 oraz przyimków z ramki.**

above behind in between in front of next to on opposite under









Rodzaje domów i mieszkań, części domu

4 **Dopasujcie wyrazy z ramki do odpowiednich kategorii.**

attic balcony bungalow ceiling cellar chimney cluttered cosy cottage detached doorbell drive enormous garage housing estate impressive mansion neighbourhood palace renovated residential area semi-detached shutters spacious staircase terrace terraced villa

Types of houses	Parts of a house
Adjectives to describe houses	**Surroundings**

5 **Uzupełnij zdania właściwymi wyrazami z ćwiczenia 4.**

1 Our house is very _____. There is furniture, books and toys all over the place.
2 Jane lives in a quiet _____ with rows of houses. The _____ houses are all joined together and look almost the same.
3 When my grandmother started having problems walking, she moved into a _____ so that she didn't need to walk up and down the stairs all the time.
4 There wasn't a _____, so I knocked hard on the door.
5 Jenny opened the _____ to let more sunshine into the room.
6 My neighbours have got three cars, so they keep two of them on the _____ in front of the house.
7 It's a very _____ kitchen with plenty of room for a large table and chairs.
8 The small room she rented is really _____. It's bright and warm, so it's really nice to live there.
9 When I'm older I'd like to live in a busy _____ in the centre of a big city.
10 An area with several houses which are close to each other and were built at the same time is called a _____ estate.

Exercise 2
Living room: armchair, bookshelf, carpet, coffee table, curtains, fireplace, lamp, light switch, mirror, picture, radiator, rug, sofa
Kitchen: cooker, dishwasher, fridge, light switch, microwave, picture, radiator, rubbish bin, sink, washing machine
Bathroom: basin, bath, light switch, mirror, radiator, rubbish bin, rug, shower, sink, toilet, towels, washing machine
Bedroom: armchair, bed, blanket, bookshelf, carpet, curtains, DVD player, lamp, light switch, mirror, picture, radiator, rug, wardrobe
Study: armchair, bookshelf, carpet, curtains, lamp, light switch, picture, radiator, rug, sofa

Exercise 4
Types of houses: bungalow, cottage, detached, mansion, palace, semi-detached, terraced, villa
Parts of a house: attic, balcony, ceiling, cellar, chimney, doorbell, drive, garage, shutters, staircase, terrace
Adjectives to describe houses: cluttered, cosy, enormous, impressive, renovated, spacious
Surroundings: housing estate, neighbourhood, residential area

Exercise 5
1 cluttered
2 residential area, terraced
3 bungalow
4 doorbell
5 shutters
6 drive
7 spacious
8 cosy
9 neighbourhood
10 housing

Warm up
- Ask students what their ideal home would be like and what type of furniture it would have, how many rooms, and so forth.

Exercise 2

Optional activity
Students can add more items to each category that are not listed in the word box. Then they share their ideas with the class.

Exercise 4
- In pairs, students describe their home and neighbourhood as best they can, using the vocabulary in the table.

Exercise 5
- When they have finished the activity, students can make their own gapped sentences for their partner to guess the words.

Differentiation
Practice new vocabulary by placing students in small groups. Using vocabulary from exercises 2 and 4, students say a word for their group members to say what category it falls into, e.g. *attic – parts of a house.*

Miejsce zamieszkania

6 **Uzupełnij zdania wyrazami i wyrażeniami z ramki.**

condition countryside fully furnished hometown old town suburbs tower block village

1 I live in a small _____ in the south of Poland. It has about 300 residents.
2 We didn't like the city any more, so we bought a big place in the _____ with lots of animals. The house is large, but it's in bad _____, I'm afraid.
3 When I finish university in London, I'm going to go back to my _____ where I grew up.
4 Harry's a student – he's renting a very small place on the top floor of a ten-storey _____. It's tiny, but at least it's _____. He doesn't have to buy any tables or chairs or anything.
5 My parents sold their apartment in the city centre and moved to the _____. Now they live in a nice house with a garden.
6 We live in a narrow, old house in the _____ of Kraków. Lots of tourists take photos here!

Prace domowe

7 **Dopasuj do siebie wyrazy z obu ramek, tak aby utworzyć poprawne zwroty.**

A clean (x2) do (x3) lay make throw away tidy vacuum

B the beds the carpets the dusting the floors the ironing the rubbish the shopping the table the windows your room

8 **Zadawajcie sobie nawzajem w parach pytania. Używajcie nazw czynności z ćwiczenia 7.**

A How often do you do the ironing?
B Never! I hate ironing.

Wynajmowanie i zakup mieszkania lub domu

9 **Wybierz poprawne wyrazy i wyrażenia.**

Buying a house

If you want to have your own place but you don't have enough cash to [1]*purchase* / *rent* a flat, you'll need to take out a [2]*loan* / *mortgage* and pay it every month.

You can look at house [3]*adverts* / *notices* on the Internet, or get in touch with [4]*a landlord* / *an estate agency*. You can also spot [5]*'for sale'* / *'for purchase'* signs in areas that you like. You will need a lot of patience – it's a long, difficult process.

10 **Uzupełnij właściwymi wyrazami rozmowę telefoniczną między Maksem a agentem nieruchomości.**

Agent Good morning. This is the [1] **e**_____ agent's.
Max Hello. I'm looking for an [2] **u**_____ flat. I'd like to furnish it on my own.
Agent That's fine. How many bedrooms would you like?
Max Well, I have two [3] **f**_____ so we'd like three bedrooms, please.
Agent Would you prefer a [4] **g**_____-floor flat?
Max We don't mind what floor it is.
Agent Well, I have a nice flat in a quiet [5] **l**_____ close to the park. It's on the first floor. It has a [6] **f**_____ kitchen and [7] **c**_____ heating, so it's nice and warm in winter.
Max How much is the [8] **r**_____?
Agent It's £800 per month. There are [9] **t**_____ in the flat at the moment, but they're leaving at the end of next month.
Max That sounds good.
Agent Right, well, I'll phone the [10] **l**_____ and we'll discuss when you can go and have a look at it.
Max Thank you very much.

11 **011** **Wysłuchaj nagrania i sprawdź odpowiedzi z ćwiczenia 10. Następnie odegraj dialog z kolegą lub koleżanką.**

POWERUP

12 **Uzupełnij tekst wyrazami i wyrażeniami z ramki.**

accommodation central heating house share landlady lease rent tight budget

Renting a flat

One of the hardest things about living in New York is finding a decent place to live, especially when you're on a [1]_____. I was really lucky that my employer helped me find [2]_____. It's a [3]_____ – currently I have five flatmates, and we all pay the bills and [4]_____ every month. I was the last person to move in and I had to sign a [5]_____ for twelve months. I've always only dealt with the estate agent – I've never even seen the [6]_____! My room is very small, even by New York standards, but it's cosy and comfy. It's warm, too – the house has great [7]_____ so it's not as hard to cope with the notorious New York winters as I thought it would be.

Exercise 6
1 village
2 countryside, condition
3 hometown
4 tower block, fully furnished
5 suburbs
6 old town

Exercise 7
clean the windows, clean the floors
do the shopping, do the dusting, do the ironing
lay the table
make the beds
throw away the rubbish
tidy your room
vacuum the carpets

Exercise 10
1 estate
2 unfurnished
3 flatmates
4 ground
5 location
6 fitted
7 central
8 rent
9 tenants
10 landlord

Exercise 12
1 tight budget
2 accommodation
3 house share
4 rent
5 lease
6 landlady
7 central heating

Exercise 7
• With books closed, have students say different chores they do around the house. They then open their books and see if the chores they mentioned are in the exercise.

Exercise 8
• Before completing the exercise, ask students to give different adjectives they can use to explain why they hate, dislike or enjoy housework. For example: *boring, tiring, energetic.*

Exercise 11 **011**
Audio script page 248

Optional activity
Ask students to change the gapped items in the dialogue with other key vocabulary and then do a role-play. Ask selected pairs to role-play their dialogues in front of the class.

Exercise 12
• After students have completed the exercise, tell them to imagine they have rented an apartment. Have them write a short paragraph that describes its good and bad points using vocabulary from this section.

13 **Dopasuj początki zdań do ich zakończeń. Następnie odpowiedzcie w parach na pytania.**

1 Are you usually at *c*
2 Were you out last *d*
3 Would you like to share *f*
4 Did you go straight *a*
5 Would you like to live *b*
6 Did you remember to lock *e*

a home after school yesterday?
b on your own?
c home in the evenings?
d night?
e the door this morning?
f a flat with a friend?

Przeprowadzka

14 **Ułóż zdania w poprawnej kolejności. Następnie podaj polskie odpowiedniki wyróżnionych wyrazów.**

a You have **moved into** your new flat! *8*
b **Pack** all your **stuff** into boxes. *2*
c **Bubble wrap** anything that can break easily. *1*
d Close the boxes with **tape** and write the name of the room the box is for. *3*
e **Unpack** all the boxes. *7*
f Put all the boxes in a **removal van**. *4*
g **Move out**! *5*
h Take all the **boxes** out of the removal van. *6*

15 **Opisz poniższe zdjęcie.**



16 **W parach odpowiedzcie na pytania.**

1 Why has the family moved house?
2 Would you like to live in a block of flats or in a detached house with a garden? Why?
3 Tell me about the time when you or someone you know moved into a new home.

17 **Odpowiedzcie w parach na poniższe pytania.**

1 How would you decorate your ideal room?
2 What kind of house would you most like to live in? Why?
3 Do you enjoy any type of housework? Which? If you don't, why not?
4 Would you prefer to live in the city or in the country? Why?
5 What are the disadvantages of renting a room?
6 What are the advantages of staying with your parents while at university?

POWERUP

Architektura

18 **Przeczytaj tekst i wybierz poprawne odpowiedzi.**

City Planning

I work in the city planning department, and it's my job to make sure that new constructions and buildings are safe and in keeping with the [1]_____ of the city. First, companies need to submit all the necessary paperwork to us. Then we check that the style and design is in compliance with the city regulations as well as being safe for the citizens.

There's been a lot of rapid [2]_____ in the centre of the city recently, with new companies and businesses moving in and out. We've made a lot of changes and we [3]_____ down the old multi-storey car park to make way for new condominiums. One part of the city outside the centre was considered a slum – this has been rebuilt and adapted to make it [4]_____ that is both functional and sustainable for a green future. This process of rebuilding run down areas is known as [5]_____.

I've been quite busy over the last few years!

1 **A** landscape
B construction
C condominium
D functionality

2 **A** development
B landing
C renovation
D suburbs

3 **A** tear
B have been tearing
C have torn
D torn

4 **A** nowhere
B everywhere
C anywhere
D somewhere

5 **A** modernization
B gentrification
C industrialization
D commercialization

Exercise 14
• With books closed, ask students to imagine they are moving house soon. Discuss what the process would be like. Then complete the exercise. Ask if students agree with the order in the exercise. Would they do it differently?

Exercise 16

Differentiation
Before starting the exercise, give students some time to think about how they would answer each question. Ask them to make notes to refer to as they ask and answer the questions with their partner.

Exercise 18

Mixed ability
Ask less confident students to go through the text and query any unknown words before completing the exercise.
Have more confident students test each other on the meaning and/or usage of each option by having them define each word as best they can.

Rozumienie ze słuchu

Dobieranie



1 **Odpowiedzcie w parach na poniższe pytania.**

1 Why do people move house?
2 Do you hope to live in a different place one day? Why?

2 **012** **Przeczytaj wskazówkę. Wysłuchaj nagrania i postaraj się określić główną myśl każdej wypowiedzi. Następnie porównaj swoje pomysły z pomysłami kolegi lub koleżanki.**

Odgadując główną myśl każdej wypowiedzi, nie skupiaj się na pojedynczych wyrażeniach. Nie musisz zrozumieć każdego słowa, aby rozwiązać zadanie. Uważaj, bo niektóre wyrażenia mogły zostać użyte w nagraniu w sposób, który może wprowadzić cię w błąd.

3 **012** **Usłyszysz dwukrotnie pięć wypowiedzi, które łączy tematyka zmiany miejsca zamieszkania. Do każdej wypowiedzi (1–5) dopasuj odpowiadające jej zdanie (A–F). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

This speaker

A describes a place he/she found by chance.
B explains the reasons for a recent trend.
C recommends a TV show worth watching.
D tells the story of some interesting objects he/she found.
E encourages the listeners to use an online service.
F shares important information about staying abroad.

4 **Odpowiedzcie w parach na poniższe pytania.**

1 What do you think of the idea of a homestay? Would you like to try it one day?
2 Would you be happy for foreign students to stay in your house? Why? / Why not?

WORDPOWER

5 **Uzupełnij e-mail wyrazami z ramki we właściwej formie.**

accommodation base homestay possession property resident

Hey Zac!

I'm going to stay in a [1]_____ with a family called the Murphys. They have a lovely big [2]_____ – an old farmhouse apparently. There will be two other [3]_____ there, both students. I plan to use the house as a [4]_____ and explore the rest of the country at weekends. I can leave most of my [5]_____ at the farmhouse, so I'll get some simple [6]_____ in youth hostels while I'm away. I'll send you photos!

Morgan

POWERUP

Tekst z lukami

6 **013** **Usłyszysz dwukrotnie wypowiedź na temat zapewnienia dobrej energii w miejscu zamieszkania. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w notatce, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić sformułowaniami w języku angielskim.**

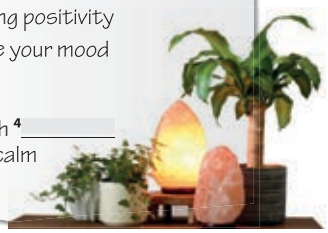
Positive energy for a happy home:

Fish
- linked to good fortune in feng shui
- eight or nine is [1]_____ number
- bring calm to your home

Plants
- burning white sage brings positive energy
- useful after you've had [2]_____
- live plants have many benefits, too

Minerals
- crystals, like rose quartz, bring positivity
- Himalayan salt lamps improve your mood and promote [3]_____

Colour
- orange can make you feel both [4]_____
- spa colours bring a sense of calm



Materials
Classroom presentation tool
Class audio, tracks 012–013
Online practice

Exercise 3
1 F 2 C 3 A 4 E 5 B

Exercise 5
1 homestay
2 property
3 residents
4 base
5 possessions
6 accommodation

Exercise 6
1 the luckiest
2 an argument
3 sleep
4 warm and positive

Warm up
• Have a short class discussion on the problems one might face when moving house and how they can be solved.

Exercises 2 and 3 012
Audio script page 249

Exercise 4

Optional activity
Tell students to imagine they are getting their homes ready for a homestay. What would they do to make a visitor feel comfortable?

Exercise 6 013
Audio script page 249

• After the exercise, have students say things they would do from the list to give their home more positive energy.

Mixed ability
Play the audio with pauses for less confident students to complete the exercise.
More confident students work with books closed and say what they can remember from the audio.

2 Rozumienie tekstów pisanych

Materials
Classroom presentation tool

Wybór wielokrotny

1 **Odpowiedzcie w parach na poniższe pytania.**

1 Do you enjoy tidying up your bedroom? Why? / Why not?
2 Do you find a messy environment creative? Why? / Why not?
3 Can looking at someone's room tell you something about their personality?

2 **Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu: A, B, C albo D.**

Zanim wytypujesz poprawną odpowiedź, postaraj się wyeliminować te, które na pewno są niepoprawne. Przeanalizuj je wszystkie i odrzuć te, które mają inne znaczenie niż informacje podane w tekście. Pamiętaj, że oprócz znajdowania szczegółowych informacji, to zadanie może sprawdzać także umiejętność określenia głównej myśli tekstu lub intencji osób przedstawionych w tekście.

1 People who live in messy rooms
- A suffer from mental health problems.
- B have less time for other housework.
- (C) make bad lifestyle decisions.
- D find things more easily.

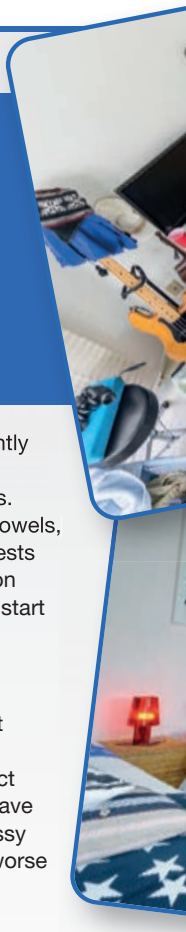
2 What kind of person might possibly benefit from messy environments?
- (A) creative people
- B successful business people
- C those who are always stressed
- D people with well-organized minds

3 If visitors see a tidy room they might
- A think we don't want to share things.
- (B) conclude you are a friendly person.
- C find it harder to make conversation.
- D feel surprised because they don't expect it.

4 What is the author's opinion about messy teens' parents?
- A They are becoming less tolerant.
- B They deserve more respect.
- C They shouldn't feel ashamed of their children.
- (D) They are wrong to get angry about mess.

5 What is the main idea of the article?
- (A) Messy rooms don't need to be a problem.
- B People disagree about the meaning of 'messy'.
- C We shouldn't leave our rooms in a mess.
- D Tidy rooms make life and relationships simpler.

Is it best to leave a mess?



When the furniture company BedSOS recently announced a 'messiest bedroom' photo competition, they received 300 submissions. They showed carpets of dirty clothes, wet towels, empty take-away containers and empty chests of drawers with the contents in huge piles on top. Should the owners of these bedrooms start tidying up?

Most people agree that messy spaces are not good for us. They make us distracted and anxious. They also make it very difficult to vacuum and wipe down dusty surfaces. Meanwhile, dirty bowls and cups may attract harmful mould and bacteria. Researchers have also discovered that people who live in messy spaces go out for exercise less and sleep worse than people who are tidier.

However, not everyone prefers an orderly environment. Some of the most successful people in history didn't mind a mess. Sigmund Freud apparently said: 'Don't clean up the mess. I know exactly where everything is.' Generally, it seems that people with relaxed personalities feel quite at home in less orderly spaces. Evidence also shows that spending time in messy spaces makes us feel the need to create new things and try new ideas, which is perfect for artists.

Of course, we should also consider visitors. They usually expect some level of tidiness and may judge a messy person to be less friendly. A tidy room may increase our appeal on social media, too. But should we care about appearances? A fashion magazine recently asked if messy bedrooms are becoming a trend and argued that Instagram pictures of messy rooms show that a person feels confident and cool. They also provide information about the person to help us learn about them and start conversations.

A more serious problem is that relationships with parents can break down as a result of the mess in children's rooms. Parents tend to think that messy bedrooms are out of order, and argue that

Warm up
- Do a class survey on who is messy, tidy or somewhere in the middle.

Exercise 2
- Remind students that they should analyse all the item options before choosing the answers.

Mixed ability
Before completing the exercise, ask less confident students to read through each paragraph and discuss the ideas in the text.
More confident groups can explain why the other options are incorrect.

Exam tip
Tell students that if they get stuck on one question, it is best to move on to the next question and then go back to answer the question they had difficulty with.





in their house they should be the ones to make the rules. A British radio presenter recently posted an image of his 19-year-old daughter's bedroom online to make her feel ashamed, and commented that it was 'completely unacceptable'. Many parents share this attitude and they order their children to tidy up because they think a mess demonstrates a lack of respect for them.

However, some psychologists suggest a messy bedroom is a way for teens to reflect their independence while they are growing up, and it is surely better than rebelling with bad behaviour. Also, tidying is a tall order for busy students. Arguably, if a parent could calm down and discuss the problem, as well as tolerate a degree of mess, they would enjoy a better relationship with their children.

All in all, it might be a good idea to hang up those wet towels in order to make life simpler. However, we should tolerate some mess and prevent it becoming a source of shame.

WORDPOWER

3 **Dopasuj słowa wyróżnione w tekście do poniższych synonimów.**

1 be a sign of something
2 not permitted
3 embarrassed
4 reject rules
5 space
6 absence
7 picture
8 attraction

4 **Uzupełnij pytania wyrazami z ćwiczenia 3 w odpowiedniej formie.**

1 Have you ever felt _____ of the mess in your room?
2 Do you prefer living in a messy or clean _____?
3 Have you ever _____ against your parents?
4 What behaviour do you find _____?
5 How does your room _____ your character?
6 Did you have _____ of famous people on your walls when you were younger?
7 Do you _____ space in your room or is it spacious enough?
8 Do you agree that tidy spaces have greater _____?

5 **Odpowiedzcie w parach na pytania z ćwiczenia 4.**

Wyrażenia z *order*

6 **Zastąp wyróżnione słowa wyrazami z ramki.**

a tall order in order to order orderly out of order

1 My teacher often **tells** us to tidy our classroom.
2 The bookshelves in the library seem very **tidy**.
3 I think dropping litter is **unacceptable**.
4 You should put things away **so as to** please your parents.
5 Folding all your clothes **requires too much effort**.

7 **Zmień zdania z ćwiczenia 6 tak, aby były prawdziwe w odniesieniu do ciebie.**

Czasowniki złożone z *up* i *down*

8 **Uzupełnij czasowniki złożone przyimkami *up* i *down*. Sprawdź swoje odpowiedzi w tekście.**

1 You must tidy *up* before your friends get here.
2 Wipe *down* the shower screen before you leave the bathroom.
3 Please clean *up* in the kitchen.
4 You need to grow *up* and act like an adult.
5 Please calm *down*. You needn't be angry.
6 Hang *up* your trousers. They don't belong on the floor.
7 Sadly, our relationship has broken *down*.

Exercise 3
1 be a sign of something – reflect
2 not permitted – unacceptable
3 embarrassed – ashamed
4 reject rules – rebelling
5 space – environment
6 absence – lack
7 picture – image
8 attraction – appeal

Exercise 4
1 ashamed
2 environment
3 rebelled
4 unacceptable
5 reflect
6 images
7 lack
8 appeal

Exercise 6
1 orders
2 orderly
3 out of order
4 in order to
5 is a tall order

Exercise 3
• Tell students to first match the words they are confident with and then match the ones they have difficulty with.

Exercise 5
• Remind students to give reasons for their answers. Invite selected students to share their ideas with the class.

Exercise 6

Optional activity
Tell students to make their own sentences using the words in the box.

Exercise 8
• Ask students to say other expressions they know with *up* and *down*. Have them present the vocabulary in sentences of their own.

2 Rozumienie tekstów pisanych

POWERUP

Dobieranie pytań do części tekstu

9 **Przeczytaj tekst, który został podzielony na cztery części (A–D), oraz pytania go dotyczące (1–5). Do każdego pytania dopasuj właściwą część tekstu. W jednej części tekstu znajdują się odpowiedzi na dwa pytania.**

In which paragraph does the author

1 describe a type of building you might do a tour of? B
2 suggest that the popularity of the place is well-deserved? D
3 refer to the house being used as a method of protection against other people? C
4 mention subtle variations in living conditions that are caused by seasonal change? A
5 point to the interplay between the design and nature? C



House hunting, high and low

Most of us would say it's sensible to live firmly on the ground. However, not all architects share this view. Here are a selection of housing designs that offer a less conventional perspective.

A The cave house

Cave houses are some of the oldest dwellings in the world and used to provide low-cost accommodation for agricultural workers. However, many have now been renovated into luxury residences and are certainly not cheap. That said, if you lived in a cave complex, you would probably save on the costs of air conditioning and heating. Their incredibly thick walls make them cosy in the winter while they remain protected from the summer heat. The temperature inside typically varies only four or five degrees during the year. And although they aren't ideal if you prefer a detached premises, you needn't worry about noise from neighbours!

B The upside-down house

Upside-down houses look entirely normal but with one crucial difference: the roof points downwards and the foundations are in the air. That makes them unsuitable for residential purposes, but they are popular landmarks that have become major tourist attractions. Their appeal has little to do with comfort. From the moment you go inside you start to feel dizzy. You then have to walk on the ceiling, which is the floor for you, under all the furniture above. Only the staircase is the right way up, which you use to get to the ground floor (which actually is the top floor). These houses are just perfect if you want a picture of yourself dancing on the ceiling to post on social media.

C The stilt house

Homes on poles called *stilts* are nothing new in some parts of the world. They have long been essential in low-lying coastal areas where flooding is common because they can be reconstructed quite quickly if damaged. The Korowai tribe of Indonesia are famous for building stilt houses 35 metres high to prevent attacks from neighbouring tribes. A stilt house may not be the height of luxury, but the architectural style is becoming popular the world over. It is particularly attractive to those who reside in warmer climates, since the buildings' height exposes residents to cool summer breezes, but they also appeal to those who care about the environment. Their narrow legs allow the tree roots to grow freely and they permit water to drain into the soil.

D The tree cabin

If you have a head for heights you may fancy staying in a tree cabin. These simple abodes are now among the most sought-after types of holiday apartments, and rightly so. They offer a romantic escape into the heart of nature, providing fine views across the forest canopy, and are frequently equipped with an outdoor hot tub where you can bathe under the stars, shielded from view by the tree branches. In the morning you can wake up to the sound of the birds singing or push open the front door to watch the sunrise from the comfort of your bed. Indoor cooking facilities are usually minimal in tree cabins, but there are barbecue facilities on the premises at ground level.



Exercise 9
• Once students have completed the exercise, ask what they found interesting about the text and which type of house appeals to them most. Encourage them to explain their answers.

Optional activity
Go through each paragraph in the text and have students identify adjectives used to describe each house. Are they positive, negative or neutral?

Culture note
Stilt houses can also be found in Amsterdam, and you can see how they have leaned to the side as the stilts either rot or sink into the sand bank.

Cave houses can be found in central Australia, which is a desert land, and they can be quite expensive to buy.

Tree cabins are popular in various parts of Greece and they are rented out to tourists during the summer season.

Mówienie

Opis ilustracji i odpowiedzi na trzy pytania

Zadanie to oprócz opisu zdjęcia wymaga odpowiedzi na trzy pytania. Odpowiedź na pierwsze pytanie zwykle wymaga spekulowania na temat przedstawionych na nim osób lub przyczyn i konsekwencji przedstawionego zdarzenia. Drugie pytanie najczęściej dotyczy twoich preferencji, upodobań i poglądów. Trzecie pytanie wymaga zrelacjonowania jakiegoś wydarzenia. Odpowiadając na pytania, używaj pełnych zdań. Zawsze uzasadniaj swoje opinie, podając argumenty i przykłady.

1 **014** **Przyjrzyj się ilustracji i wysłuchaj nagrania. Na które z poniższych pytań odpowiadają uczniowie?**

Student 1

1 Who are the man and the woman?

2 Why do you think the couple is so excited?

Student 2

1 What part of your home do you like the most? Why?

2 Do you like spending your time at home?

Student 3

1 Tell me about a situation when you or someone you know redecorated their room.

2 Tell me about a situation when you or someone you know had to replace a household appliance.



2 **Opisz ilustrację z ćwiczenia 1 i odpowiedz na pytania ze s. 241.**

Spekulowanie

It looks like …

They might be …

Wyrażanie opinii i preferencji

In my opinion, …

I prefer …

Relacjonowanie wydarzeń

It happened …

I was reading a book when …

At first, …

Then, …

Finally, …

Więcej przydatnych zwrotów na s. 240

Rozmowa na podstawie materiału stymulującego

Zadanie ma formę monologu. Przedstaw swój wybór, podaj dwa lub trzy argumenty na jego uzasadnienie i je rozwiń. Następnie wyjaśnij, dlaczego odrzucasz pozostałe możliwości. Pamiętaj, że nadrzędnym celem tego zadania jest przekonujące uzasadnienie swoich wyborów, a nie – szczegółowe opisanie ilustracji.

3 **Przeczytaj polecenie z ćwiczenia 5. Oceń przedstawione propozycje. Która propozycja wydaje ci się najlepsza?**

4 **015** **Wysłuchaj przykładowej odpowiedzi ucznia. Którą propozycję wybrał, a które odrzucił, i dlaczego? Jakich argumentów użył, aby uzasadnić swoją decyzję?**

5 **Wykonaj poniższe zadanie.**

Jesteś na letnim kursie językowym w Londynie. Wraz ze znajomymi wynajmujesz mieszkanie z dostępem do ogrodu. Zastanawiacie się nad zakupem mebli ogrodowych.

- Wybierz tę propozycję, która wydaje ci się najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.







Odpowiedz na poniższe pytania.

1 Which is the most important when it comes to interior design: functionality, comfort or beauty? Why?

2 What are the advantages of renting a flat instead of buying your own property?

Materials

Classroom presentation tool

Class audio, tracks 014–015

Online practice

Exercise 4

The student chose option 3 – the hammock – because it's comfortable and inexpensive. He rejected the plastic chairs because they aren't practical and might not last, and the wooden chair because it's not weather-resistant.

Warm up

- Ask students if they think the way a home is decorated is important or not, and why.

Exercise 1 **014**

Audio script page 249

Exercise 2

Mixed ability

Go through the phrases in the box first and ask less confident students to complete them in their notebooks as they refer to the picture. They can then use their notes to complete the exercise.

Ask more confident students what other phrases they can add to the lists to enhance their speaking.

Exercise 4 **015**

Audio script page 249

Exercise 5

- Before doing the task, ask students to look at each picture and comment on the designs presented. Write key words on the board. Ask students if these are things they would use to decorate their home and have them explain their reasons.

2 Znajomość środków językowych

Materials
Classroom presentation tool
Online practice
Short test

GRAMMAR IN USE

Czasy present perfect simple i continuous; zaimki nieokreślone

1 Wybierz poprawne formy czasowników.

1 My grandma *has been having* / (*has had*) this cupboard since 1985.
2 We (*'ve been looking*) / *have looked* for a new dishwasher for a while.
3 I like your semi-detatched house. How long *are you living* / (*have you been living*) here?
4 The kitchen is a mess because my flatmate (*hasn't cleaned up*) / *doesn't clean up* yet.
5 Why (*have you moved*) / *did you move* into this flat?
6 My stuff is still in boxes in my new flat – I (*haven't unpacked*) / *haven't been unpacking* yet.
7 You can go out when *you've been tidying* / (*you've tidied*) your room.
8 Who usually *has taken* / (*takes*) the rubbish out in your house?

2 Uzupełnij tekst czasownikami z nawiasów w odpowiedniej formie.

ALWAYS ON THE MOVE Like

My father travels a lot for work. He [1]_____ (be) an area manager for a big company for many years and moves around the country, so we go with him. My family has moved five times in the last ten years – in fact until now, we [2]_____ (stay) in the same place for more than two years. It's difficult changing school and making new friends all the time but I [3]_____ (do) it for many years now so it feels normal. People ask me: What's the best place [4]_____ (live) in? I always tell them it's London! We [5]_____ (live) here for over three years and I don't ever want to leave!

3 Uzupełnij zdania wyrazami z ramki.

anyone anything anywhere no one
nothing nowhere somewhere

1 Ideally, I'd like to live _____ spacious.
2 She's just taken out a large mortgage without _____ else to help her pay for it.
3 There's _____ quite like your own home.
4 Have you seen my new laptop _____?
5 When I moved into my new house there was _____ at all inside.
6 How would you furnish your flat if you could buy _____ you wanted?
7 _____ chooses to live in a slum – politicians need to improve those areas.

Więcej gramatyki na s. 206

Transformacje (zadanie zamknięte)

4 Spośród podanych opcji (A–C) wybierz tę, która najlepiej oddaje sens wyróżnionego zdania lub jego fragmentu.

1 **We've been thinking about** moving out to the suburbs where the houses are more spacious.
A We probably won't be
B We decided we will be
(C) We are considering

2 **I've just purchased a new flat.** Would you like to see it?
(A) I've got a new flat.
B I'm going to buy a flat.
C I bought this flat a long time ago.

3 **Have you made your bed yet?**
(A) Did you put new sheets on the bed?
B Did you build the bed?
C Did you arrange the bed?

4 **I've been a tenant in her flat for a year.** It's time to move out.
A I got a new flatmate a year ago.
(B) I've been her flatmate since last year.
C I've been looking for a flatmate for a year.

5 **Is the table ready?** Our guests will be here in a few minutes.
A Could you lay the table, please?
B Have you been laying the table?
(C) Has anyone laid the table?

6 **The flat is in a convenient location for my job.**
(A) It's easy for me to get to work from my flat.
B I enjoy travelling to work from my flat.
C My flat has got easy access to public transport.

Tłumaczenie (zadanie otwarte)

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

1 Jack (*zaciągnął pożyczkę hipoteczną*) _____ to buy his flat and has to pay it off every month.
2 Lots of people prefer living in the suburbs (*z powodu łatwego dostępu do*) _____ basic services such as shops and offices.
3 That's my mum on the phone – she wants to know if (*odkurzyłem dywany*) _____ .
4 We live (*w dzielnicy mieszkaniowej*) _____ in the city. It's close to my school and my gym.
5 I'm looking for a property that is (*w odległości możliwej do pokonania na piechotę*) _____ of the city centre where I work.

Exercise 2
1 has been
2 haven't stayed
3 've/have been doing
4 you've/you have lived
5 've/have been living

Exercise 3
1 somewhere
2 anyone
3 nowhere
4 anywhere
5 nothing
6 anything
7 No one

Exercise 5
1 took out a mortgage
2 due to/because of easy access to
3 I've hoovered the carpets
4 in a residential area
5 within walking distance

Warm up
• Write on the board or say the following and ask students what tenses they are in: *We've had three cups of coffee. (present perfect); We drank three cups of coffee. (simple past); She is looking for her cat. (present continuous); She has been looking for her cat all morning. (present perfect)*

Exercise 1

Optional activity
Ask students to produce their own sentences using the present perfect or the present perfect continuous.

Exercise 3
• Go through the rules for when we use *some*, *any* or *no* and their derivatives before completing the exercise.

Exercise 4

Mixed ability
Less confident students can do this exercise in pairs and try to explain their answers. Set up a short feedback session to check their answers.
Have more confident students explain the parts of the sentences in bold without looking at the options first.

Wybór wielokrotny

6 **Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą (A, B lub C), tak aby otrzymać logiczny i gramatycznie poprawny tekst.**

IT'S MOVING DAY!

Here are some ideas to make your experience stress-free. First of all, decide what possessions you need and what you really don't. Moving is a great opportunity to simplify your life and get rid of [1]_____ you don't need.

If you are relocating to a/an [2]_____ property, you will have a lot of basic appliances and furniture to buy.

On the day you move, make sure you [3]_____ everything you are going to take in separate boxes and write the name of the room they are going in. This will make it so much easier to unpack when you get in the new place and your new home won't get [4]_____.

If you want to make things easier still and don't want to use your car to move your belongings, you could arrange to have a [5]_____ van pick up and deliver your items for you. They are usually very professional and will be careful with your items.

1 **A** something
B anything
C nothing

2 **A** enormous
B unfurnished
C renovated

3 **A** are packing
B have been packing
C have packed

4 **A** spacious
B cluttered
C detached

5 **A** removal
B delivery
C moving

Gramatykalizacja / struktury gramatyczne

7 **Uzupełnij zdania 1–5. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.**

1 Jenny _____ (tidy/room) and now she's going to vacuum the carpets.
2 We're excited about our new flat! We _____ (never/move) house before.
3 How long _____ (you/look) for a new place to live?
4 The doorbell for our front door is working. My dad _____ (already/fix).
5 You'll need someone to help you pay all those bills! _____ (you/start/look) for a new flatmate?

POWERUP

Zadanie z lukami

8 **Przeczytaj tekst. Uzupełnij każdą lukę (1–5) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna uzupełnionych zdań.**

Cities don't make us happier!

It might come as a shock but living in a city won't make you happy. [1]_____ to new evidence, if you live in the countryside you will be happier. The report concluded that people who have lived in a city [2]_____ more than five years are more unhappy than their counterparts in the countryside, even though they make more money.

Cities have more facilities, of course, but they also have a faster pace of life and tend to be overcrowded. Moreover, cities have always [3]_____ expensive to live in and teem with problems like poverty or crime.

However, academics discovered that while people are much happier in rural areas, they are still moving to big cities in search of [4]_____ more prosperous life.

Hopefully, cities of the future will change, though, as a result of a green revolution. They will become less industrial and more suburban with less traffic and more green spaces – [5]_____ for people to live rather than just work.

Transformacje (zadanie otwarte)

9 **Wykorzystując wyrazy podane dużymi literami, uzupełnij lukę w każdym zdaniu, tak aby zachować sens zdania wyjściowego (1–5). W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając w to wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna uzupełnionych zdań. Nie zmieniaj formy podanych wyrazów.**

1 Elle started to renovate her flat six months ago and she's still working on it. **RENOVATING**
Elle _____ her flat even though she started six months ago.
2 When did your father start paying his mortgage? **PAYING**
How long _____ his mortage for?
3 Has Jim been successful in adapting to the new situation? **MANAGED**
_____ to the new situation?
4 They will add a mezzanine floor in the factory and then we'll build a new office. **WHEN**
We'll build a new office _____ a mezzanine floor in the factory.
5 The renovation work has been going on for a few months. **AGO**
The renovation work _____.

Exercise 7
1 has tidied her room
2 have never moved
3 have you been looking
4 has already fixed it
5 Have you started looking

Exercise 8
1 According
2 for
3 been
4 a
5 somewhere

Exercise 9
1 has not finished renovating
2 has he/your father been paying
3 Has he/Jim managed to adapt
4 when they have added
5 started a few months ago

Exercise 6

Optional activity
Students can make sentences with the other (incorrect) options to check understanding.

Exercise 7
• Ask students what words they had to add in particular sentences and have them explain why.

Exercise 8

Differentiation
As a class, discuss what type of word can go into each gap and elicit ideas. Do not confirm answers at the moment. Give students a few minutes to complete the exercise, then hold a class feedback session.

Optional activity
Place students in small groups. Have them discuss whether it is better to live in a city or in the countryside. Groups then present their ideas to the class.

2 Wypowiedź pisemna

Materials
Classroom presentation tool
Online practice

Exercise 1
Only item C is fully developed and includes three references to the task.

Exercise 2
The first and the third point are not properly developed in the sample text.

Exercise 3
Point 1: d, a
Point 3: b

Wpis na blogu

Aby poprawnie wykonać to zadanie, należy odnieść się do wszystkich podpunktów oraz rozwinąć je w zadowalającym stopniu. Twoja wypowiedź zostanie oceniona jako rozwinięta, jeśli będzie zawierać minimum trzy komunikatywne odniesienia do każdego podpunktu polecenia.

1 Przeczytaj przykładowy podpunkt z polecenia i znajdź odniesienia do niego w podanych fragmentach wypowiedzi (A–C). Który fragment zawiera pełne rozwinięcie podanego podpunktu?

- Uzasadnij, dlaczego niektórzy młodzi ludzie chcą studiować poza miejscem zamieszkania.

A Some young people want to study away from their home town because they want to be independent.

B There are people who want to study away from their home town because they want to be independent or want to make new friends.

C There are many reasons why people want to study away from their home town. Some want to be independent or want to make new friends. Others just don't want to commute to school.

2 Przeczytaj zadanie i przykładową wypowiedź. Które podpunkty zostały w niej rozwinięte, a do których autor jedynie krótko się odniósł?

Podczas studiów chciałbyś/chciałabyś zamieszkać w akademiku. Na swoim blogu:
- uzasadnij, dlaczego zdecydowałeś/zdecydowałaś się na tę formę zakwaterowania
- opisz reakcję rodziców na ten pomysł
- opisz okolicę, w jakiej chcesz zamieszkać
- poproś czytelników o rady i podzielenie się doświadczeniami związanymi z mieszkaniem w akademiku.

Hi everybody,

Have you already decided what you are going to study, and where? Well, I have.

Studying what I really want means moving to Wrocław. Purchasing a flat there is out of the question, so I want to rent a room in a hall of residence.

My parents support this idea, but they aren't very happy that I want to move out. I think they are afraid they will miss me.

I would like to live in a hall of residence which would be close to the university. It's a quiet neighbourhood with great sports facilities.

Do you have any experiences of staying in a hall of residence? Could you share any advice you have?

Thanks!

3 Uzupełnij poniższymi zdaniami wypowiedź z ćwiczenia 2 tak, aby do każdego podpunktu były trzy odniesienia. Jedno zdanie zostało podane dodatkowo.

a What's more, I hope I will make a lot of new friends there.
b Also, it would be great to have some shops like the baker's or the chemist's within walking distance.
c I want my room to be bright and cosy.
d It is probably the cheapest form of accommodation for a student.

4 Napisz tekst (100–150 wyrazów, nie licząc słów już podanych), w którym rozwiniesz każdy z czterech podpunktów.

Podjąłeś/Podjęłaś studia w odległym mieście i wprowadziłeś/wprowadziłaś się do akademika. Jesteś bardzo zadowolony/zadowolona z tej decyzji. We wpisie na blogu:
- opisz swoje emocje związane z przeprowadzką
- wyraź opinię na temat wyglądu i wyposażenia pokoju
- opisz atmosferę panującą w akademiku
- zachęć czytelników do korzystania z tej formy zakwaterowania i napisz, na co powinni zwrócić uwagę.

Hi everybody,
I have just moved to my new room in a hall of residence.

Opisywanie emocji
I felt excited about …
I was also a bit stressed because …
Wyrażanie opinii
I love my room because …
My room is fantastic! There is …
Opis atmosfery
The atmosphere is welcoming because …
I'm having a great time here …
Wyrażanie zachęty
I encourage you to …
If you have doubts, just give it a try.

Więcej przydatnych zwrotów na s. 243

POWERUP

List formalny

5 Napisz tekst składający się z 200–250 wyrazów.

Otrzymałeś/Otrzymałaś pokój w akademiku, lecz okazało się, że jego standard różni się od opisanego w broszurze reklamowej. Napisz list z zażaleniem do władz uczelni, w którym wyjaśnisz, dlaczego przyznany ci pokój nie spełnia twoich oczekiwań, oraz zaproponujesz rozwiązania, które by cię usatysfakcjonowały.

Przydatne zwroty na s. 245

Warm up
- Ask students what type of blogs they read or write. Where do they read them and how often? Ask why they think people write blogs.

Exercise 1
- With books closed, ask students to say why they think some young people want to study away from their homes. Ask them to read items A–C and compare their ideas.
- After students complete the exercise, ask them to explain why answer C is the best.

Exercise 2

Mixed ability
With less confident students, go through each paragraph and discuss what it is about.
Ask more confident students to match the paragraphs in the sample text to the elements in the exam task.

Exercise 4
- Ask students to work in pairs to brainstorm ideas and vocabulary they can use to complete the task.
- Remind them to use the phrases from the Writing box in their writing.
- Ask students to check each other's work at draft stage and note any inaccuracies.

Cumulative Revision Units 1–2

1 Uzupełnij luki (1–8) słowami utworzonymi od wyrazów podanych w nawiasach, tak aby otrzymać spójny, logiczny i poprawny gramatycznie tekst.

The Meaning of Possessions

Our interest in possessions starts in early childhood, although children tend to have quite a/an [1]_____ (**MATURE**) view of ownership. They see the first person to be in possession of something as being the owner, and will become very [2]_____ (**UPSET**) if they are asked to give an object away or share it. Kids will also feel [3]_____ (**ENVY**) of other children's toys.

In [4]_____ (**ADOLESCENT**), young people start to show interest in acquiring objects in order to reduce feelings of emotional [5]_____ (**SECURE**). Possessions also start to reflect identity and friendship, and friends will exchange objects to show they have something in common. In [6]_____ (**ADULT**), people use possessions and brands to reflect their sense of self, especially in cultures that value personal [7]_____ (**DEPEND**). In old age the things we were attached to as younger people, like watches or [8]_____ (**JEWEL**), remain very important. When we die, they will become tokens of us for the people we leave behind.

2 Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego.

1 I don't mind doing housework. **PROBLEM**
I _____ with doing housework.
2 I paint when I'm free. **SPARE**
I paint _____.
3 Tidying really relaxes me. **FIND**
_____ relaxing.
4 Everyone respects Alana. **ENJOYS**
_____ respect.
5 Joshua doesn't live here anymore. **OUT**
Joshua _____.
6 I hardly ever go shopping for food. **OFTEN**
I _____ shopping for food.

3 Uzupełnij luki słowami utworzonymi od wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Dwa wyrazy zostały podane dodatkowo.

clutter detach free friend impress person terrace walk

We've decided to move into a/an [1]_____ house after our unpleasant experience with the neighbours in our block of flats. Basically, they kept asking us to stop playing our musical instruments. It was so [2]_____ of them! They obviously don't respect our creative [3]_____. Anyway, to be honest the apartment was getting [4]_____. We've already found a rather [5]_____ place within [6]_____ distance of our old place so we'll send details soon – you must come and visit.

4 Uzupełnij zdania 1–5. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Jeśli to konieczne, dodaj inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne.

1 Mum! _____ (you/see) my school bag? I'm sure I left it in the kitchen.
2 We _____ (find/house/yet) so we won't be able to move for a while.
3 Oh! You've got my watch! _____ (I/look/that) for hours.
4 Dad _____ (not/still/feel/angry) about the computer, is he? I said I'll fix it.
5 My brother _____ (give/I/lift) to school today because it's raining heavily.

5 Przeczytaj tekst i uzupełnij luki. Z podanych wariantów A–D wybierz właściwy, tak aby otrzymać logiczny i gramatycznie poprawny tekst.

Well It's 11 p.m. and I [1]_____ my belongings for tomorrow's move – still! It's so stressful. The problem is I don't have enough bags and boxes for [2]_____. I've used all my suitcases and handbags, and I haven't even started on my wardrobe! I'm angry with myself because I didn't [3]_____ away anything when I had the chance and now I can clearly see that I don't need half of these clothes. And guess what? I've just remembered about [4]_____ fridge! I haven't even looked in there [5]_____. Maybe I can prepare a huge meal now so there's less stuff to pack? And I still have to clean the windows and [6]_____ the carpets.

1 (A) 'm packing
B 've packed
C packs
D pack

2 A something
B nothing
(C) everything
D anything

3 (A) throw
B move
C put
D pack

4 A some
B a
(C) the
D any

5 (A) yet
B still
C just
D since

6 A iron
B wash
C make
(D) vacuum

Materials

Classroom presentation tool
Cumulative test

Exercise 1
1 immature
2 upset
3 envious
4 adolescence
5 insecurity
6 adulthood
7 independence
8 jewellery

Exercise 2
1 haven't got a problem
2 in my spare time
3 I find tidying really
4 Alana enjoys everyone's
5 has moved out
6 don't often go

Exercise 3
1 detached
2 unfriendly
3 personalities
4 cluttered
5 impressive
6 walking

Exercise 4
1 Have you seen
2 haven't found a house yet
3 I've been looking for that
4 isn't still feeling angry
5 is giving me a lift

Exercise 1
• Go through each item and ask students what word form they need to use in each gap. Ask them to explain why they think so. Then they complete the gaps individually.

Exercise 2
• With books closed, read out the key words in bold and ask students to say what collocations they remember with them.

Exercise 4

Mixed ability
With less confident students, go through each sentence and say what grammar tense should be used.
Ask more confident students which key words helped them use the appropriate tense.

Exercise 5
• After checking the answers, ask students to work in pairs and explain why the other options are incorrect. Ask selected pairs to come up with sentences using the incorrect options.

Legenda
Oxford 3000
Oxford 5000
Poziom rozszerzony

Materials
Classroom presentation tool
Class audio, tracks 16.1–019
Online practice
Unit test

16.1 Pomieszczenia i ich wyposażenie

Łazienka
basin /'beɪsn/ umywalka
bath /bɑːθ/ wanna
bathroom /'bɑːθruːm/ łazienka
mirror /'mɪrə(r)/ lustro
shower /'ʃaʊə(r)/ prysznic
toilet /'tɔɪlət/ toaleta
towel /'taʊəl/ ręcznik
washing machine /'wɒʃɪŋ məʃiːn/ pralka

16.2 Sypialnia
bed /bed/ łóżko
bedroom /'bedruːm/ sypialnia
blanket /'blæŋkɪt/ koc
rug /rʌg/ dywanik
wardrobe /'wɔːdrəʊb/ szafa

16.3 Kuchnia i jadalnia
chair /tʃeə(r)/ krzesło
cooker /'kʊkə(r)/ kuchenka
kitchen cupboard /ˌkɪtʃɪn 'kʌbəd/ szafka kuchenna
dishwasher /'dɪʃwɒʃə(r)/ zmywarka
refrigerator /rɪ'frɪdʒəreɪtə(r)/ lodówka
fridge /frɪdʒ/ lodówka
kettle /'ketl/ czajnik
kitchen /'kɪtʃɪn/ kuchnia
microwave /'maɪkrəweɪv/ kuchenka mikrofalowa
oven /'ʌvn/ piekarnik
rubbish bin /'rʌbɪʃ bɪn/ kosz na śmieci
sink /sɪŋk/ zlew

16.4 Salon
armchair /'ɑːmtʃeə(r)/ fotel
coffee table /'kɒfi teɪbl/ stolik do kawy, ława
DVD player /ˌdiː viː 'diː pleɪə(r)/ odtwarzacz DVD
fireplace /'faɪəpleɪs/ kominek
furniture /'fɜːnɪtʃə(r)/ meble
living room /'lɪvɪŋ ruːm/ salon
sofa /'səʊfə/ sofa
TV /ˌtiː 'viː/ telewizor
telly /'teli/ telewizor

16.5 Gabinet
bookshelf /'bʊkʃelf/ półka na książki
desk /desk/ biurko
lamp /læmp/ lampa
study /'stʌdi/ gabinet

16.6 Przedpokój
doormat /'dɔːmæt/ wycieraczka
hall /hɔːl/ przedpokój, korytarz
hallway /'hɔːlweɪ/ przedpokój, korytarz

16.7 Inne wyposażenie i dekoracje
carpet /'kɑːpɪt/ dywan
curtain /'kɜːtn/ zasłona
doorbell /'dɔːbel/ dzwonek
light switch /'laɪt swɪtʃ/ włącznik światła
painting /'peɪntɪŋ/ obraz
picture /'pɪktʃə(r)/ obraz, zdjęcie
radiator /'reɪdieɪtə(r)/ grzejnik, kaloryfer

16.8 Opisywanie położenia
above /ə'bʌv/ nad, ponad
behind /bɪ'haɪnd/ za
between /bɪ'twiːn/ między
downstairs /ˌdaʊn'steəz/ na dole (w budynku)
in /ɪn/ w
in front of /ˌɪn 'frʌnt əv/ przed
next to /'nekst tə/ obok
on /ɒn/ nad, ponad
opposite /'ɒpəzɪt/ naprzeciw
under /'ʌndə(r)/ pod
upstairs /ˌʌp'steəz/ na górze (w budynku)

16.9 Rodzaje domów i mieszkań
apartment /ə'pɑːtmənt/ mieszkanie
block of flats /ˌblɒk əv 'flæts/ blok mieszkalny
bungalow /'bʌŋgələʊ/ dom parterowy
cottage /'kɒtɪdʒ/ domek wiejski
detached house /dɪˌtætʃt 'haʊs/ dom wolnostojący
flat /flæt/ mieszkanie
mansion /'mænʃn/ dwór
palace /'pæləs/ pałac
residence /'rezɪdəns/ rezydencja
semi-detached house /ˌsemi dɪˌtætʃt 'haʊs/ dom bliźniak
skyscraper /'skaɪskreɪpə(r)/ drapacz chmur
studio apartment /'stjuːdiəʊ ə'pɑːtmənt/ kawalerka
terraced house /ˌterəst 'haʊs/ dom w zabudowie szeregowej, segment
top floor flat /ˌtɒp 'flɔː(r) flæt/ mieszkanie na ostatnim piętrze
tower block /'taʊə blɒk/ wieżowiec
villa /'vɪlə/ willa

16.10 Części domu
attic /'ætɪk/ poddasze, strych
balcony /'bælkəni/ balkon
basement /'beɪsmənt/ piwnica
ceiling /'siːlɪŋ/ sufit
cellar /'selə(r)/ piwnica
chimney /'tʃɪmni/ komin
drive /draɪv/ podjazd
floor /flɔː(r)/ podłoga; piętro
garage /'gærɑːʒ/ garaż
garden /'gɑːdn/ ogród
lift /lɪft/ winda
on the first floor /ɒn ðə ˌfɜːst 'flɔː(r)/ na pierwszym piętrze
on the ground floor /ˌɒn ðə graʊnd 'flɔː(r)/ na parterze
roof /ruːf/ dach
room /ruːm/ pokój
shutters /'ʃʌtəz/ okiennice
staircase /'steəkeɪs/ klatka schodowa
stairs /steəz/ schody
storey /'stɔːri/ kondygnacja, piętro
ten-storey building /ˌten ˌstɔːri 'bɪldɪŋ/ dziesięciopiętrowy budynek
terrace /'terəs/ taras

16.11 Przymiotniki opisujące domy i mieszkania
bright /braɪt/ jasny
cluttered /'klʌtəd/ zagracony
comfortable /'kʌmftəbl/ wygodny
cosy /'kəʊzi/ przytulny
enormous /ɪ'nɔːməs/ olbrzymi, ogromny
fully furnished /ˌfʊli 'fɜːnɪʃt/ w pełni wyposażony
impressive /ɪm'presɪv/ imponujący
modern /'mɒdn/ nowoczesny
renovated /'renəveɪtɪd/ wyremontowany, odnowiony
spacious /'speɪʃəs/ przestronny
uncomfortable /ʌn'kʌmftəbl/ niewygodny
unfurnished /ʌn'fɜːnɪʃt/ nieumeblowany

16.12 Miejsce zamieszkania
countryside /'kʌntrisaɪd/ wieś
home town /'həʊm taʊn/ miasto rodzinne
housing estate /'haʊzɪŋ ɪsteɪt/ osiedle mieszkaniowe
in the country /ɪn ðə 'kʌntri/ na wsi
live /lɪv/ mieszkać
live in a city /ˌlɪv ɪn ə 'sɪti/ mieszkać w dużym mieście
live in a town /ˌlɪv ɪn ə taʊn/ mieszkać w małym mieście
live in the city centre /ˌlɪv ɪn ðə ˌsɪti 'sentə(r)/ mieszkać w centrum dużego miasta
neighbour /'neɪbə(r)/ sąsiad/ sąsiadka
neighbourhood /'neɪbəhʊd/ okolica, sąsiedztwo
old town /'əʊld taʊn/ starówka
quiet location /ˌkwaɪət ləʊ'keɪʃn/ cicha okolica
resident /'rezɪdənt/ mieszkaniec/ mieszkanka
residential area /ˌrezɪdenʃl 'eərɪə/ dzielnica mieszkaniowa
suburbs /'sʌbɜːbz/ przedmieścia
tiny /'taɪni/ maleńki, niewielki
village /'vɪlɪdʒ/ wioska

16.13 Prace domowe
clean the floors /ˌkliːn ðə 'flɔːz/ czyścić podłogi
clean the windows /ˌkliːn ðə 'wɪndəʊz/ myć okna
decorate a flat /ˌdekəreɪt ə 'flæt/ urządzić mieszkanie
do repairs /ˌduː rɪ'peəz/ naprawić, reperować
do the cleaning /ˌduː ðə 'kliːnɪŋ/ sprzątać
do the dusting /ˌduː ðə 'dʌstɪŋ/ ścierać kurze
do the housework /ˌduː ðə 'haʊswɜːk/ wykonywać prace domowe
do the ironing /ˌduː ðə 'aɪənɪŋ/ prasować
do the shopping /ˌduː ðə 'ʃɒpɪŋ/ robić zakupy
do the washing up /ˌduː ðə ˌwɒʃɪŋ 'ʌp/ zmywać naczynia
do the washing/laundry /ˌduː ðə 'wɒʃɪŋ/ /ˌduː ðə 'lɔːndri/ robić pranie
furnish a flat /ˌfɜːnɪʃ ə 'flæt/ umeblować mieszkanie
hoover the floors /ˌhuːvə ðə 'flɔːz/ odkurzać podłogi
interior decorator /ɪnˌtɪəriə 'dekəreɪtə(r)/ dekorator wnętrz
lay the table /ˌleɪ ðə 'teɪbl/ nakrywać do stołu
make the bed /ˌmeɪk ðə 'bed/ ścielić łóżko
paint the walls /ˌpeɪnt ðə 'wɔːlz/ malować ściany
renovate /'renəveɪt/ odnawiać, remontować
take out the rubbish /ˌteɪk aʊt ðə 'rʌbɪʃ/ wyrzucać śmieci
throw away the rubbish /ˌθrəʊ əweɪ ðə 'rʌbɪʃ/ wyrzucać śmieci
tidy up /ˌtaɪdi 'ʌp/ sprzątać
tidy your room /ˌtaɪdi jɔː 'ruːm/ sprzątać swój pokój
vacuum the carpets /ˌvækjuːm ðə 'kɑːpɪts/ odkurzać dywany

16.14 Wynajmowanie i zakup mieszkania lub domu
accommodation /əˌkɒmə'deɪʃn/ zakwaterowanie
advert /'ædvɜːt/ ogłoszenie
be at home/be in /biː ət 'həʊm/ /biː 'ɪn/ być w domu
be in bad/good condition /biː ɪn ˌbæd kən'dɪʃn/ /biː ɪn ˌgʊd kən'dɪʃn/ być w dobym/złym stanie
be out /biː 'aʊt/ być poza domem
bill /bɪl/ rachunek
buy a flat/house /ˌbaɪ ə 'flæt/ /ˌbaɪ ə 'haʊs/ kupić mieszkanie/dom
central heating /ˌsentrəl 'hiːtɪŋ/ centralne ogrzewanie
estate agency /ɪ'steɪt eɪdʒənsi/ biuro nieruchomości
estate agent /ɪ'steɪt eɪdʒənt/ agent/agentka nieruchomości
flatmate /'flætmeɪt/ współlokator/ współlokatorka
for rent /fə(r) 'rent/ na wynajem
for sale /fə 'seɪl/ na sprzedaż
gas bill /'gæs bɪl/ rachunek za gaz
go straight home /gəʊ ˌstreɪt 'həʊm/ iść (prosto) do domu
hall of residence /ˌhɔːl əv 'rezɪdəns/ akademik
house share /'haʊs ʃeə(r)/ dzielenie domu ze współlokatorami
landlady /'lændleɪdi/ właścicielka (mieszkania)
landlord /'lændlɔːd/ właściciel (mieszkania)
lease /liːs/ umowa najmu
let a flat/house/room /ˌlet ə 'flæt/ /ˌlet ə 'haʊs/ /ˌlet ə 'ruːm/ wynajmować komuś mieszkanie/dom/pokój
live on your own /ˌlɪv ɒn jɔː(r) 'əʊn/ mieszkać samodzielnie
lock the door /ˌlɒk ðə 'dɔː(r)/ zamykać drzwi na klucz

How to learn vocabulary
- Ask students to choose ten words or phrases from the wordlist that they find interesting or have difficulty learning. They write definitions of these in English as best they can.
- They work in pairs and swap their definitions with their partner, who has to say what category they belong to.
- Students check their answers in pairs and then make sentences with the words.

Optional activity
Set up a class debate on the topic: *Style and comfort are the most important in making sure we are happy in our homes*. Divide the class into groups that support the topic and groups that disagree. Give the groups time to make notes, allowing them to refer to the wordlist while they do. Then have groups debate against each other.

Brainpower
- On the board write: *rooms*, *furniture*, *position*, *types of homes*. Use the mapping technique to elicit key vocabulary for each area. Continue with other key vocabulary presented in the unit.

mortgage /'mɔ:gɪdʒ/ hipoteka; kredyt hipoteczny
pay the bills /ˌpeɪ ðə 'bɪlz/ płacić rachunki
pay the mortgage /ˌpeɪ ðə 'mɔ:gɪdʒ/ spłacać kredyt hipoteczny
purchase a flat/house /ˌpɜ:tʃəs ə 'flæt/ /ˌpɜ:tʃəs ə 'haʊs/ kupić mieszkanie/dom
rent /rent/ czynsz
rent a flat/house/room /ˌrent ə 'flæt/ /ˌrent ə 'haʊs/ /ˌrent ə 'ru:m/ wynajmować mieszkanie/dom/pokój (od kogoś)
share a flat/a room with sb /ʃeə(r) ə 'flæt wɪð sʌmbədi/ /ˌʃeə(r) ə 'ru:m wɪð sʌmbədi/ wspólnie mieszkać z kimś (w mieszkaniu/pokoju)
take out a mortgage /ˌteɪk aʊt ə 'mɔ:gɪdʒ/ wziąć kredyt hipoteczny
tenant /'tenənt/ najemca/najemczyni, lokator/lokatorka
tight budget /taɪt 'bʌdʒɪt/ ograniczony budżet

16.15 Przeprowadzka

boxes /'bɒksɪz/ pudełka
bubble wrap /'bʌbl ræp/ folia bąbelkowa
change flats /ˌtʃeɪndʒ 'flæts/ zmienić mieszkanie
move /mu:v/ przeprowadzać się
move house /ˌmu:v 'haʊs/ przeprowadzać się
move in /ˌmu:v 'ɪn/ wprowadzać się
move into a new flat /ˌmu:v ɪntu ə nju: 'flæt/ wprowadzać się do nowego mieszkania
move out /ˌmu:v 'aʊt/ wyprowadzać się
pack /pæk/ pakować
removal truck /rɪˌmu:vl 'trʌk/ ciężarówka firmy przeprowadzkowej
stuff /stʌf/ rzeczy
tape /teɪp/ taśma pakowa
unpack /ˌʌn'pæk/ rozpakowywać się

16.16 Architektura

business park /'bɪznəs pa:k/ centrum biznesowe
commercialization /kəˌmɜ:ʃəlaɪ'zeɪʃn/ komercjalizacja
condominium /ˌkɒndə'mɪniəm/ mieszkanie własnościowe
construction /kən'strʌkʃn/ budowa
contemporary /kən'temprəri/ współczesny
development /dɪ'veləpmənt/ zabudowa
functional /'fʌŋkʃənl/ funkcjonalny
gentrification /ˌdʒentrɪfɪ'keɪʃn/ gentryfikacja (zmiana dzielnicy w strefę zdominowaną przez zamożnych mieszkańców)
industrialization /ɪnˌdʌstriəlaɪ'zeɪʃn/ uprzemysłowienie
landscape /'lændskeɪp/ krajobraz
landing /'lændɪŋ/ półpiętro
modernize /'mɒdənaɪz/ modernizować
multi-storey car park /ˌmʌlti stɔ:ri 'kɑ: pa:k/ parking wielopoziomowy
renovation /ˌrenə'veɪʃn/ renowacja
rural /'rʊərəl/ wiejski
suburban /sə'bɜ:bən/ podmiejski
sustainable /sə'steɪnəbl/ zrównoważony
tear down /teə(r)daʊn/ wyburzać
urban /'ɜ:bən/ miejski

16.17 Wordpower s. 23

base /beɪs/ baza
homestay /'həʊmsteɪ/ zakwaterowanie u rodziny goszczącej
possession /pə'zeʃn/ dobytek, własność
property /'prɒpəti/ własność, majątek
resident /'rezɪdənt/ mieszkaniec

16.18 Wordpower s. 25

appeal /ə'pi:l/ urok
ashamed /ə'ʃeɪmd/ zawstydzony
environment /ɪn'vaɪrənmənt/ środowisko
image /'ɪmɪdʒ/ obraz
lack /læk/ brak
rebel /rɪ'bel/ buntować się
reflect /rɪ'flekt/ odzwierciedlać
unacceptable /ˌʌnək'septəbl/ nie do zaakceptowania

16.19 Wyrażenia z *order*

a tall order /ə ˌtɔ:l 'ɔ:də/ prośba, która jest trudna do spełnienia
in order to /ɪn 'ɔ:də tu/ żeby
order /'ɔ:də(r)/ rozkazywać
orderly /'ɔ:dəli/ uporządkowany
out of order /ˌaʊt əv 'ɔ:də(r)/ nie na miejscu, nieodpowiedni

16.20 Czasowniki złożone z *up* i *down*

break up /ˌbreɪk 'ʌp/ rozstawać się
calm down /ˌkɑ:m 'daʊn/ uspokoić się
clean up /ˌkli:n 'ʌp/ sprzątać
grow up /ˌgrəʊ 'ʌp/ dorastać
hang up /ˌhæŋ 'ʌp/ wieszać
tidy up /ˌtaɪdi 'ʌp/ sprzątać
wipe down /ˌwaɪp 'daʊn/ wytrzeć

BRAINPOWER

Ucząc się słownictwa, stosuj techniki tzw. mapowania myśli. Na środku kartki zapisz główny temat leksykalny (np. DOM) i połącz go strzałkami z nazwami wybranych kategorii (rodzaje budynków, wystrój wnętrz, wynajem nieruchomości itp.). Na bieżąco uzupełniaj swój diagram i dodawaj nowe elementy leksykalne.

Sprawdź się!

1 W każdym zdaniu z trzech możliwych wariantów wybierz dwa, które logicznie uzupełniają to zdanie.

1 There's a small garden *behind* / *between* / *in front of* my house.
2 The Johnsons have a big fireplace in the *study* / *bathroom* / *living room*.
3 I always have to pay the *flat* / *bills* / *rent* at the beginning of the month.
4 Please *look up* / *remind* / *find* all the difficult words in a dictionary.
5 *Childhood* / *Adolescence* / *Generation* is one of the early stages of life.
6 Mike loves doing *homework* / *housework* / *problems*.
7 Arnie's promised to *make* / *vacuum* / *tidy* his room once a week.
8 She *looks up to* / *admires* / *influences* her grandmother and always asks her for advice.

Wymowa

1 017 Wysłuchaj nagrania. Uzupełnij tabelę wyrazami z ramki, w zależności od wymowy samogłoski.

bad bed car chair chore door floor hat head hut kettle mug pair path plug rag share stars

/e/	/æ/	/ɑ:/	/ɔ:/	/ʌ/	/eə/
desk	*lamp*	*bath*	*hall*	*rug*	*stairs*

2 018 Wysłuchaj nagrania i sprawdź odpowiedzi. Powtórz usłyszane słowa.

3 019 Wysłuchaj nagrania i powtórz poniższe zdania.

1 His hat is in the hut.
2 Put the rug on the floor in the hall, please.
3 I had a bad cold, so I went to bed early.
4 Plug in the lamp.

4 Wymyśl trzy dodatkowe zdania zawierające przynajmniej po dwa wyrazy z ćwiczenia 1.

Wymowa Exercise 2
/e/: desk, kettle, bed, head
/æ/: lamp, bad, rag, hat
/ɑ:/: bath, stars, path, car
/ɔ:/: hall, floor, door, chore
/ʌ/: rug, hut, mug, plug
/eə/: stairs, pair, chair, share

Sprawdź się!

Optional activity
Students can test each other by saying sentences with incorrect vocabulary for their partner to correct. For example, *I always clean up my tidy room*. Answer: *messy*.

Wymowa
Exercises 1 and 2 017 018
Audio script page 249
As students repeat the words, ask them to video themselves to see how their mouth moves when pronouncing the words. This way they get a better idea of how to use their mouths for clearer pronunciation.

Exercise 3 019
Audio script page 249

Exercise 4

Differentiation
A useful technique for practising pronunciation is for students to practice saying the sentences slowly with a steady rhythm, focusing on the key sounds. Ask students to read their sentences in this way, focusing on the words from exercise 1 that they have used.

3 Edukacja

Materials
Classroom presentation tool
Class audio, track 020
Online practice
Short test

Słownictwo

Przedmioty szkolne

1 **Pracujcie w parach. Przyjrzyjcie się zdjęciom i odpowiedzcie na poniższe pytania.**

1 How do you think the students are feeling?
2 Would you like to be a teacher? Why? / Why not?
3 What do you remember about your first day at school?

2 **Przeczytaj zdania i dopasuj do nich nazwy przedmiotów szkolnych.**

1 It's the study of energy and matter, and things such as light, sound, heat and electricity.
2 You can learn about colour, shading and perspective in this subject.
3 It's the study of the world's surface: its climate, countries, populations, etc.
4 It involves playing instruments and learning about rhythm, etc.
5 You learn about the past in this subject, e.g. life during World War II.
6 In this subject you can find out how to use the Internet and how to create websites.
7 It's the study of plants, animals and humans.
8 It's the scientific study of the structure of substances.
9 In this subject, you read and study great novels, poems and plays.
10 It's the study of economics, politics and how people live together in a society.

Nauka

3 **Dopasuj czasowniki 1–10 do wyrazów i wyrażeń a–j, tak aby nazywały konkretne czynności. Do jakich przedmiotów szkolnych się one odnoszą?**

1	read *c*	**a**	at playing the trumpet
2	solve *d*	**b**	insects under the microscope
3	carry out *i*	**c**	maps
4	memorize *g*	**d**	problems
5	do *j*	**e**	human rights and politics
6	sketch *f*	**f**	pictures
7	examine *b*	**g**	dates
8	be good *a*	**h**	your language skills
9	study *e*	**i**	experiments
10	improve *h*	**j**	grammar and vocabulary exercises





4 **Przeczytaj e-mail i wybierz poprawne uzupełnienia tekstu.**

Hi Marta,

In your last email you asked me about life at uni.

We don't [1] *get* / *take* homework like we did at school, but we have to [2] *do* / *make* a big project each term. We have to work on it in [3] *groups* / *clubs*, which is great because I'm [4] *learning* / *teaching* a lot from the others. At the moment, I'm reading loads of books and articles and [5] *doing* / *making* notes on them. It's going slowly, but I think I'm [6] *doing* / *making* progress!

At the end of term we have to [7] *give* / *make* a presentation on it. I'm going to learn my part [8] *in mind* / *by heart* as I really don't want to [9] *do* / *make* a mistake! I feel a bit nervous about it, but I know it will be a really [10] *useful* / *boring* experience.

Write and tell me your news!

Jenny

Zajęcia pozaszkolne

5 **Dopasuj czasowniki z ramki A do wyrazów i wyrażeń z ramki B, tak aby utworzyć poprawne zwroty. Niektóre czasowniki pasują do kilku wyrażeń. Następnie odpowiedz na pytania.**

A do go organize play practise

B a sailing course charity events in a band on trips sport voluntary work

1 Which of the activities have you done?
2 Which would you like to do?

Exercise 2
1 physics
2 art
3 geography
4 music
5 history
6 Information Technology
7 biology
8 chemistry
9 literature
10 social studies

Exercise 5
do a sailing course, do sport, do voluntary work
go on trips
organize charity events
play in a band, play sport
practise in a band, practise sport

Warm up
- On the board write the word 'education'. Have students say as many words as they can related to this word. Write their suggestions on the board.
- As students work through the exercises, refer to the board to check which of their words are used in the exercises.

Exercise 2

Mixed ability
Write subjects on the board for less confident students to match the definitions.
Have more confident students say more subjects that are taught at school and give definitions for them.

Exercise 3

Optional activity
Place students in pairs and have them make sentences with the key words.

Exercise 5
- Have students say more education-related collocations that can go with the words in box A.

Miejsca w szkole

6 **Uzupełnij luki nazwami pomieszczeń szkolnych, aby opowiedzieć na pytania dotyczące pierwszego dnia w szkole.**

1 **A:** Is there somewhere I can sit and relax with other students?
B: Yes, we have a big **c**_____ **r**_____.
2 **A:** Where can I keep my bag and sports kit?
B: In your **l**_____.
3 **A:** Where can I find the teachers?
B: They're in the **s**_____.
4 **A:** Where can I get lunch?
B: In the **c**_____.
5 **A:** I'm studying IT. Where should I go?
B: Go to the **c**_____ **r**_____.
6 **A:** Where do I go for PE?
B: Go to the **g**_____.
7 **A:** Where is the chemistry class?
B: In the **l**_____.
8 **A:** Where is the head teacher?
B: She's walking towards us down the **c**_____!
9 **A:** I'm playing football this afternoon. Where should I go?
B: To the **s**_____ **f**_____.
10 **A:** Where do we practise for our dance performance?
B: In the **h**_____.

Życie szkolne

7 **Dopasuj początki zdań do ich zakończeń.**

1 A classmate *d*
2 A syllabus *f*
3 A break *a*
4 A graduate *g*
5 A set book *b*
6 Parents' evening *h*
7 An optional subject *e*
8 Assembly *c*

a is when students stop working for a while.
b is a text that you have to read for classes or an exam.
c is when all the students in a school come together.
d is somebody you study with.
e is something you can study but you don't have to.
f is a list of everything that will be taught in a course.
g is somebody who has a degree.
h is when parents come to the school to discuss their children's progress and behaviour.

POWERUP

8 **Uzupełnij tekst wyrażeniami z ramki w odpowiedniej formie.**

be suspended break up for the holidays fall behind
hand in jog your memory play truant
put up your hand

LINGWORTH SCHOOL
Behaviour guidelines

It is extremely important that students obey the school rules and treat everyone with respect.

You must [1]_____ all homework and coursework on the date specified by your teacher. Put reminders in your calendar to [2]_____ about dates when work must be submitted.

If you find that you [3]_____ with your work, inform your teacher immediately. It is essential that your teacher is aware of any difficulties you are having as soon as possible.

In class, you must [4]_____ and wait for the teacher to ask you to speak. This familiar practice is a way of being courteous to others and must be followed at all times.

You must attend school every day. Students who [5]_____ will be disciplined and their parents notified. If, after that, students continue to be absent without good reason, they may [6]_____ for a period of time.

The day that we [7]_____ usually has fewer lessons, but it is still a school day and you are still expected to attend school.

Studia wyższe

9 **Przeczytaj ankietę i wybierz właściwe odpowiedzi.**

Studying abroad is a big decision

1 What do you want to gain from your university education?
- a *degree* / *certificate*
- a chance to *do* / *take part* in social events

2 What might stop you applying to university?
- fear that I will feel *homeless* / *homesick*
- not being able to pay the *tuition* / *education* fees

3 What might help you apply?
- *a scholarship* / *an exchange programme* that would help with the financial costs
- knowing some other university *students* / *professors* who are there already

4 If you don't get *up to* / *into* university this year to do a BA, what will you do?
- apply again next year
- do *a diploma at a college* / *an MA at another university*

Exercise 6
1 common room
2 locker
3 staffroom
4 cafeteria / canteen
5 computer room
6 gym
7 lab / laboratory
8 corridor
9 sports field
10 hall

Exercise 8
1 hand in
2 jog your memory
3 are falling behind
4 put up your hand
5 play truant
6 be suspended
7 break up for the holidays

Exercise 7
• Ask students to talk about themselves using phrases 1–8, e.g. *You are my classmate. The maths syllabus is difficult this year. We have a ten minute break at 11.00 a.m. Oliwia is a graduate of the local university.*

Exercise 8

Mixed ability
Go through each expression in the box and ask less confident students for example sentences before completing the exercise.
Have more confident students say a definition for each expression for their partner to guess.

Exercise 9

Optional activity
Have a class discussion for each question, encouraging students to explain their answers.

System oświaty

10 **Uzupełnij wyrazami z ramki tekst na temat szkół w Wielkiej Brytanii.**

college comprehensive mixed grammar nursery primary private secondary single-sex

In Britain, very young children go to [1]_____ school. Then, when they are four or five years old, they go to [2]_____ school. At the age of eleven, they go on to [3]_____ school. A [4]_____ school is a school for children aged eleven to eighteen that you don't have to pay for and you don't have to pass an exam to get in to. A [5]_____ school is a selective school. This means you have to pass an exam to go there. Parents have to pay fees for their children to go to [6]_____ schools. Some schools are [7]_____, so they are for boys or for girls only, but most schools are [8]_____.

When they are sixteen, pupils take their GCSE examinations. When they are eighteen, they do A level examinations. At sixteen, they can leave school and go to work, or they can go to a [9]_____ of further education. Here they can do traditional subjects as well as vocational training.

11 **020** **Wysłuchaj nagrania i sprawdź swoje odpowiedzi z ćwiczenia 10. Następnie opisz polski system oświaty wraz z kolegą lub koleżanką.**

Nauka przez całe życie

12 **Uzupełnij zdania wyrazami lub wyrażeniami z ramki.**

develop new skills do a vocational course gain knowledge motivation personal goals self-motivated

1 Sarah never used to have much _____ for schoolwork, but that's now changed and she's one of the most ambitious students I know.
2 I would love to _____ in art and design as I want to be a theatre designer.
3 Everyone needs to _____ because they help us grow and can open up new opportunities for us.
4 This course will help you to _____ of recent developments in medical science.
5 I have two _____: to become a journalist and to have a family.
6 Joe works hard because he's _____, not because his teachers tell him to.

Przybory szkolne

13 **Jakie przedmioty przedstawione są na zdjęciach?**








Oceny szkolne

14 **Przeczytaj wiadomości i uzupełnij luki wyrazami z ramki w odpowiedniej formie.**

cheat do fail marks pass prepare report retake

A What's your school [1]_____ like?

B Not too bad. I [2]_____ well in some of the tests, but quite badly in a couple of others. How about you?

A Well, I only got 20% in Geography so I [3]_____ that, but the teacher knows that I wasn't able to [4]_____ for it because I was ill. I'm going to [5]_____ it next term and I hope I'll [6]_____ it then.

B You've always got good [7]_____ in it before.

A Right, I was quite shocked, though, to hear that Kate is in trouble because she [8]_____ in one of the tests. It's not like her to copy someone else's answers!

Przydatne zwroty

15 **W każdym pytaniu wskaż właściwy czasownik. Następnie z kolegą lub koleżanką odpowiedzcie na pytania.**

1 Have you ever *done* / *made* a language course abroad? Did you like it? Would you like to go on a language course?
2 Would you *take* / *make* a gap year before you go to university? Why? / Why not?
3 Would you like to *make* / *do* a degree in languages and become a teacher? Why? / Why not?
4 What was the last test you *took* / *made* in English like?
5 When do you usually *do* / *make* your homework?
6 Is it a good idea to *do* / *make* any revision the night before an exam? Why? / Why not?
7 How often do you *make* / *take* a break when you are studying?
8 Do you enjoy *making* / *doing* projects in English? Why? / Why not?

Exercise 10
1 nursery
2 primary
3 secondary
4 comprehensive
5 grammar
6 private
7 single-sex
8 mixed
9 college

Exercise 12
1 motivation
2 do a vocational course
3 develop new skills
4 gain knowledge
5 personal goals
6 self-motivated

Exercise 13
1 pencil case
2 highlighter / marker
3 whiteboard
4 ruler
5 compasses
6 rucksack / school bag

Exercise 14
1 report
2 did
3 failed
4 prepare
5 retake
6 pass
7 marks
8 cheated

• With books closed, ask students what they know about the British school system and if it is similar to the Polish one.

Optional activity
Have students discuss the advantages and disadvantages of the Polish school system using the words in the box and any other suitable vocabulary.

Exercise 11 **020**
Audio script page 249

Exercise 12

Optional activity
Students work in pairs and go through each item to make sentences about themselves using the words in the box.

Exercise 13
• Ask students to say which of these items they bring with them to school daily, and what they use them for.

Exercise 15
• As students answer the questions, monitor and assist as necessary. Ask selected students to share their answers with the class.

Rozumienie ze słuchu

Wybór wielokrotny

1 **021** **Przeczytaj wskazówkę i poniższe pytanie i zastanów się, jakich innych słów można użyć, aby wyrazić sens określeń A–C. Następnie posłuchaj nagrania i wybierz poprawną odpowiedź.**

Pamiętaj o tym, że informacje w nagraniu będą wyrażone innymi słowami niż w pytaniu. Dlatego w trakcie słuchania staraj się zrozumieć sens całej wypowiedzi, nie koncentruj się na pojedynczych słowach i zwrotach.

Who did not appear on the final poster?
(A) author B politician C scientist

2 **022** **Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.**

Tekst 1

1 The speaker first saw a photo of his great-grandfather
(A) before he started his history project.
B while he was doing his history project.
C after he finished his history project.

Tekst 2

2 What should you include in your email if you want to enter the competition?
(A) A simple drawing of the game.
B The name of the computer language used to write the game.
C The name of the game.

3 The entry that won last year's competition was
A a sports game.
B a puzzle game.
(C) a music game.

Tekst 3

4 Which criticism of the classics is not mentioned by Colin?
A The language is old-fashioned.
(B) They're extremely boring.
C The books are too long.

5 When Heather read Shakespeare, she felt at first that the text was
A motivating.
(B) confusing.
C engaging.

6 What is the most important reason to read contemporary fiction, according to Colin?
(A) It creates good reading habits.
B It is related to modern political issues.
C It is written by different types of writers.



3 **Odpowiedzcie w parach na poniższe pytania.**

1 If you had to do a project on a member of your family, who would you choose? Why?
2 Does your school have events like the computer game competition?
3 What should high school students study in a literature class: the classics or contemporary fiction?

WORDPOWER

4 **Pracujcie w parach. Przeczytajcie zdania pochodzące z nagrania i wyjaśnijcie znaczenie wyróżnionych wyrażeń.**

1 In the end, I came **top of the class** for the first time ever!
2 The competition is for everyone so please **get involved**.
3 Sure, but that's exactly why we should read the classics at school. To **broaden our minds**.
4 Then our teacher showed us a film version of the play and suddenly, **I got it**.
5 I really believe that the syllabus should **focus on** contemporary fiction.

POWERUP

Dobieranie

5 **023** **Usłyszysz dwukrotnie cztery wypowiedzi na temat pamiętnych lekcji. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

This speaker mentions
A teachers working as a team to create a lesson. 2
B responding in a positive way to criticism by the teacher. 4
C thinking that one part of the lesson was absolutely hilarious. –
D students being concerned that they might be embarrassed in front of their peers. 3
E a shocking outcome of a class activity. 1

Materials
Classroom presentation tool
Class audio, tracks 021–023
Online practice

Exercise 4
1 top of the class – best in the class
2 get involved – join in
3 broaden your mind – to learn/know more
4 get it – understand
5 focus on sth – concentrate on sth

Warm up
• On the board write: *George wants to be a politician*. Ask students to rephrase the sentence without using the word *politician*, e.g. *George wants to work in politics*. Repeat with other professions.

Exercise 1 **021**
Audio script page 249

Exercise 2 **022**
Audio script pages 249–250

Mixed ability
Ask less confident students to read through the options to find key words, so they know what information to listen out for as they complete the exercise.
After the exercise, play the audio again with pauses for more confident students to say which phrases used in the recording helped them choose the answers.

Exercise 3

Optional activity
Students ask and answer the questions with different classmates.

Exercise 5 **023**
Audio script page 250

3 Rozumienie tekstów pisanych

Materials
Classroom presentation tool

Exercise 2
1 boarding school
2 one of the reasons boarding schools exist
3 a type of education
4 boarding schools providing education for children with special needs

Dobieranie zdań do luk w tekście

1 **Pracujcie w parach. Popatrzcie na zdjęcia ilustrujące tekst i odpowiedzcie na poniższe pytania.**

1 Where do you think these people are?
2 What kind of lifestyle do they have?
3 How do you think they get an education?

2 **Przeczytaj wskazówkę i poniższy tekst. Do jakich informacji odnoszą się wyróżnione wyrazy?**

Aby nawiązać do wspomnianych wcześniej informacji i uniknąć powtórzeń w tekście, często używamy wyrażeń typu *one/ones*, *such/so* lub *this/that/these/those*. Poszukaj tego typu wyrażeń w tekście i znajdź ich odnośniki – pomoże ci to wskazać poprawne odpowiedzi.

Boarding schools are institutions where the students both live and study on site. Perhaps the most famous [1] **one** of all is Eton College, which has educated the children of the British aristocracy for almost 500 years. Boarding schools exist for a variety of reasons. [2] **One** is to provide a specific type of education, for example [3] **one** focused on music or dance. Other boarding schools provide education for children with special needs, and such [4] **ones** perform an essential service for society.

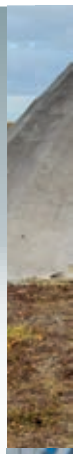
3 **Przeczytaj tekst, z którego usunięto cztery zdania. W każdą lukę (1–4) wpisz literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.**

A That is why their lessons include drawing images of their home on the remote icy tundra.
B Perhaps the biggest problem of all is the extreme weather.
C Fortunately, they don't need to make such a journey every day.
D It's not one that is easy to make, but it is necessary.
E A traditional education in a classroom setting would be impossible with this sort of lifestyle.

4 **Pracujcie w parach. Przedyskutujcie poniższe pytania.**

How do you think going to a boarding school like the Arctic school affects your
1 relationship with your parents and friends?
2 personality?
3 study skills?
4 free time?

An ARCTIC Education





Forget the boring old school bus. In Northern Russia, the children of the Nenets people travel to school by helicopter. [1] C Nenets children attend special boarding schools for nine months, and they stay away from home throughout that time.

It's astonishing but it happens out of necessity. The Nenets people still lead a traditional nomadic life. They move with their herd of reindeer in search of new grass to feed them. This means they will never be in the same place from one day to the next. [2] E In addition to preserving their traditional ways, Nenets parents are obviously worried for their children's welfare. That's why they take the decision to send them away for such long periods of time. [3] D Their main concern is that their children will encounter problems if they cannot speak Russian well (the Nenets speak their own language) or if they don't follow a standard school syllabus.

The whole school is designed for the students' particular needs and their lifestyle. It's one where traditional tents, reindeer horns and sledges lie next to whiteboards and desks. Being in a new situation can be frightening for the children and leave them confused, so these things are meant to remind the children of their own rich culture and their home.

Coming from such close family groups, it is to be expected that many children will suffer from homesickness. [4] A However, in general, the students are no different from other kids of their age. They make strong friendships at the school and have fun, although they must be a little tougher than most primary school children. At the Arctic school, the kids always stay out in the playground at breaktime, even when it's minus 30 degrees outside!

Warm up
- Ask students to think about education around the world. Ask if they think everyone around the world has the same access to education as they do, and if they know of different methods of education apart from traditional ones.

Exercise 3

Differentiation
Go through each paragraph and ask what it is about. Then look at items A to E. For each item, ask students to find words that connect the sentences to the paragraphs.

Exercise 4
- Before completing the exercise, quickly go through each question and elicit key adjectives students can use to answer them.
- After students have completed the exercise, have them share the ideas they discussed with the class.







WORDPOWER

Końcówki przymiotników

5 **Znajdź w tekście przymiotniki utworzone od podanych czasowników i uzupełnij nimi tabelę. Następnie dopisz pozostałe przymiotniki.**

Czasownik	Przymiotnik + *-ing*	Przymiotnik + *-ed*
bore		
astonish		
worry		
frighten		
confuse		

6 **Uzupełnij zdania przymiotnikami z ćwiczenia 5.**

1 I got so _____ during the horror film that I screamed in the cinema. It was much too _____ for me.
2 Your exam results are a bit _____. You only just passed. Your teacher is _____ about you.
3 This maths problem is extremely _____. I can't understand it. Are you _____, too?
4 I was so _____ by this book that I fell asleep while I was reading it. It's the most _____ book ever!
5 We were _____ that Julie was asked to sing on TV, although her voice is _____. It's fabulous.

Czasowniki złożone ze *stay*

7 **Popatrz na czasowniki złożone wyróżnione w tekście i wyjaśnij ich znaczenie.**

8 **Przeczytaj podane zdania i wyjaśnij znaczenie wyróżnionych czasowników złożonych.**

1 The teacher asked me to **stay behind** after class because I needed extra help.
2 It was raining so we **stayed in** and played games.
3 Ian fell asleep after **staying up** till 3 a.m.
4 Last Friday, we all **stayed over** at Helen's. It was so much fun and we hardly slept at all.

9 **Uzupełnij pytania czasownikami z ćwiczeń 7 i 8 w odpowiedniej formie. Jeden czasownik został podany dodatkowo. Następnie odpowiedz na te pytania z kolegą lub koleżanką.**

1 When was the last time you had to _____ after class?
2 What do you do if you have to _____ at break time?
3 Have you ever _____ all night? When? Why?
4 When was the last time you _____ at a friend's house?
5 Do you usually _____ late on Friday nights? Why? / Why not?

Exercise 5
bore – boring, bored
astonish – astonishing, astonished
worry – worrying, worried
frighten – frightening, frightened
confuse – confusing, confused

Exercise 6
1 frightened, frightening
2 worrying, worried
3 confusing, confused
4 bored, boring
5 astonished, astonishing

Exercise 7
1 stay away from – *trzymać się z daleka od czegoś/kogoś*
2 stay out – *przebywać na zewnątrz*

Exercise 8
1 stay behind – *zostać*
2 stay in – *zostać w domu*
3 stay up – *nie kłaść się do łóżka, nie spać*
4 stay over – *przenocować u kogoś*

Exercise 9
1 stay behind
2 stay in
3 stayed up/out
4 stayed over
5 stay up

Exercise 5
• A good way of remembering when to use the present participle and when to use the past participle is to tell students that we use the present participle to describe something or someone, whereas the past participle describes how we feel.

Optional activity
Ask students to add more verbs and adjectives to the table and define them as best they can in English.

Exercise 6

Optional activity
Have students make their own sentences with the adjectives to exemplify the difference in meaning between them.

Exercise 9

Optional activity
Tell students to make sentences with the phrasal verbs, but in the place of the phrasal verb they say *blank* for their partner to guess the verb.

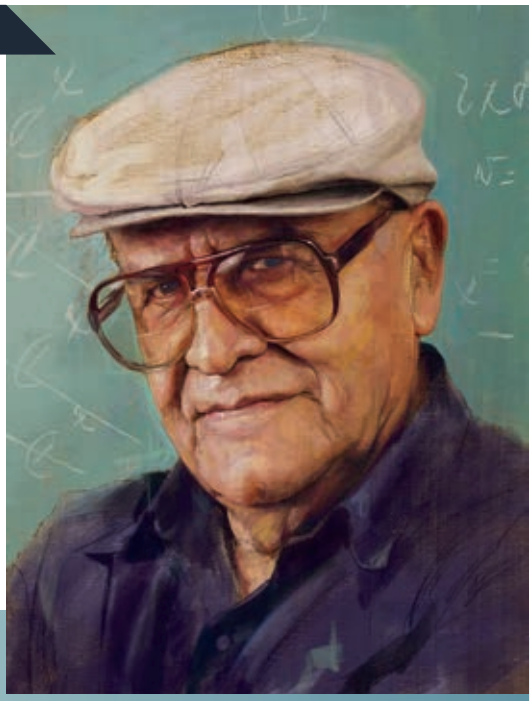
3 Rozumienie tekstów pisanych

POWERUP

Zdania z lukami

10 **Uzupełnij luki w zdaniach 1–4 zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim.**

1 We can conclude that Escalante was a determined man because he _____ to make his dreams come true.
2 Escalante's theory that anyone could get good grades in maths was expressed on _____.
3 It is suggested that Escalante's students were accused of cheating because of _____.
4 According to the author, the most impressive consequence of Escalante's fame was _____.



THE WORLD'S *Most Inspirational Teacher*

Maths isn't usually thought of as the most exciting subject on the high school syllabus, but the career of maths teacher Jaime Escalante was one that caught the imagination of America.

Born in Bolivia in 1930, Escalante arrived as an immigrant to the United States. For years, he did menial jobs such as cooking burgers while he was attending evening classes to pursue his dream of being a teacher. Astonishingly, the man who would become the most famous teacher in America first walked into a classroom at the age of 43.

When Escalante began his career at Garfield High School in one of the tougher neighbourhoods of Los Angeles, he discovered that the textbooks in his class were ridiculously simple. The Bolivian decided to run extra maths lessons with much more demanding work for the brighter students. His aim was for them to take the national Advanced Placement (AP) exams, a formidable challenge but one that helps students go on to study at university. The ambitious teacher had no fear that it was beyond his students' abilities. As a poster in his classroom said, 'Calculus Need Not Be Made Easy – It Is Easy Already.'

To Escalante's delight, his students triumphed. When the results arrived one year, he found that everyone had passed, with seven getting the highest possible grades.

Then, suddenly, disaster struck. The people marking the exam claimed that some of the students had produced very similar answers. They were accused of cheating and disqualified.

Escalante could not believe it. His students, who were mostly from Latin American backgrounds, suspected racial prejudices at play and protested that non-Latin students would not have received the same treatment. Nevertheless, the only option was to retake the exam. Twelve students took the challenge and proved their teacher right! Thankfully, every one of them passed.

Due to the public outcry, the case caught the eye of the national news and Escalante suddenly became famous. Later on, the story was turned into a 1988 film called *Stand and Deliver*. Most importantly, however, the media coverage meant that his courses became incredibly popular and he could reach more students as a result. At one point, more maths students from Garfield High School were attending the University of Southern California than students from all other Los Angeles schools combined. The ambitious immigrant from Bolivia had not just changed the perception of his community, but also the lives of dozens of people who had come through his classroom door.

Exercise 10
Suggested answers:
1 did menial jobs
2 a poster in his classroom
3 racial prejudices
4 that his courses became (incredibly) popular

Exercise 10
- Ask students what makes a person an inspiration for others, and whether there is a teacher who has inspired them. If so, how?
- After students complete the exercise, ask them what they think of Jaime Escalante and what they found interesting about him.

Mixed ability
Less confident students can work in pairs to complete the exercise and refer to the wordlist or a dictionary for any unknown words.

Have more confident students make notes about the text so they can present an oral summary about it to the class.

Optional activity
Today there are many annual awards for *Teacher of the year* that are given to different teachers around the world. Ask students to find out about the recent winners and what they were awarded for.

Mówienie

Rozmowa z odgrywaniem roli

1 024 **Przeczytaj poniższe opinie i wysłychaj wypowiedzi uczniów. Jakich zwrotów i argumentów użyli, przedstawiając swoje stanowisko?**

1 You don't need formal education to achieve success.
2 School uniforms limit students' freedom of expression.
3 Exams are the most effective way to check students' knowledge.
4 Homework is necessary to help students learn better.
5 School grades should be eliminated.

2 **Przedyskutujcie w grupach opinie z ćwiczenia 1.**

3 **Przeczytaj wskazówkę. Następnie przeczytaj polecenie z ćwiczenia 4 i przygotuj się do wykonania go.**

Przed wykonaniem zadania masz 30 sekund na zapoznanie się z poleceniem i sprawdzenie, kto rozpoczyna rozmowę. Podane kwestie możesz omawiać w dowolnej kolejności, a także wracać do nich w dalszej części konwersacji. Ważne jest adekwatne reagowanie na wypowiedzi twojego rozmówcy, który może zadawać ci pytania, poprosić o objaśnienie jakiejś kwestii lub nie zgodzić się z jakimś poglądem po to, aby sprawdzić twoją umiejętność uzasadniania swojego stanowiska.

4 **Wykonajcie w parach poniższe zadanie. Następnie zamieńcie się rolami i wykonajcie je ponownie.**

Twój kolega ze Szkocji chciałby rozpocząć naukę języka obcego i prosi cię o podzielenie się twoim doświadczeniem związanym z uczeniem się języka angielskiego. W rozmowie z nim omów następujące kwestie:

- ilość czasu poświęcanego na naukę
- skuteczne metody uczenia się
- ciekawe materiały do nauki
- rola systematyczności i samodzielnej pracy.

Rozmowę rozpoczyna kolega.

Niezgadzanie się z czyjąś opinią	**Nawiązywanie do elementów polecenia**
I see what you mean, but …	When it comes to learning methods, …
I agree with you up to a point, but …	As far as the materials are concerned, …
I partially agree, but …	As for self-learning, …

Więcej przydatnych zwrotów na s. 239

Rozmowa na podstawie materiału stymulującego

5 025 **Przeczytaj wskazówkę i polecenie z ćwiczenia 6. Jakich przymiotników możesz użyć, aby opisać przedstawione w nim ilustracje? Wysłuchaj nagrania i porównaj wypowiedź ucznia ze swoimi pomysłami.**

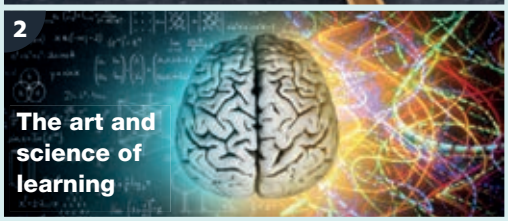
Gdy odrzucasz poszczególne elementy i uzasadniasz swój wybór, staraj się nawiązać do różnych aspektów. Swoje argumenty możesz budować w oparciu o to, czy poszczególne propozycje sa atrakcyjne wizualnie, klarowne, dostosowane do potrzeb odbiorcy, praktyczne, itd.

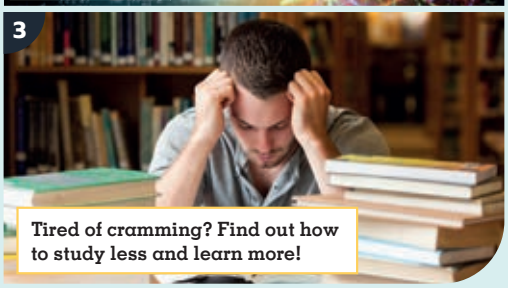
6 **Wykonaj poniższe zadanie.**

Zamierzasz założyć blog na temat technik efektywnego uczenia się. Zastanawiasz się nad wyborem grafiki, która zachęciłaby twoich rówieśników do zapoznania się z prezentowanymi przez ciebie treściami.

- Wybierz tę propozycję, która wydaje ci się najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.







Odpowiedz na poniższe pytania.

1 Which is more important in successful learning: talent and intelligence or hard work? Why?
2 What life skills are missing from the high school curriculum? Why do you think so?

Materials
Classroom presentation tool
Class audio, tracks 024–025
Online practice

Exercise 1
I disagree.
True, but, on the other hand …
Besides …
I see what you mean, but …
I agree with you up to a point.
I partially agree.

Exercise 5
the most convincing
realistic
practical
the most informative
not clear enough
too simplistic

Warm up
- Ask students to say English proverbs they know about education, or translate Polish proverbs into English. Students say whether they agree with them or not.

Exercise 1 024
Audio script page 250
- Ask students to read the statements and say what arguments supporting these ideas they expect to hear. Play the audio and ask if they heard any of their ideas.

Mixed ability
Play the audio with pauses and ask less confident students to explain as best they can what they just heard and how it supports the statement.
Ask more confident students to come up with one more supporting argument for each statement.

Exercise 5 025
Audio script page 250
- Before playing the audio, choose three or four sentences from the audioscript and read them aloud. Ask students what they think these sentences will refer to in the exercise.

Exercise 6
- Ask students if they cram when studying for tests. Ask if they think it's effective and, if not, what methods they find most effective when studying.

Materials
Classroom presentation tool
Online practice
Short test

Exercise 2
1 registered
2 got
3 was waiting
4 chatted
5 never used to like
6 was
7 hadn't bought
8 gave

Exercise 4
1 out
2 left
3 used
4 when / while
5 had / have

GRAMMAR IN USE

Czasy przeszłe; konstrukcja *used to*

1 Wybierz poprawne formy czasowników.

1 Last week ten people in my class (*were*) / *had been* absent for the whole week.
2 I *was having* / (*used to have*) ballet classes but I (*stopped*) / *had stopped* going three years ago.
3 (*Did you move*) / *Were you moving* my school bag while you (*were tidying up*) / *had tidied up*?
4 I (*didn't answer*) / *wasn't answering* the test questions very well, although I *read* / (*had read*) about the topic the night before.
5 This time last year we (*were planning*) / *used to plan* our trip to the Lake District.
6 Last year, some children (*used to bully*) / *had bullied* me, but luckily they don't do that any more.
7 Lily (*hadn't used*) / *didn't use* a microscope before, but she quickly *had learned* / (*learned*) how to do it.
8 When I (*got*) / *had got* to the head teacher's office, several other students *waited* / (*were waiting*) outside.

2 Uzupełnij zdania właściwymi formami czasowników z nawiasów. Zastosuj czasy *past simple*, *past continuous*, *past perfect* oraz konstrukcję *used to*.

First day at uni!

It feels slightly strange to be here, but good, too! Today I [1]_____ (register) for my course, and [2]_____ (get) my timetable. While I [3]_____ (wait) in the queue for registration, I [4]_____ (chat) to some other students. I [5]_____ (never/like) talking to strangers when I was younger, but it doesn't bother me now, and everyone here is very friendly anyway.

I have a room in a hall of residence, and I've already met everyone in my corridor, as we all cook in the shared kitchen. I [6]_____ (be) just about to start cooking this evening, when I realized I [7]_____ (not buy) any oil at the supermarket earlier. Luckily, another student kindly [8]_____ (give) me some, so I was OK! Her name is Amy, and she's in a room next door to mine.

Everything's looking good, and I'm happy that I've met some really nice people already!

Więcej gramatyki na s. 209

Tłumaczenie (zadanie zamknięte)

3 Spośród podanych opcji wybierz tę, która jest tłumaczeniem fragmentu podanego w nawiasie poprawnie uzupełniającym lukę w zdaniu.

1 Did Joe's parents split up when he (*kiedy studiował*) _____ abroad?
(A) was studying
B used to study
C studied

2 (*Czy uważałeś*) _____ that parents and teachers knew everything when you were little?
A Had you thought
B Were you thinking
(C) Did you use to think

3 He never takes his exams seriously, so nobody was surprised when he (*nie zdał*) _____ the last one.
A passed (B) failed C took

4 (*Czy George szedł*) _____ towards the music rooms when you saw him?
(A) Was George going
B Did George go
C Had George gone

5 When the term ended last week we felt totally exhausted because we (*pracowaliśmy*) _____ really hard.
A were working
B worked
(C) had worked

Zadanie z lukami

4 Przeczytaj tekst. Uzupełnij każdą lukę (1–5) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna uzupełnionych zdań.

In the UK, not all 16-year-old students who begin educational courses complete them. A small percentage drop [1]_____ of school or college, and do not go on to university.

Lily, now aged 19, [2]_____ school two years ago, at the end of the first year of her course. 'I felt really down all the time,' she says. 'I [3]_____ to skip classes, and put off doing my homework. Then one day [4]_____ I was writing an essay, I suddenly realized I didn't want to do it any more and I felt as if a huge weight had been lifted off my shoulders. It didn't take me long to figure out what to do next. I [5]_____ always loved animals and so I decided to become a dog-walker. I feel really happy now and get a lot of personal satisfaction from my work.'

Warm up
• Say a verb and name a grammatical tense. Have students make sentences with the verb using that tense.

Exercise 1
• Ask students to read through the items and say what tense each verb option is.
• After checking the answers, have students explain why the other options are incorrect.

Exercise 2
• Remind students that we use *used to* to refer to past habits, and simple past when we did something only once in the past.

Exercise 4

Mixed ability
Read through the text and have less confident students explain the following idioms or expressions: *not go on to university*, *felt really down*, *skip classes*, *put off doing*, *weight lifted off my shoulders*, *figure out*.
Have more confident students make three sentences of their own using the idioms and expressions from the text.

Minidialogi

5 **Uzupełnij minidialogi 1–5. Spośród podanych opcji wybierz brakującą wypowiedź.**

1 **X:** Where were you at lunchtime today?
Y: _____
A I forgot to take my books back to the library.
B I used to go to the library every lunchtime.
C I was finishing my history essay in the library.

2 **X:** Were you there when Hayley broke her arm in PE yesterday?
Y: _____
A No, I'd left the gym before it happened.
B No, I didn't use to have PE classes with her.
C No, I wasn't going to PE when I saw her.

3 **X:** Congratulations on your exam results!
Y: _____
A Sure! My attendance has been excellent.
B Well, I have to retake them next term.
C Thanks! I did a lot of revision for them.

4 **X:** Hello, Adam! I've been waiting for you for ages!
Y: _____
X: That's OK, no worries.
A Brilliant! I've had such a great time!
B Sorry! My bus didn't come on time.
C Of course! Let's meet another time.

5 **X:** I didn't know you could play the piano so well!
Y: _____
X: Well, I didn't notice them.
A Thanks, I used to play a lot when I was little.
B Thanks, I didn't know you were listening.
C Thanks, but I made a lot of mistakes!

Gramatykalizacja / struktury gramatyczne

6 **Uzupełnij zdania 1–5. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.**

1 When Nikki left university she knew a lot of people because she _____ (take/part) many social events.
2 PE _____ (use/compulsory) for all pupils but it isn't now.
3 I _____ (play/guitar) last night when I suddenly remembered I had some maths homework to do!
4 When she was offered a job in Brazil, she took it because she _____ (never/be) there before.
5 In the morning we _____ (sit/desk) for several lessons, but then we played sports in the afternoon.

POWERUP

Wybór wielokrotny

7 **Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst.**



A Different Teaching Method

I remember clearly my first visit to a Montessori school. I wanted to become a teacher, so I thought I [1]_____ visit one of the schools to see the teaching method in action. Because I knew that the pupils chose what they learned, I thought the classrooms would be quite chaotic. Contrary to my expectations, the classrooms [2]_____ very organized. Groups of children [3]_____ different activities and the teacher moved around them, offering guidance. Students were offered a [4]_____ of subjects they seemed to be interested in.

The Montessori method attracted a lot of attention and [5]_____ 1910, a number of Montessori schools had been opened in other countries. There has been some constructive criticism of the method as well, but it is that visit [6]_____ helped me decide to become a teacher myself, a job which I find greatly rewarding.

1 **A** had better
B preferred
C would prefer
D would rather

2 **A** used to be
B were being
C had been
D were

3 **A** were doing
B had done
C did
D used to do

4 **A** set
B range
C series
D band

5 **A** until
B during
C by
D over

6 **A** which
B what
C whose
D when

Exercise 6
1 had taken part in
2 used to be compulsory
3 was playing (the) guitar
4 had never been
5 sat at our desks

Exercise 5
• With books closed, read out the questions and elicit possible answers. Students then complete the exercise and see if they had the same or similar answers.

Exercise 6

Differentiation
Help students complete the exercise by first going through how the past perfect and past simple are formed and when we use them.

Exercise 7
• Have a class discussion on alternative methods of education. Do students think any of them seem particularly interesting?

Exam tip
Remind students to look at each option closely and think about what makes it the correct or incorrect answer for each gap.

3 Wypowiedź pisemna

Materials
Classroom presentation tool
Online practice

Exercise 1
Items C and D are well-developed.

Exercise 2
Points 3 and 4 include two elements each.

Exercise 3
The writer properly developed points 1 and 2, but points 3 and 4 are not developed well enough.

Wpis na blogu

Niektóre podpunkty polecenia składają się z jednej części, a inne – z dwóch. Pamiętaj, żeby w tym drugim przypadku odnieść się do obydwu części oraz rozwinąć przynajmniej jedną z nich.

1 **Przeczytaj przykładowy podpunkt z polecenia i znajdź odniesienia do niego w podanych fragmentach wypowiedzi (A–D). Które fragmenty zawierają pełne rozwinięcie podanego podpunktu?**

- Przedstaw wady i zalety egzaminów.

A Most exams are stressful.

B Most exams are stressful but they can also be motivating.

C Most exams are stressful, especially if your future depends on them. But they can also be motivating.

D Most exams are stressful. But they can also be motivating because students work harder to prepare for them.

2 **Przeczytaj zadanie. Które podpunkty składają się z jednej części, a które – z dwóch?**

Wkrótce czekają cię egzaminy maturalne. Na swoim blogu:

- opisz, jak wygląda pisemny egzamin z języka angielskiego
- opisz swoje emocje związane z maturą
- zrelacjonuj swoje przygotowania do tego egzaminu oraz przygotowania kolegów i koleżanek
- zaproś czytelników do podzielenia się doświadczeniami ze swojego egzaminu oraz poproś o wskazówki, jak skutecznie przygotować się do niego.

3 **Przeczytaj przykładową wypowiedź będącą wykonaniem polecenia z ćwiczenia 2. Które podpunkty zostały rozwinięte, a do których autor jedynie krótko się odniósł?**

Hi everybody!

This year I'm taking my Matura exams!

English is one of the obligatory subjects. The written exam has two levels: Basic and Extended. I've decided to take it at the Basic level. The exam will take two hours.

I don't feel stressed yet. In fact, I am quite relaxed because I know English quite well. I'm a bit worried about the oral part, though.

To prepare for this exam I am doing a lot of revision. My classmates are doing a lot of exercises, too.

I wonder if any of you have taken final exams yet?

4 **Przeczytaj ponownie przykładową wypowiedź z ćwiczenia 3. Uzupełnij fragmenty będące realizacją trzeciego i czwartego podpunktu tak, aby tekst zawierał pełne rozwinięcie podpunktów.**

5 **Napisz tekst (100–150 wyrazów, nie licząc słów już podanych), w którym rozwiniesz każdy z czterech podpunktów.**

Przed tobą egzaminy maturalne. Część ustna egzaminu z języka angielskiego wzbudza twój niepokój. Na swoim blogu:

- napisz, z czego wynikają twoje obawy
- zrelacjonuj sytuację, w której twoja wypowiedź w języku angielskim była oceniana
- wyraź swoją opinię na temat roli egzaminów w systemie edukacji
- zapytaj czytelników o ich zdanie na temat egzaminów i zachęć ich do podzielenia się swoimi sposobami na pozbycie się strachu przed egzaminami ustnymi.

Hi everybody,
Have you ever taken any oral exams? I am taking one very soon and I must admit I'm a bit worried.

Opisywanie obaw
I feel stressed because …
I'm a little afraid that …
Relacjonowanie
The last time I had to speak English in class was …
I did badly because …
Wyrażanie opinii
I strongly believe that exams are useless …
It seems to me that …
Pytanie o radę i opinie
What are your opinions about … ?
What do you think about … ?

Więcej przydatnych zwrotów na s. 243

POWERUP

Artykuł publicystyczny

6 **Napisz tekst składający się z 200–250 wyrazów.**

Zabierasz głos w debacie na temat systemu edukacji w Polsce. Napisz artykuł do gazetki szkolnej, w którym zrelacjonujesz przebieg egzaminu, do którego przystąpiłeś/przystąpiłaś w przeszłości oraz zaproponujesz skuteczne metody przygotowania się do egzaminów.

Przydatne zwroty na s. 245

Warm up
• Have a general discussion on how students feel about taking exams, and whether they think exams are a good way of measuring and checking what they have learnt.

Exercise 1
• Write on the board: *I believe that* _____ *because* _____. *However,* _____. Give students different topics to discuss using the sentences on the board, e.g. *I believe that studying in a group is useful because it can help you learn more easily. However, you can easily start chatting about other subjects.*

Exercise 5

Mixed ability
Less confident students can work in pairs to write a draft of their blog.
More confident students can add more expressions to the Writing box.

Exercise 6
• Students work in groups before they start writing to note down ideas they could use to write their articles.

Bank zadań Wypowiedź ustna

Materials
Classroom presentation tool

2 minuty

Rozmowa wstępna

Odpowiedz na pytania.

1 Where would you prefer to live: in the suburbs or in the city centre? Why?
2 Would you hire an interior decorator to do up your flat/house? Why? / Why not?
3 Is listening to songs in English a good way to learn the language? Why? / Why not?
4 Where is your favourite place to study at home? Why?

4 minuty

Zadanie 1

Rozmowa z odgrywaniem roli

Twój kolega z Walii zastanawia się nad podjęciem studiów wyższych w Polsce. Rozmawiasz z nim na temat studiowania na polskich uczelniach. Omów poniższe kwestie.

możliwość nauki języka polskiego

życie towarzyskie

koszty utrzymania

rodzaje zakwaterowania

(Rozmowę rozpoczyna kolega).

3 minuty

Zadanie 2

Opis ilustracji i odpowiedzi na trzy pytania

Opisz poniższe zdjęcie i odpowiedz na pytania.



Pytania znajdziesz na s. 242

3 minuty

Zadanie 3

Rozmowa na podstawie materiału stymulującego

Popatrz na ilustracje 1 i 2. Opracowujesz z kolegami i koleżankami plakat, który ma zachęcić uczniów twojej szkoły do udziału w dodatkowych zajęciach muzycznych. Wyraź swoje zdanie na temat umieszczenia na plakacie dwóch poniższych ilustracji.

- Wybierz tę ilustrację, która twoim zdaniem będzie bardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.

1



2



Odpowiedz na pytania.

1 What kind of after-school activities are best for people your age? Why?
2 Some people say that schools should encourage competition among students. What do you think?
3 How important is it for schools to prepare young people for working life?
4 How do you think schools now are different from those in the past?

Warm up
- Start the lesson by playing the game *Two truths and a lie* using unit vocabulary. Students say two true things about themselves and one lie for their partner to guess the lie.

Rozmowa wstępna
- Have students stand around the classroom. Explain that they have to mingle and ask and answer the questions. When you say *change*, the students have to change partners. Time this change to be every two minutes.
- Elicit what students have found out about their classmates.

Exam tip
Tell students that when they describe a picture, they should first answer the following questions: *Who is in the picture? Where are they? What are they doing?* Then they can refer to their feelings about the image and express them.

Zadanie 3
- Before starting the exercise, go through different linking words students can use to compare and contrast the images. Elicit the differences and similarities between the pictures that students can think of.

Legenda
Oxford 3000
Oxford 5000
Poziom rozszerzony

Materials
Classroom presentation tool
Class audio, tracks 26.1–029
Online practice
Unit test

26.1 Przedmioty szkolne

art /ɑːt/ plastyka
biology /baɪˈɒlədʒi/ biologia
business studies /ˈbɪznəs stʌdiz/ przedsiębiorczość
chemistry /ˈkemɪstri/ chemia
foreign languages /ˌfɒrən ˈlæŋgwɪdʒɪz/ języki obce
geography /dʒiˈɒgrəfi/ geografia
history /ˈhɪstri/ historia
humanities /hjuːˈmænətiz/ przedmioty humanistyczne
information technology /ˌɪnfəˌmeɪʃn tekˈnɒlədʒi/ informatyka
IT /ˌaɪ ˈtiː/ informatyka
literature /ˈlɪtrətʃə(r)/ literatura
maths /mæθs/ matematyka
mathematics /ˌmæθəˈmætɪks/ matematyka
music /ˈmjuːzɪk/ muzyka
physical education /ˌfɪzɪkl edʒuˈkeɪʃn/ wychowanie fizyczne
PE /ˌpiː ˈiː/ wychowanie fizyczne
physics /ˈfɪzɪks/ fizyka
religious education /rɪˌlɪdʒəs edʒuˈkeɪʃn/ religia
RE /ˌɑːr ˈiː/ religia
science /ˈsaɪəns/ przedmioty ścisłe
social studies /ˌsəʊʃl ˈstʌdiz/ wiedza o społeczeństwie
subject /ˈsʌbdʒekt/ przedmiot szkolny
syllabus /ˈsɪləbəs/ program nauczania przedmiotu
timetable /ˈtaɪmteɪbl/ plan lekcji
schedule /ˈʃedjuːl/ plan lekcji

26.2 Nauka

be bad at sth /biː ˈbæd ət sʌmθɪŋ/ być słabym z czegoś
be good at sth /biː ˈgʊd ət sʌmθɪŋ/ być dobrym z czegoś
boring lesson /ˌbɔːrɪŋ ˈlesn/ nudna lekcja
carry out experiments /ˌkæri aʊt ɪkˈsperɪmənts/ przeprowadzać eksperymenty
concentrate /ˈkɒnsntreɪt/ koncentrować się
do a project /ˌduː ə ˈprɒdʒekt/ przygotowywać projekt
do homework /ˌduː ˈhəʊmwɜːk/ odrabiać pracę domową
do project work /ˌduː ˈprɒdʒekt wɜːk/ przygotowywać projekt
do revision /ˌduː rɪˈvɪʒn/ powtarzać
engaging lesson /ɪnˌgeɪdʒɪŋ ˈlesn/ ciekawa lekcja
examine /ɪgˌzæmɪn/ badać
get homework /ˌget ˈhəʊmwɜːk/ dostać pracę domową
give a presentation /ˌgɪv ə prezn'teɪʃn/ przedstawiać prezentację
homework /ˈhəʊmwɜːk/ praca domowa
improve your language skills /ɪmˌpruːv jɔː ˈlæŋgwɪdʒ skɪlz/ doskonalić umiejętności językowe
learn /lɜːn/ uczyć się
learn about other cultures /ˌlɜːn əbaʊt ʌðə ˈkʌltʃə/ uczyć się o innych kulturach
learn sth by heart /ˌlɜːn sʌmθɪŋ baɪ ˈhɑːt/ uczyć się czegoś na pamięć
make a mistake /ˌmeɪk ə mɪˈsteɪk/ popełniać błąd
make notes /ˌmeɪk ˈnəʊts/ robić notatki
make progress /ˌmeɪk ˈprəʊgres/ robić postępy
memorize dates /ˌmeməraɪz ˈdeɪts/ zapamiętywać daty
practical lesson /ˌpræktɪkl ˈlesn/ praktyczna lekcja
read maps /ˌriːd ˈmæps/ czytać mapy
revise /rɪˈvaɪz/ powtarzać
set homework /ˌset ˈhəʊmwɜːk/ zadawać pracę domową
sketch /sketʃ/ szkicować
solve problems /ˌsɒlv ˈprɒbləmz/ rozwiązywać zadania
study /ˌstʌdi/ studiować
teach /tiːtʃ/ uczyć (kogoś)
use microscopes /juːz ˈmaɪkrəskəʊps/ używać mikroskopów
use special equipment /juːz ˌspeʃl ɪˈkwɪpmənt/ używać specjalistycznego sprzętu
useful lesson /ˌjuːsfl ˈlesn/ przydatna lekcja
work in groups /ˌwɜːk ɪn ˈgruːps/ pracować w grupach
work in pairs /ˌwɜːk ɪn ˈpeəz/ pracować w parach

26.3 Zajęcia pozaszkolne

ballet classes /ˈbæleɪ ˈklɑːsɪz/ lekcje baletu
choir /ˈkwaɪə(r)/ chór
do a language course /ˌduː ə ˈlæŋgwɪdʒ kɔːs/ chodzić na kurs językowy
do a sailing course /ˌduː ə ˈseɪlɪŋ kɔːs/ robić kurs żeglarski
do sport /ˌduː ˈspɔːt/ uprawiać sport
do voluntary work /ˌduː ˈvɒləntri wɜːk/ pracować społecznie
drama club /ˈdrɑːmə klʌb/ kółko teatralne
go on trips /ˌgəʊ ɒn ˈtrɪps/ jeździć na wycieczki
learn an instrument /ˌlɜːn ən ˈɪnstrəmənt/ uczyć się gry na instrumencie
organize charity events /ˌɔːgənaɪz ˈtʃærəti ɪvents/ organizować imprezy charytatywne
play in a band /ˌpleɪ ɪn ə ˈbænd/ grać w zespole muzycznym
practise sport /ˌpræktɪs ˈspɔːt/ uprawiać sport
take a language course /ˌteɪk ə ˈlæŋgwɪdʒ kɔːs/ chodzić na kurs językowy

26.4 Miejsca w szkole

cafeteria /ˌkæfəˈtɪəriə/ bufet, stołówka
canteen /kænˈtiːn/ bufet, stołówka
classroom /ˈklɑːsruːm/ klasa, sala lekcyjna
common room /ˈkɒmən ruːm/ świetlica
computer room /kəmˈpjuːtə ruːm/ sala komputerowa
gym /dʒɪm/ sala gimnastyczna
hall /hɔːl/ korytarz
head teacher's office /ˌhed ˈtiːtʃəz ɒfɪs/ gabinet dyrektora
lab /læb/ laboratorium
library /ˈlaɪbri/ biblioteka
locker /ˈlɒkə(r)/ szafka (w szkole, w szatni)
playground /ˈpleɪgraʊnd/ boisko, dziedziniec
sports field /ˈspɔːts fiːld/ boisko sportowe
staffroom /ˈstɑːfruːm/ pokój nauczycielski

26.5 Życie szkolne

absence /ˈæbsəns/ nieobecność
assembly /əˈsembli/ apel
attend a class /əˌtend ə ˈklɑːs/ uczęszczać (na lekcję)
attend a course /əˌtend ə ˈkɔːs/ uczęszczać (na kurs)
attendance /əˈtendəns/ obecność
be absent from sth /biː ˈæbsənt frəm sʌmθɪŋ/ być nieobecnym (na czymś)
be late for classes /biː ˌleɪt fə ˈklɑːsɪz/ spóźniać się na lekcje
be present /biː ˈpreznt/ być obecnym
be suspended /biː səˈspendɪd/ być zawieszonym w prawach ucznia
break /breɪk/ przerwa
break up for the holidays /breɪk ˌʌp fə ðə ˈhɒlədeɪz/ rozpocząć wakacje
bully sb /ˈbʊli sʌmbədi/ znęcać się nad kimś
bullying /ˈbʊliɪŋ/ prześladowanie, znęcanie
classmate /ˈklɑːsmeɪt/ kolega/koleżanka z klasy
compulsory /kəmˈpʌlsəri/ obowiązkowy
copy homework /ˌkɒpi ˈhəʊmwɜːk/ spisywać pracę domową
drop out of a course /ˌdrɒp ˌaʊt əv ə ˈkɔːs/ przestać chodzić na kurs
drop out of school /ˌdrɒp ˌaʊt əv ˈskuːl/ przestać chodzić do szkoły
fall behind /ˌfɔːl bɪˈhaɪnd/ zostawać w tyle, mieć zaległości
fit in /ˌfɪt ˈɪn/ dopasować się, dostosować się
graduate /ˈgrædʒuət/ absolwent/absolwentka
graduate from a university /ˌgrædʒueɪt frəm ə juːnɪˈvɜːsəti/ kończyć uniwersytet
hand in /ˌhænd ˈɪn/ oddawać
head teacher /ˌhed ˈtiːtʃə(r)/ dyrektor/dyrektorka szkoły
jog sb's memory /ˌdʒɒg ˌsʌmbədiz ˈmeməri/ odświeżyć komuś pamięć
leave school /ˌliːv ˈskuːl/ ukończyć szkołę
optional /ˈɒpʃənl/ nieobowiązkowy
parents' evening /ˈpeərənts iːvnɪŋ/ wywiadówka
play truant /ˌpleɪ ˈtruːənt/ chodzić na wagary
pupil /ˈpjuːpl/ uczeń/uczennica
put up your hand /ˌpʊt ˌʌp jə(r) ˈhænd/ podnieść rękę
schoolmate /ˈskuːlmeɪt/ kolega/koleżanka ze szkoły
set books /ˌset ˈbʊks/ lektury
skip a class /ˌskɪp ə ˈklɑːs/ opuszczać lekcję
student /ˈstjuːdnt/ uczeń/uczennica
summer term /ˈsʌmə tɜːm/ semestr letni
take a gap year /ˌteɪk ə ˈgæp jɪə(r)/ zrobić sobie rok przerwy w nauce
term /tɜːm/ semestr
uniform /ˈjuːnɪfɔːm/ mundurek szkolny
winter term /ˈwɪntə tɜːm/ semestr zimowy

26.6 Studia wyższe

Bachelor of Arts/BA /ˌbætʃələ(r) əv ˈɑːts/ /ˌbiː ˈeɪ/ licencjat w dziedzinie nauk humanistycznych
Bachelor of Science/BSc /ˌbætʃələ(r) əv ˈsaɪəns/ /ˌbiː es ˈsiː/ licencjat w dziedzinie nauk ścisłych
degree /dɪˈgriː/ stopień naukowy
diploma /dɪˈpləʊmə/ dyplom
get a degree /ˌget ə dɪˈgriː/ zdobyć stopień naukowy
get into university /get ɪntu ˌjuːnɪˈvɜːsəti/ dostać się na uczelnię
Master of Arts/MA /ˌmɑːstə(r) əv ˈɑːts/ /ˌem ˈeɪ/ magister nauk humanistycznych
Master of Science/MSc /ˌmɑːstə(r) əv ˈsaɪəns/ /ˌem es ˈsiː/ magister nauk ścisłych
pay tuition fees /ˌpeɪ tjuˈɪʃn fiːz/ płacić czesne
PhD /ˌpiː eɪtʃ ˈdiː/ doktor (stopień naukowy)
professor /prəˈfesə(r)/ profesor
scholarship /ˈskɒləʃɪp/ stypendium
uni /ˈjuːni/ uniwerek
university /juːnɪˈvɜːsəti/ universytet
university education /ˌjuːnɪˈvɜːsəti ˌedʒuˈkeɪʃn/ wykształcenie wyższe
university student /ˌjuːnɪˈvɜːsəti stjuːdnt/ student/studentka uniwersytetu

26.7 System oświaty

boarding school /ˈbɔːdɪŋ skuːl/ szkoła z internatem
coeducational school /ˌkəʊedʒuˈkeɪʃənl skuːl/ szkoła koedukacyjna
college /ˈkɒlɪdʒ/ szkoła wyższa, kolegium
comprehensive school /ˌkɒmprɪˈhensɪv skuːl/ brytyjska państwowa szkoła średnia przyjmująca uczniów bez względu na wyniki w nauce
education /ˌedʒuˈkeɪʃn/ wykształcenie
entrance exam /ˈentrəns ɪgzæm/ egzamin wstępny
grammar school /ˈgræmə skuːl/ brytyjska państwowa szkoła średnia z egzaminami wstępnymi
home schooling /ˌhəʊm ˈskuːlɪŋ/ edukacja domowa
independent school /ˌɪndɪpendənt ˈskuːl/ szkoła prywatna
language school /ˈlæŋgwɪdʒ skuːl/ szkoła językowa

How to learn vocabulary

- Ask students to choose ten words or phrases from the wordlist that they find interesting or have difficulty learning.
- They work in pairs and swap their words with their partner, who has to define the words in English as best they can.
- Students check their answers in pairs and then make sentences with the words.

Brainpower

- On the board write: *biology*, *college*, *history*, *literature*. Have students find the odd word out and explain why (*college* – it's the only one that is not a school subject).
- Have students make their own odd word out items for their partner.

Sprawdź się!

Optional activity
Give students a few minutes to recall vocabulary they have had difficulty with and make sentences with it to share with the class.

mixed school /ˈmɪkst skuːl/ szkoła koedukacyjna
mock exam /ˈmɒk ɪgzæm/ egzamin próbny
nursery school /ˈnɜːsəri skuːl/ przedszkole
primary school /ˈpraɪməri skuːl/ szkoła podstawowa
private school /ˌpraɪvət ˈskuːl/ szkoła prywatna
secondary school /ˈsekəndri skuːl/ szkoła średnia
single-sex school /ˌsɪŋgl ˈseks skuːl/ szkoła tylko dla chłopców lub dziewcząt
take an exam /ˌteɪk ən ɪgˈzæm/ przystępować do egzaminu
vocational school /vəʊˈkeɪʃənl skuːl/ szkoła zawodowa

26.8 Nauka przez całe życie

develop new skills /dɪˌveləp njuː ˈskɪlz/ rozwijać nowe umiejętności
do a vocational course /ˌduː(w) ə vəʊˈkeɪʃənl ˌkɔːs/ odbywać szkolenie zawodowe
gain knowledge /ˌgeɪn ˈnɒlɪdʒ/ zdobywać wiedzę
learn new skills /ˌlɜːn njuː ˈskɪlz/ uczyć się nowych umiejętności
motivation /ˌməʊtɪˈveɪʃn/ motywacja
personal goals /ˌpɜːsənl ˈgəʊlz/ osobiste cele
personal satisfaction /ˌpɜːsənl sætɪsˈfækʃn/ osobista satysfakcja
self-motivated /ˌself ˈməʊtɪveɪtɪd/ mający silną motywację wewnętrzną

26.9 Przybory szkolne

compasses /ˈkʌmpəsɪz/ cyrkiel
coursebook /ˈkɔːsbʊk/ podręcznik
highlighter /ˈhaɪlaɪtə(r)/ zakreślacz
marker /ˈmɑːkə(r)/ marker
notebook /ˈnəʊtbʊk/ zeszyt
PE kit /ˌpiː ˈiː kɪt/ strój na WF
pencil case /ˈpensəl keɪs/ piórnik
register /ˈredʒɪstə(r)/ dziennik
ruler /ˈruːlə/ linijka
schoolbag /ˈskuːlbæg/ tornister
textbook /ˈtekstbʊk/ podręcznik
whiteboard /ˈwaɪtbɔːd/ tablica

26.10 Oceny szkolne

certificate /səˈtɪfɪkət/ świadectwo
cheat in a test /ˌtʃiːt ɪn ə ˈtest/ ściągać na teście
do badly in a test /ˌduː ˈbædli ɪn ə ˈtest/ źle napisać sprawdzian
do well in a test /ˌduː ˈwel ɪn ə ˈtest/ dobrze napisać sprawdzian
fail a test /ˌfeɪl ə ˈtest/ nie zdać testu
get a grade/mark /ˌget ə ˈgreɪd/ /ˌget ə ˈ mɑːk/ dostawać ocenę
give a grade/mark /ˌgɪv ə ˈgreɪd/ /ˌgɪv ə ˈmɑːk/ stawiać ocenę
grade/mark /greɪd/ /mɑːk/ ocena
pass a test /ˌpɑːs ə ˈtest/ zdać test
prepare for a test /prɪˌpeə fə(r) ə ˈtest/ przygotowywać się do sprawdzianu
report /rɪˈpɔːt/ świadectwo
retake a test /riːˌteɪk ə ˈtest/ pisać ponownie sprawdzian
school certificate /ˌskuːl səˈtɪfɪkət/ świadectwo szkolne
school report /ˈskuːl rɪpɔːt/ świadectwo szkolne
take a test /ˌteɪk ə ˈtest/ napisać test

26.11 Przydatne zwroty

do a degree in sth /ˌduː ə dɪˈgriː ɪn sʌmθɪŋ/ studiować coś
do a language course /ˌduː ə ˈlæŋgwɪdʒ kɔːs/ chodzić na kurs językowy
do a project on sth /ˌduː ə ˈprɒdʒekt ɒn sʌmθɪŋ/ przygotowywać projekt na jakiś temat
take a break /ˌteɪk ə ˈbreɪk/ robić sobie przerwę
take a gap year /ˌteɪk ə ˈgæp jɪə(r)/ robić rok przerwy w nauce
take a test /ˌteɪk ə ˈtest/ pisać sprawdzian

26.12 Wordpower s. 37

broaden your mind /ˌbrɔːdn jɔː ˈmaɪnd/ poszerzać horyzonty
focus on sth /ˈfəʊkəs ɒn sʌmθɪŋ/ skupić się na czymś
get involved /ˌget ɪnˈvɒlvd/ zaangażować się w coś
get it /ˈget ɪt/ zrozumieć, załapać
top of the class /ˌtɒp əv ðə ˈklɑːs/ najlepszy w klasie

26.13 Wordpower s. 39

astonished /əˈstɒnɪʃt/ zdumiony
astonishing /əˈstɒnɪʃɪŋ/ zadziwiający
bored /bɔːd/ znudzony
boring /ˈbɔːrɪŋ/ nudny
confused /kənˈfjuːzd/ zdezorientowany
confusing /kənˈfjuːzɪŋ/ niejasny, mylący
frightened /ˈfraɪtnd/ przerażony
frightening /ˈfraɪtnɪŋ/ przerażający
worried /ˈwʌrɪd/ zmartwiony
worrying /ˈwʌrɪŋ/ niepokojący

26.14 Czasowniki złożone ze *stay*

stay away from /ˌsteɪ əˈweɪ frəm/ trzymać się z daleka od
stay behind /ˌsteɪ bɪˈhaɪnd/ zostać (np. po lekjach w szkole)
stay in /ˌsteɪ ˈɪn/ zostać w domu
stay out /ˌsteɪ ˈaʊt/ przebywać na zewnątrz
stay over /ˌsteɪ ˈəʊvə(r)/ przenocować (u kogoś)
stay up /ˌsteɪ ˈʌp/ nie kłaść się do łóżka, nie spać

BRAINPOWER

Łatwiej będzie ci odtworzyć w pamięci treść swoich notatek, jeśli wykorzystasz elementy tzw. *sketchnotingu*. Na pewno zdarzyło ci się słuchać wykładu nauczyciela i jednocześnie „bazgrać" coś w zeszycie. Rysowanie stymuluje naszą wyobraźnię i poprawia koncentrację. Zapisując nowe słowa, staraj się świadomie zaangażować obszar myślenia wizualnego, poprzez stosowanie różnych czcionek, kolorów oraz prostych obrazków i symboli.

Sprawdź się!

1 W każdym zdaniu wskaż właściwe uzupełnienie.

1 My last class today is *IT* / *PE* with the football coach.
2 Jared has had a fight with his *classmate* / *colleague* and now his parents have to come and see the *director* / *head teacher*.
3 Let's leave our bags in our *lockers* / *breaks* and go and have lunch.
4 Open your *textbook* / *notebook* on page 37 and look at exercise 1, please.
5 The windows were small and had no *curtains* / *tenants*.
6 She's really *into* / *on* solving puzzles.
7 Jack *inspired* / *admired* me to become a lawyer.
8 The house is not for *rent* / *sale* anymore. I think someone has bought it.
9 Jim didn't like going to *nursery* / *boarding* school when he was two years old, but now he enjoys it.
10 The lessons haven't started yet, so you'll probably find Mr Jackson in the *staffroom* / *office*.

Wymowa

1 027 Wysłuchaj nagrania i wskaż właściwy wyraz. Czym różni się wymowa słów w każdej parze?

1 Children should **slip** / **sleep** at least ten hours a day.
2 Tell me a **beat** / **bit** more about your family, please.
3 Miss, can I **leave** / **live** early today?
4 Sam doesn't **fit** / **feet** in at his new school.

2 028 Wysłuchaj nagrania i zapisz podane pary słów.

3 029 Wysłuchaj nagrania i powtórz poniższe zdania.

1 Fish and chips, please.
2 It is the silliest comedy I have ever seen.
3 I need a cup of weak tea.
4 Can you see the sheep on the hill?
5 I don't feel like filling in the form.

Wymowa Exercise 2

1	ship	sheep
2	fill	feel
3	sin	seen
4	hill	heel
5	hit	heat
6	chip	cheap

Wymowa

Exercise 1 027

Audio script page 250

• Ask students to work in pairs and make sentences with the incorrect options. Selected pairs share their ideas with the class.

Exercise 2 028

Audio script page 250

Exercise 3 029

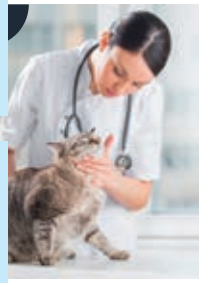
Audio script page 251

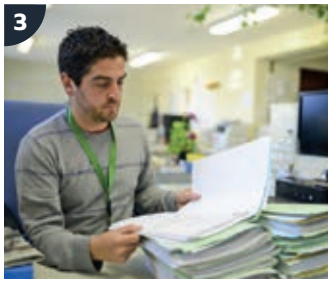
Optional activity

Have students find more pairs of words containing short and long vowel sounds. First they practice them with their partner, then they write example sentences. They change pairs and read their sentences to their new partner for them to write the sentences down.

4 Praca

Materials
Classroom presentation tool
Class audio, track 030
Online practice
Short test





Słownictwo

Zawody, czynności i obowiązki

1 **Pracujcie w parach. Przyjrzyjcie się zdjęciom i odpowiedzcie na poniższe pytania.**

1 What jobs are shown in the photographs?
2 What do they involve doing?
3 Would you like to do any of these jobs in the future? Why? / Why not?

2 **Przeczytaj definicje i podaj odpowiednie nazwy zawodów. Użyj podanych przyrostków. Następnie do każdej kategorii dodaj co najmniej jeden zawód.**

-er
1 somebody who works for the army
2 somebody who gives someone a haircut
3 somebody who builds structures
4 somebody who receives and pays out money in a shop
5 somebody who makes things out of wood

-or
6 somebody who teaches other people how to drive
7 somebody who translates one language into another
8 somebody who takes part in films, TV programmes and performs in theatres

-ist
9 somebody who works at a reception desk and welcomes people
10 somebody who writes articles in magazines or newspapers

-ian
11 somebody who plays a musical instrument
12 somebody who works in politics

other jobs
13 somebody who performs medical operations and does surgery
14 somebody who represents a company and travels around an area selling its products
15 somebody who repairs cars
16 somebody who delivers things to your house

3 **Wybierz poprawne uzupełnienia zdań.**

1 An architect *designs buildings* / *repairs cars*.
2 A *web designer* / *computer programmer* develops software and computer games.
3 Factory workers often work on a(n) *assembly* / *construction* line.
4 *Writers* / *Scientists* usually work in a lab and do experiments.
5 A *farmer* / *firefighter* normally grows fruit and vegetables.
6 *Housekeepers* / *Social workers* often help people in need.
7 Waiters and waitresses *serve* / *deal* customers in restaurants.
8 A barber *takes orders* / *gives men haircuts*.

4 **Dopasuj wyrażenia z ramki do odpowiednich nagłówków.**

check stock clear tables do volunteer work
feed animals grow vegetables help people in need
operate a till pick fruit prepare meals
price goods serve food and drinks take orders

Working for a charity	
Working on a farm	
Working in a restaurant	
Working in a shop	

Świat pracy

5 **Dopasuj przymiotniki do właściwych definicji.**

badly paid full-time manual part-time
permanent temporary well-paid

1 when you do less than the usual hours of a working week
2 when you do all of the usual hours of a working week
3 a job that involves using your hands
4 a job where you earn lots of money
5 a job where you earn little money
6 lasting for a short time
7 lasting for a long time

Exercise 1
1 vet
2 firefighter
3 office worker
4 teacher / lecturer / tutor

Exercise 2
1 soldier
2 hairdresser
3 construction worker / builder
4 cashier
5 carpenter
6 driving instructor
7 translator
8 actor
9 receptionist
10 journalist
11 musician
12 politician
13 surgeon
14 salesperson / sales representative
15 car mechanic
16 delivery person

Suggested extra answers:
-er: photographer
-or: interior decorator
-ist: dentist
-ian: mathematician
other jobs: vet

Exercise 4
Working for a charity: do volunteer work, help people in need
Working on a farm: feed animals, grow vegetables, pick fruit
Working in a restaurant: clear tables, operate a till, prepare meals, serve food and drinks, take orders
Working in a shop: check stock, operate a till, price goods

Exercise 5
1 part-time
2 full-time
3 manual
4 well-paid
5 badly paid
6 temporary
7 permanent

Warm up
• Ask students to say what job they would like to do if they could do any job in the world, even if they don't think they have the qualifications for it.

Exercise 3

Optional activity
Students work in pairs to say why the alternative options were incorrect and make sentences with them.

Exercise 4

Optional activity
Place students in pairs and ask them to add more phrases to the table. They then discuss their meanings. Write their ideas on the board.

Exercise 5
• Ask students if they would like to do a part-time job in the future while studying at university. Ask what benefits they think a part-time job has, but also to say what problems they might come up against.

6 **Uzupełnij zdania wyrazami z ramki.**

boss colleague duties position quit
salary self-employed wages

1 On average, a doctor's _____ is £50,000 a year.
2 Derek shares an office with a _____ who is 30 years older than him.
3 A waiter's _____ are usually £200 a week.
4 A shop assistant's _____ include serving customers and operating the till.
5 You'll have to ask the _____ first if you want to take a day off.
6 If I hated my job, I would definitely _____.
7 Peter is _____. He runs a small coffee shop.
8 I would like to apply for the _____ of sales manager.

Wybór zawodu i poszukiwanie pracy

7 **Przeczytaj wskazówki dotyczące poszukiwania pracy i ułóż je w chronologicznej kolejności. Następnie uzupełnij zdania wyrazami i wyrażeniami z ramki.**

accept application form contract
covering letter curriculum vitae (CV) experience
interview offered qualifications referees

How to Find a Job

A Wait to hear from the company to find out if they want you to come for an [1]_____. Then start preparing for it.

B Complete your [2]_____. This is the document that includes all your personal information, [3]_____ (e.g. diplomas, degrees, etc.) and previous work [4]_____. It should also include the contact details of two people that know you well at work or personally. These are your [5]_____.

C When you are [6]_____ a job, decide carefully if you want to [7]_____ it. Then sign the [8]_____.

D Look at job adverts on the Internet and find a job that you are interested in. Download the [9]_____, if there is one. Then send it off with a [10]_____ which will explain briefly who you are, where you saw the advert and why you want to apply for the job.

8 **030** **Wysłuchaj nagrania i sprawdź odpowiedzi z ćwiczenia 7.**

Miejsce pracy

9 **Wybierz poprawne odpowiedzi. Dlaczego pozostałe nie są poprawne?**

1 You might be able to work remotely if you work in
(A) an office.
B a factory.
C a warehouse.
2 You work in retail if you work
A in a garage.
B on a building site.
(C) in a department store.
3 You spend all day talking on the phone if you work in a
A library.
B fitness centre.
(C) call centre.
4 You design rooms and choose furniture if you are
A an architect.
B a tailor.
(C) an interior designer.

10 **Pracujcie w parach. Jedno z was wybiera jakiś zawód i opisuje go, tak aby druga osoba z pary odgadła, o jakie zajęcie chodzi. Następnie zamieńcie się rolami.**

It's a job that involves working with people.
It isn't a very well-paid job, but it's important.

Warunki pracy i zatrudnienia

11 **W każdym zdaniu wskaż właściwe uzupełnienie.**

1 Would you like to *work* / (*have*) / *do* a career in the media?
2 My sister (*is*) / *gets* / *had* on sick leave at the moment.
3 I often (*do*) / *make* / *take* overtime at weekends.
4 Joe's leaving because he didn't (*get*) / *make* / *take* a pay rise.
5 Doctors often *take* / *get* / (*work*) very long hours.
6 Teresa (*works*) / *makes* / *has* shifts.
7 Who's (*in*) / *on* / *at* charge of the sales department?
8 Susan is doing very well in her job, so she hopes to (*get*) / *become* / *make* promoted.
9 You can't (*make*) / *do* / *have* a living when you are doing an unpaid internship.
10 All companies are required to give you an employment *paper* / (*contract*) / *document* when you work for them.

Exercise 6
1 salary
2 colleague
3 wages
4 duties
5 boss
6 quit
7 self-employed
8 position

Exercise 7
1 interview
2 curriculum vitae (CV)
3 qualifications
4 experience
5 referees
6 offered
7 accept
8 contract
9 application form
10 covering letter

Exercise 6
• Before completing the exercise, refer students to the word box. Explain that you will define a word from the box for them to say which word it is.

Exercise 7
• With books closed, ask students to say as many words as they can that are related to finding and looking for a job. Then open books and have them check if their words are in the box.

Optional activity
Ask students if they have any other tips for finding a job that they can add to the text.

Exercise 8 **030**
Audio script page 251

Exercise 9

Optional activity
Go through each option and have students say as many words as they can for each job/workplace within 30 seconds.

Exercise 11
• After students have worked in pairs to complete the exercise, ask them to share their answers with the class.

Exercise 13
1 fired
2 retired
3 laid
4 unemployed
5 strike
6 out
7 quit
8 flexible

Exercise 15
1 career(s)
2 location
3 advance
4 productivity
5 upward
6 working

POWERUP

12 Wybierz poprawne uzupełnienia zdań.

1 When you finish work you need to *clock out* / *go offline* to show that you have finished.
2 He gets the train to work every day, but he can claim *travel expenses* / *commission* so he gets the money back.
3 She's only been here for a few weeks but she's a good *management* / *boss*.
4 *Age discrimination* / *Retirement* is when you have reached the end of your working life.
5 I suggest you join a *trade union* / *payroll* – they could help if you get into a dispute with management.
6 The customer was very pleased with the meal and left a substantial *perk* / *tip*.

Brak pracy

13 Uzupełnij zdania właściwymi wyrazami.

1 Megan was **f**_____ by her boss because she stole from the company.
2 My grandfather is 65. He **r**_____ from work last year.
3 The company has closed the factory and **l**_____ off fifty people this year.
4 Sarah has been **u**_____ for six months. She just can't find a job.
5 The train drivers are going on **s**_____ because they want a bigger pay rise.
6 I hate being **o**_____ of work. I would really like to find a job.
7 I **q**_____ my job because there weren't any career prospects or development opportunities.
8 The hours at my previous job weren't **f**_____ and I always had to work the night shift.

14 Odpowiedzcie w parach na poniższe pytania.

1 What's your ideal job? Why would you like to do this job?
2 What do you think is the best way to look for a job?
3 What's more important: qualifications or experience? Why?
4 Would you like to be self-employed? Why? / Why not?
5 What's more important in a job: money or job satisfaction?
6 Tell us about a situation when you were in charge of something.

POWERUP

Mobilność zawodowa

15 Uzupełnij tekst wyrazami z ramki.

advance career location productivity upward working



Changing Roles

How regularly does an individual switch jobs, and does changing your position in a company or leaving one company for another have a positive or negative effect on the economy at large?

According to recent studies, around nine to ten per cent of workers take their [1]_____ in a new direction every year. There are a range of different reasons why they may want to do so. Workers might want to change their [2]_____ so they live closer to loved ones or family. It could be that someone wants to work less or to try their hand at something completely different to what they've been doing so far. Finally, an individual might simply want to [3]_____ their career and get a higher salary, which, understandably, is probably the most common reason behind a decision to look for a new position. Furthermore, companies themselves also drive change when they require new roles to improve both teamwork and [4]_____.

Economists generally think that high [5]_____ job mobility is positive for an economy because the most capable people get the best positions as well as getting the highest wages. However, job mobility in most of the world's economies is in reality quite low. Bear in mind that those from [6]_____ class backgrounds often just can't afford to move to a different city to change their job.



Exercise 12

Mixed ability
Less confident students can refer to their wordlists to complete the exercise.
Have more confident students define each answer option as best they can.

Exercise 14
• Tell students to listen carefully to their partner and note any grammar or vocabulary errors they may make. Then have them point out the mistakes to their partner and correct them together.

Exercise 15
• Ask students to read through the text first, ignoring the gaps, and raise any unknown words. Explain these before they complete the exercise.

Optional activity
Have a class discussion on people that students might know who have changed careers, moved away from home to find better careers, and people who have been very successful. Ask students if they think changing careers is a good thing or not.

Rozumienie ze słuchu

Tekst z lukami

1 **Przeczytaj podane informacje. Czy chciałbyś/chciałabyś wziąć udział w takim wydarzeniu?**

At careers fairs students can find out more about jobs that they may be interested in doing in the future, as well as what careers advisers can do to help them get a job. They can also meet employers and find out about summer jobs and internships.

2 **Przeczytaj wskazówkę i popatrz na tabelę w ćwiczeniu 3. Dopasuj rodzaje wyrażeń (A–D) do odpowiednich luk (1–4) w zadaniu.**

Zanim wysłuchasz nagrania, przeczytaj dokładnie informacje podane w tekście, który masz uzupełnić. Postaraj się odgadnąć, jakiego rodzaju wyrażeń należy użyć, aby uzupełnić poszczególne luki – pomoże ci to znaleźć odpowiednie informacje w nagraniu.

A a time
B a place
C a type of document
D a type of work

3 031 **Usłyszysz dwukrotnie wypowiedź doradcy do spraw kariery zawodowej. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w tabeli, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.**

Who?	What?	Where?	When?
Gemma *(careers adviser)*	*Applying for jobs* • Things to put on your CV • Job adverts • Advice on writing 1 _____	Main hall	10.00 a.m. – noon
Tom *(self-employed businessman)*	*Getting work experience* • Tom's experience of 2 _____ in an animal rescue centre • Finding summer jobs	Room 101	12.30 p.m. – 3 _____
Melissa *(company owner)*	*Start Small, Think Big* • Doing internships • Getting a diploma or degree while working	4 _____	2.00 p.m. – 3.45 p.m.

4 **Odpowiedzcie w parach na poniższe pytania.**

1 Which part of the careers day do you think sounds particularly useful? Why?
2 What other talks do you think would be useful? Why?

WORDPOWER

5 **Uzupełnij zdania wyrazami z ramki.**

agenda apprenticeship benefits own trustworthy

1 I'd give Marcus the keys to open the café, but I'm not sure if he's _____.
2 Many people go to university, but I decided to do an _____ with a local building company as it was more practical.
3 The people who _____ the house say that they don't want to sell it.
4 Despite the pay, the job has great _____ such as forty-five days of annual leave and a regular bonus.
5 If you have any points to raise at the meeting, please add them to the _____.

POWERUP

Zdania z lukami

6 032 **Usłyszysz dwukrotnie wypowiedź na temat pewnego podcastu. Na podstawie informacji zawartych w nagraniu uzupełnij luki w zdaniach 1–5, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.**

1 When the speaker made a mistake in one of her first jobs, _____ helped her out.
2 The speaker found _____ particularly satisfying.
3 The speaker explains that she can't try out being a surgeon or a social worker because _____.
4 The speaker says that she has been _____ since working in a toy factory.
5 In the future, the speaker wants to work with _____ people as a life coach.

Materials
Classroom presentation tool
Class audio, tracks 031–032
Online practice

Exercise 2
1 C 2 D 3 A 4 B

Exercise 3
1 the perfect covering letter
2 volunteering / volunteer work
3 1.30 p.m.
4 Computer lab

Exercise 5
1 trustworthy
2 apprenticeship
3 own
4 benefits
5 agenda

Exercise 6
Suggested answers:
1 a colleague / another trainee
2 delivering parcels / working as a delivery driver
3 these jobs can't be learned quickly
4 more productive
5 unemployed

Warm up
• Ask students what type of things they would like to know when deciding on a career.

Exercise 3 031
Audio script page 251
• Before students complete the exercise, ask for as many words as they can think of for a place, a type of document and a type of work.

Optional activity
Ask students which of the three careers advice people they would like to talk to, and why.

Exercise 4
• Students work in small groups to exchange ideas and then share answers with the class.

Exercise 6 032
Audio script page 251

Mixed ability
Give less confident students a few minutes to read through the questions before playing the audio. Ask them to try to predict what information is missing from each sentence.
Ask more confident students what they found interesting about the podcast.

4 Rozumienie tekstów pisanych

Materials
Classroom presentation tool

Dobieranie zdań do części tekstu / Tekst z lukami



1 **Odpowiedzcie w parach na poniższe pytania.**

1 Would you like to work at a music festival? Why? / Why not?
2 What kinds of jobs do people do there?
3 What do you think the living arrangements are for the staff?

2 **Przeczytaj wskazówkę, a następnie zdania (1–3) z ćwiczenia 3 i dopasuj je do testowanych w nich umiejętności (A–C).**

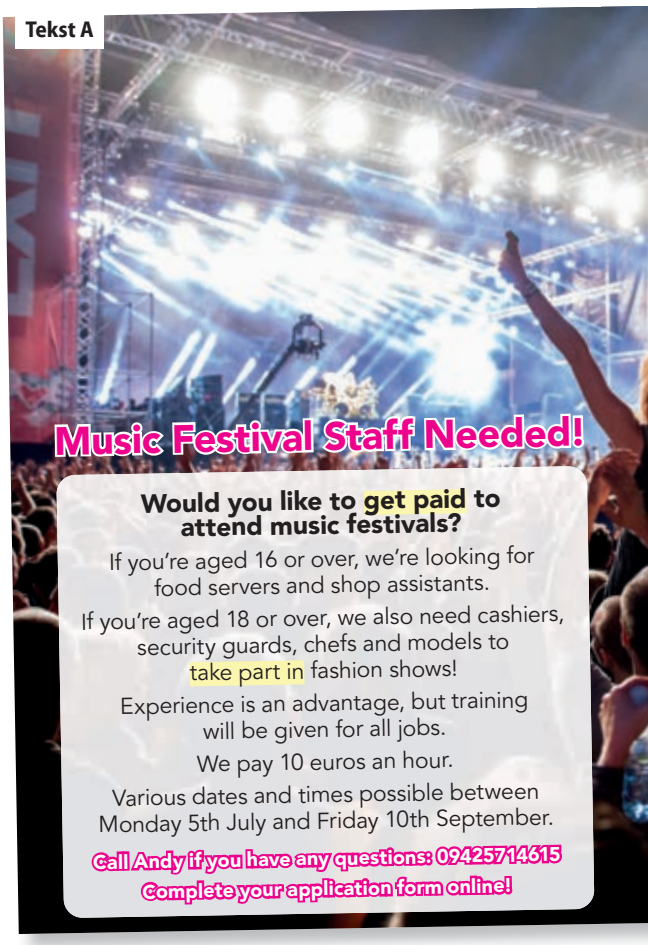
To zadanie składa się z dwóch części. Część pierwsza polega na dopasowaniu zdań do tekstów. Każde z podanych w niej zdań może sprawdzać inną umiejętność, np. określanie intencji autora, głównej myśli tekstu lub wyciąganie wniosków. Przeczytaj uważnie podane zdania, aby dowiedzieć się, jakie informacje należy znaleźć w tekstach.

A określanie głównej myśli tekstu 3
B określanie intencji autora 1
C odróżnianie faktów od opinii 2

3 **Przeczytaj cztery teksty (A–D) związane z pracą podczas letniego festiwalu muzycznego oraz zdania 1–3. Dopasuj do każdego zdania właściwy tekst (A–D). Jeden tekst nie pasuje do żadnego zdania.**

1 In this text, the author encourages a friend to apply for a job. D
2 In this text, the author gives their opinion on the salary. C
3 This text mentions job opportunities for different groups of people. A

Tekst A



Tekst B

Send

Hi Eva,

Thanks for sending me the job advert. I called Andy to talk about the opportunities. As I'm only seventeen, there aren't many jobs I can do, but they're looking for a lot of people to work on food stalls.

They give training but they prefer it if you've done this kind of work before. I've helped out in my father's bookstore, but I haven't served food and drink. I don't think it's very difficult, though. I'm sure everyone can do it!

Andy said that employees have to work at three or more festivals over the summer. I would really love to work at the Green Man Festival! The pay is 10 euros an hour whatever job you do there. You also get a ticket for the whole festival and as much free food as you want in the staff café.

The closing date is 6th June so I need to hurry up. Let me know what you think!

Ilona

Warm up
• Ask students what they think goes on behind the scenes at music festivals, from the moment the idea for a festival surfaces until the day of the festival itself.

Exercise 1
• Students work in small groups to complete the exercise and then share ideas with the class.

Exercise 3
• Before students do the task, ask them to go through the texts and look for all the places where salary is mentioned, and then decide which ones are facts and which ones are opinions.

Exam tip
Tell students to read the items first so they know what information they are looking for in the texts.

Optional activity
Have students test each other on the texts by asking true or false questions, e.g. Text A: *You must have experience.* (False, it's an advantage but not necessary). Text D: *Ben says you get paid 12 euros an hour.* (False. Ben says you get paid 10 euros an hour.)

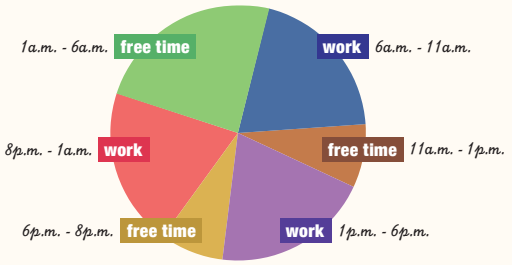
Tekst C

MUSIC *Festival* Work

Last summer, I worked for a company that provides staff for music festivals. People think it's a great way to go to a music festival for free, but what's it really like? Well, I worked for six weeks and you can't always work the hours you'd like, but you do have plenty of time to see bands and enjoy yourself. You get ten euros an hour, which is pretty good for this type of work, I think. However, you may get a different job than the one you've applied for so it's good to be flexible. Whatever happens, it's great experience to put on your CV and you'll make lots of new friends!

My job: working in a café

NOTE: Everyone works shifts with the same amount of time off in between, but not everyone starts at the same time.



Tekst D

BEN: Have you seen the advert for music festival work? You get paid 10 euros an hour.

EVA: Right, but I read that you have to start work at 6 a.m.

BEN: Really? I've heard you didn't start until 10 a.m. Anyway, it's probably better to start early so you can get work out of the way and see more bands in the evening.

EVA: I don't mind having an early start, but I haven't got experience so I don't know if I should send them my CV.

BEN: You definitely should! It's more important to be communicative and sociable. They'll train you if they think you can do the job.

EVA: I guess you're right. Hopefully, see you at a music festival!

4 **Przeczytaj wiadomość od Ewy do jej koleżanki. Uzupełnij luki 1–4 zgodnie z treścią tekstów (A–D), tak aby jak najbardziej precyzyjnie oddać ich sens. Luki należy uzupełnić w języku angielskim.**

Dear Maria,

I've decided to apply for work at music festivals. It sounds really good because you get paid 10 euros an hour. You also get a free [1]_____ as well as free food.

They're looking for people to work as shop assistants, food servers and even models for a fashion show. However, I can only do two of these jobs because I'm not [2]_____ yet.

I'm most interested in being a waitress, but the company chooses what they want you to do. You don't get to choose the hours you work either, but you get a break after working for [3]_____. I don't have any work experience, but if I get the job, they'll give me training. I need to apply by [4]_____ so wish me luck!

Ewa

WORDPOWER

Wyrażenia związane z pracą

5 **Wyrazy wyróżnione w tekstach A–D dopasuj do poniższych definicji (1–7).**

1 to finish a job in order to do something else
2 start your work early
3 receive the salary or wages
4 be able to adapt to a new situation
5 a period of time when you don't work
6 to be involved in something
7 the amount of money you can earn

6 **Zastąp podkreślone fragmenty zdań wybranymi wyrazami lub wyrażeniami z ćwiczenia 5.**

1 I always do my homework when I come home so I can do other things afterwards.
2 I don't mind what we do. I will do whatever you like!
3 I can't go out tonight because I need to start work early tomorrow.
4 I was involved in the film that students made last week.
5 I wish I had more time when I didn't have to work last week – I wanted to watch the tennis match!
6 I love working at the café, but the salary is rubbish.
7 I'm looking forward to receiving my salary on Friday. I'd like to go shopping for new clothes!

Exercise 4
Suggested answers:
1 festival ticket
2 eighteen/18
3 five hours
4 6th June

Exercise 5
1 get work out of the way
2 having an early start
3 get paid
4 be flexible
5 time off
6 take part in
7 the pay

Exercise 6
1 get my homework out of the way
2 am flexible
3 have an early start
4 took part in
5 time off
6 the pay
7 getting paid

Exercise 4

Differentiation
Students work in pairs and decide what type of word is missing e.g. noun, verb, etc. If it is a verb, remind students to be careful that the tense fits the text.

Exercise 5
• After checking the answers, ask students to make their own sentences containing the key vocabulary. Selected students share their sentences with the class.

Exercise 6

Optional activity
Students work in pairs to make mini dialogues with the underlined expressions. They then role-play them in front of the class.

After Exercise 6

Optional activity
Place students in groups. Tell them to imagine they are interested in taking a job at the music festival. Ask them to write an email to the organizers, asking them a few questions about the jobs available. Students present their work to the class.

4 Rozumienie tekstów pisanych

POWERUP

Wybór wielokrotny

7 **Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu: A, B, C albo D.**

1 How does the main character feel in the first paragraph?

A reckless
B complacent
C adventurous
D determined

2 Which of the following is not a concern for Ben when he starts working from home?

A It may be a way for his boss to get rid of him.
B He could find it difficult to stay informed of what is happening at work.
C He may miss the support of his colleagues.
D There will be fewer opportunities for career development.

3 For Ben, which of the following happens last every day?

A finishing his coffee
B opening up his computer
C doing fitness on the beach
D making contact with work

4 Ben panics the most at the thought of

A dealing with IT repairs in a foreign country.
B having to use conventional work methods.
C getting his work in by a certain time.
D having to rewrite much of his work.



DIGITAL NOMAD

The smooth white tablecloth in the foreground against the blue and turquoise of the sea made Ben smile. His table was in the restaurant, but on the very edge of the harbour wall, right next to the water. If he stood on his chair, he could dive into the sea. That wasn't in his schedule, though. Instead he was savouring a perfectly made coffee before he started work. Yes, this was his office for the day. He had his laptop, good Wi-Fi and a steady supply of drinks and food brought to him by Stefanos, his favourite waiter. The life of a digital nomad, thought Ben, certainly beats office life in London.

Ben thought back to the daily commute and pitied his colleagues. They'd probably be struggling through the rain to get to work right now. Later they'd be gathered round the coffee machine, damp and miserable, moaning about the weather.

Ben had started to sever his ties with the office when he'd been given the chance to work from home. As a writer and translator, Ben's boss didn't understand why he needed to come into the office at all. At first, Ben had been reluctant. He'd go into work, suspicious of his boss's motives; there'd been rumours the company wanted to lay people off. Maybe he'd be overlooked for promotion? Ben thought his physical presence at the workplace offered some sort of protection. It also meant he could keep up to date with everything. But these visits dwindled and soon Ben realized that his home office wasn't the only place he could work from. The world was his oyster.

Ben spun the globe a few times before he decided on Greece. He had fond memories of holidays there and predicted it was a place where he'd be guaranteed white sandy beaches and blue skies. He wasn't wrong.

Ben drank the last of his coffee. This was his signal to start work, so he flipped open his laptop. This short routine fitted easily between his early-morning jog along the sand and his catch-up call to the office. It was the same every day; his way of inserting a timetable into paradise.

He lightly pressed the *on* button. The machine was strangely silent. He pushed the button again. Still nothing happened. And again. It didn't take long for his calm to crumble and be replaced by panic. He ran into the restaurant looking for Stefanos. Together, they tried everything to breathe life into the machine. All Ben's work was on there and now he couldn't get to it. Stefanos had a trustworthy friend who was good with computers somewhere in a nearby village, but he was away on holiday at the moment. Ben suddenly felt the heat around him like a heavy coat. He longed for cool English weather, even a bit of rain. He wasn't the best at backing up work, but of course he had a back-up plan. He could still be creative. He had paper and he could write on his phone. It was all good, he said, though his expression told a different story. It was the deadlines that really tormented him. In his head, he was having a meeting with his boss and was trying to decide whether he should quit already or hope for a shred of understanding about the trials of being a digital nomad.

Exercise 7
• Before completing the exercise, ask students to look at the pictures and discuss who a digital nomad is. Ask students if they know anyone who is a digital nomad and what they think of their job.

Exam tip
To save time, use the process of elimination: rule out all the answers you know are incorrect, then focus on choosing the correct ones from the remaining options.

Mixed ability
Have less confident students complete the exercise with a partner. Have them point to the parts of the text where they got their answers from.
Ask more confident students to go through each option and say why the alternative ones are incorrect.

Optional activity
In groups, students find three reasons why being a digital nomad is a good idea and three reasons why it can be a bad one. Students can then have a class debate on the pros and cons of being a digital nomad.

Mówienie

Rozmowa wstępna

1 Pracujcie w parach. Odpowiedzcie na poniższe pytania.

1 How would you like to earn your living in the future? Why?
2 Have you ever had a summer job?
3 Would you like to have your own company when you're older? Why? / Why not?
4 Can you imagine having the same job throughout all your professional life? Why? / Why not?

Rozmowa z odgrywaniem roli

2 033 Przeczytaj wskazówkę i uzupełnij poniższe zdania wyrazami z ramki. Następnie wysłuchaj nagrania i sprawdź odpowiedzi.

charge crossroads footsteps nerd people ropes

Podczas rozmowy staraj się używać zróżnicowanego słownictwa. Zapamiętaj kilka przydatnych idiomów i kolokacji – ubarwi to twoje wypowiedzi i sprawi, że będą one bardziej swobodne i naturalne.

1 I feel like I am **at a** _____ now.
2 They would like me to **follow in their** _____.
3 I'm not **a typical** _____.
4 I love socializing and I am **a** _____ **person**.
5 I can **learn the** _____ very quickly.
6 I can imagine myself being **in** _____ **of** a big team.

3 Dopasuj wyrażenia z ćwiczenia 2 do ich polskich odpowiedników.

a osoba koncentrująca się na swojej pasji kosztem kontaktów społecznych 3
b nauczyć się, znać się na rzeczy 5
c otwarta i towarzyska osoba 4
d stanąć przed trudną decyzją 1
e odpowiadać za coś 6
f iść w czyjeś ślady 2

4 Wykonajcie w parach poniższe zadanie. Następnie zamieńcie się rolami i wykonajcie je ponownie.

W ramach wymiany uczniowskiej ze szkołą w Dorset korzystasz z konsultacji ze szkolnym doradcą zawodowym. Rozmawiasz z nim na temat swoich wstępnych planów zawodowych. Omów następujące kwestie:

- rodzaj interesującej cię pracy
- twoje predyspozycje
- twoje umiejętności interpersonalne
- oczekiwania ze strony rodziny.

Rozmowę rozpoczyna doradca.

Opis ilustracji i odpowiedzi na trzy pytania

Pytania, na które masz odpowiedzieć po opisaniu ilustracji, nie są podane w zadaniu. Nie zrażaj się, jeżeli któreś pytanie cię zaskoczy lub go nie zrozumiesz. Poproś o jego powtórzenie lub wyjaśnienie. Unikaj dłuższych przerw w mówieniu. Używaj zwrotów – które pozwolą ci zyskać na czasie i zebrać myśli.

5 034 Przyjrzyj się zdjęciu z ćwiczenia 7 i przeczytaj poniższe pytania. Wysłuchaj odpowiedzi (A–C) i dopasuj je do pytań (1–3).

1 Why do you think the woman has decided to get a tattoo? B
2 Would you like to work in an artistic profession? Why? / Why not? C
3 Tell me about the last time when someone you know had a problem at work. A

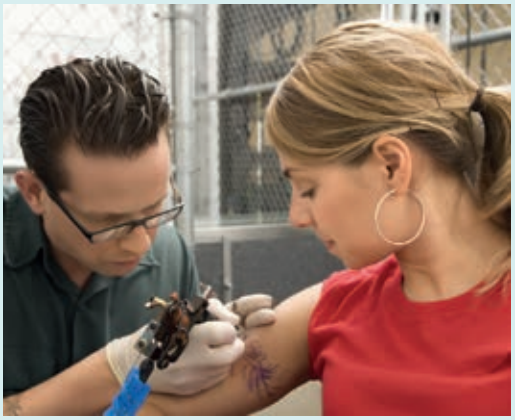
6 034 Wysłuchaj nagrania ponownie. Które z poniższych wyrażeń zostały użyte w nagraniu?

Zastanawianie się
Frankly speaking, …
Let me think for a while.
How shall I put it?
Actually, … / In fact, …

Prośba o powtórzenie pytania
Sorry, I didn't quite get that.
Can you say it again, please?
Would you mind repeating that, please?

Więcej przydatnych zwrotów na s. 240

7 Opisz ilustrację i odpowiedz na pytania ze s. 241.



Materials
Classroom presentation tool
Class audio, tracks 033–034
Online practice

Exercise 2
1 crossroads
2 footsteps
3 nerd
4 people
5 ropes
6 charge

Warm up
• Ask students to say different types of careers that are creative and which ones, if any, they might like to pursue.

Exercise 1
• Students work in small groups, then share their answers with the class.

Exercise 2 033
Audio script page 251
• Ask students which of these idioms they think applies to them, and why.

Exercise 4

Mixed ability
Use the mind map technique to help less confident students think of what key vocabulary they can use for each prompt.
More confident students can role-play the discussion in front of the class.

Exercise 5 034
Audio script page 251
• After completing the exercise, have students work in pairs to answer the questions about themselves. Ask them to share their ideas with the class.

Exercise 6 034
Audio script page 251
• Have students answer from memory before listening to the recording again.

4 Znajomość środków językowych

Materials
Classroom presentation tool
Online practice
Short test

Exercise 2
1 've/have had
2 've/have been / was
3 've/have ever had
4 worked
5 I've/I have enjoyed
6 had
7 I've/I have been working / I've/I have worked

Exercise 5
1 Have you ever done
2 gave up the/his job
3 they offered me
4 have gone on strike
5 did you see
6 There were a few
7 a lot of advice

GRAMMAR IN USE

Różnice w użyciu czasów *present perfect, present perfect continuous* i *past simple*; wyrażenia określające ilość

1 Wybierz poprawne formy czasowników.

1 *Have you worked* / *Did you work* overtime last weekend?
2 I *have been* / *was* enrolled on a Spanish course since May and I hope to finish soon.
3 She *hasn't wanted* / *didn't want* to work as a primary school teacher, so she gave it up.
4 I *'ve been filling* / *have filled* in the applicaton form all morning and I still haven't finished.
5 She *didn't get* / *hasn't got* a summer job yet, so she'll probably study all summer.
6 I *haven't been preparing* / *wasn't preparing* any meals – I've been too busy taking customers' orders.
7 I *'ve interviewed* / *interviewed* Sylvia yesterday morning for the office assistant position.

2 Uzupełnij tekst wyrazami z nawiasów w odpowiedniej formie.

My best and worst job

I [1]_____ (have) lots of jobs in my life so far. To name a few, I [2]_____ (be) a babysitter, a fruit picker and a musician. Easily the most tedious job I [3]_____ (ever/have) was as a factory worker when I was nineteen. I [4]_____ (work) fifteen hours a day there, packing up freshly caught fish.

The job that [5]_____ (enjoy) the most so far is musician. I played the guitar in a rock band but I [6]_____ (have) to give it up because the pay was terrible.

Currently, I'm a waiter and [7]_____ (work) in this bar for just under a year. Who knows what I'll do next!

3 Wybierz poprawne uzupełnienia zdań.

1 She couldn't complete the job application herself – she needed *a little* / *little* assistance.
2 Lukas hasn't got *much* / *many* things to do this weekend.
3 The boys have only just started their house cleaning business, but they've already had *few* / *a few* clients.
4 Has Julia given you *many* / *any* advice on how to use this new application?
5 I like to do creative *work* / *works* where I can use my graphic design talent.
6 He worked hard *all* / *whole* shift – he did well.
7 He's got *a lot of* / *many* experience as a journalist as he's been doing it for twenty years.

Więcej gramatyki na s. 211

Transformacje (zadanie zamknięte)

4 Spośród podanych opcji (A–C) wybierz tę, która najlepiej oddaje sens wyróżnionego zdania lub jego fragmentu.

1 Does he have any experience?
(A) Has he done the job before?
B Is he doing the job now?
C Has he already trained for this job?

2 I get on really well with my new colleagues.
A New workmates are usually helpful.
B My new colleagues are very friendly.
(C) I have a good relationship with my new co-workers.

3 I haven't worked in retail for sixteen years.
A I worked in retail for a long time.
(B) It has been a while since I worked in retail.
C I spent a short time working in retail.

4 My dad **was out of work** when I was in secondary school
A decided to change his job
B was doing his job
(C) didn't have a job

5 I have been in charge of the department since May.
(A) I'm the manager of the department now.
B I was responsible for the department before May.
C I've always been the department head.

Gramatykalizacja / struktury gramatyczne

5 Uzupełnij zdania 1–7. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.

1 _____ (you/ever/do) farm work before or is this your first time?
2 Last year he _____ (give/job) at the office and became a carpenter instead.
3 The interview was a success and _____ (offer/I) the job right there on the spot.
4 My colleagues _____ (go/strike) so we haven't done much work today.
5 Where exactly _____ (you/see) our job advert and what made you apply?
6 _____ (be/few) people at the concert yesterday, not enough to make it a fun experience!
7 I've received _____ (lot/advice) from my former colleagues, so I can do this job very well now.

Warm up
• Say: *I use the present continuous to talk about an action that was completed in the past*. Ask students to correct you. Follow up with other incorrect sentences about the usage of tenses.

Exercise 1
• Before students complete the exercise, ask them to read through the answer options with a partner and say what tense each one is in.

Exercise 2

Optional activity
Ask students how they decided what verb forms to use to fill each gap.

Exercise 3
• Before students complete the exercise, go through the rules of how we use quantifiers and ask students to give examples.

Exercise 4

Optional activity
Place students in pairs. For each question ask them to write an alternative answer or sentence. Students then read their work to the class.

Minidialogi

6 **Uzupełnij poniższe minidialogi (1–4). Wybierz spośród podanych opcji brakującą wypowiedź.**

1 **X:** They turned me down for the job after the interview.
Y: _____
A That's great news!
B That's a pity!
C When do you start?

2 **X:** Have you done any work in a lab before?
Y: _____
X: I'm sorry, we really need someone with lab experience for this vacancy.
A Yes, I have worked as a scientist for two years.
B Not really, but I hope to do some.
C For most of my second year at university.

3 **X:** Could you go out back and check if we have this item in stock?
Y: _____
A Of course, I've been checking it all morning.
B I'm sorry, I'm afraid it hasn't started yet.
C Sure, once I've finished helping these customers.

4 **X:** Could you tell me if the hours are flexible?
Y: _____
A Yes, you get a pay rise after six months.
B I'm afraid they're not. It's nine to five.
C No, there isn't any overtime.

Zadanie z lukami

7 **Przeczytaj tekst. Uzupełnij każdą lukę (1–5) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna uzupełnionych zdań.**

THE RIGHT JOB

Maria has been looking for a job for the last three months. However, she isn't prepared to accept just [1] any job – she wants to be a programmer and design computer games.

'I [2] have decided that it's what I want to do in life,' says Maria. 'I don't need to make [3] lots of money, I just want to do something I enjoy.'

Maria has already had a few interviews, but she turned [4] down an internship offer with a non-gaming company.

'I'm looking for the right job with the right company. Sure, the pay and the experience might be good for me, but I'm not going to [5] get stuck doing a job I don't want to do,' she says.

POWERUP

Tłumaczenie (zadanie otwarte)

8 **Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 One way the factory workers (*mogą podnieść produktywność*) _____ is to take more frequent breaks.
2 For half a year now, we (*mamy cotygodniowe spotkania*) _____ with our supervisor to talk about teamwork within our department.
3 She resigned from her old job in April and then (*objęła nowe stanowisko*) _____ as a social worker in May.
4 Since I went to university (*ciężko pracuję*) _____ to reach my career goal.
5 She (*pracuje z domu*) _____ since the start of the year.

Zadanie z wyrazami w ramce i lukami

9 **Przeczytaj tekst. Uzupełnij każdą lukę (1–4), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna uzupełnionych zdań. Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.**

duty give pay promote resign work

The top four reasons why people resign

1 According to recent studies, most people say goodbye to their job because of a lack of career advancement. There's no opportunity for [1] _____ and so employees head for the door.

2 Lots of employees don't have a problem with their wages, hours or their [2] _____, but they do have problems with their superiors. As long as the boss, supervisor or manager is fair and reasonable, there's a fair chance they will stay.

3 Some employees say they [3] _____ because of their workmates. Either they were too competitive, rude or not diligent enough to do the work properly.

4 A lack of flexible working hours was the final argument that people cited for [4] _____ up their jobs. Family life, children and the need to have a life away from work are all factors that cause people to change their position.

Exercise 8
1 can increase productivity
2 have been having weekly meetings
3 took on a new role
4 I've been working hard
5 has been working from home

Exercise 9
1 promotion
2 duties
3 (have/had) resigned
4 giving

Exercise 6

Optional activity
Place students in pairs and have them practise role-playing the dialogues. Remind them to take care of their pronunciation. Invite pairs to role-play selected dialogues in front of the class.

Exercise 8
- With books closed, ask students to come up with English translations of the phrases in brackets. Then ask them to do the exercise and see if any of their ideas were correct.

Exercise 9
- Before starting the exercise, ask pairs to go through the words in the box and define them.
- They then come up with the possible derivatives that could be used in the exercise.

Optional activity
Ask students which of the reasons in the text they think is the strongest reason for resigning. Then ask students to add two more reasons why people resign using key vocabulary from the unit.

4 Wypowiedź pisemna

Materials
Classroom presentation tool
Online practice

Exercise 1
A doesn't mention the level of English.
B doesn't include the information about the author's education.
C includes too little information (one of the points from the task needs to be more developed).

Exercise 2
The writer mentioned all the points from the task, but none of them are properly developed.

Exercise 3
Paragraph 1 – d
Paragraph 2 – b
Paragraph 3 – a
Paragraph 4 – c

E-mail

Gdy podpunkt polecenia składa się z dwóch części, należy odnieść się do obydwu i podać dodatkowe informacje do przynajmniej jednej z nich. Pamiętaj, że nawet bogate rozwinięcie jednej części podpunktu, bez żadnego odniesienia do drugiej, będzie ocenione jako niepełne wykonanie tej części zadania.

1 **Przeczytaj przykładowy podpunkt z zadania i znajdź odniesienia do niego w podanych fragmentach wypowiedzi (A–C). Dlaczego żaden z nich nie zostałby oceniony jako rozwinięty?**

- Opisz swoje wykształcenie i poziom znajomości języka angielskiego.

A I graduated with Distinction from one of the best primary schools in Poznań. Currently, I attend a secondary school in this city. I am also a student at a music secondary school where I am learning to play the violin.

B I am very good at English. I can understand everything that I read or hear. I speak English fluently, but I have a slight Polish accent. I am able to write about different subjects.

C Currently, I attend a secondary school. My English is fluent.

2 **Przeczytaj zadanie i przykładową wypowiedź. Do ilu podpunktów autor się odniósł i ile z nich rozwinął?**

W czasie wakacji chciałbyś/chciałabyś podjąć pracę dorywczą. W e-mailu do koleżanki z Anglii:

- wyjaśnij, dlaczego chcesz pracować w czasie wakacji
- poinformuj, jaki rodzaj pracy chciałbyś/chciałabyś wykonywać i dlaczego
- przedstaw opinie kolegów na temat pracy wakacyjnej
- poproś o radę, gdzie szukać ofert pracy i jak zachować się podczas rozmowy kwalifikacyjnej.

Send

Hi Jane,

Holidays are coming so I thought I should get a summer job. I want to work because I hope to get some practical experience and make new friends.

I'd like to have a job connected with riding a bike. I could deliver something, for example food.

Most of my friends think it's a great idea. But there are a few who believe that I should relax during holidays.

I haven't found any job offers yet. Could you also give me some advice on what I should say during the interview? What questions could they ask me and what should I wear?

Best,

Agnieszka

3 **Uzupełnij poniższymi zdaniami wypowiedź z ćwiczenia 2 tak, aby do każdego podpunktu były trzy odniesienia.**

a They think summer is the time to have fun, not to work.
b I love cycling so I think it would be a perfect job for me.
c Do you know where to look for them?
d On top of that, I'll have some extra cash in my pocket to spend on whatever I want.

4 **Napisz tekst (100–150 wyrazów, nie licząc słów już podanych), w którym rozwiniesz każdy z czterech podpunktów.**

Wykonujesz pracę dorywczą. W e-mailu do kolegi z Anglii:

- poinformuj, jaką pracę wykonujesz, i przedstaw swoje obowiązki
- wyraź opinię na temat tej pracy i uzasadnij ją
- opisz przebieg rekrutacji kandydatów
- napisz, w jaki sposób planujesz wykorzystać zarobione pieniądze.

Hi Steve,
Guess what? I have just got a part-time job.

Praca i obowiązki
I work in … as …
My job involves …
Opinia o pracy
This job is really simple because …
Przebieg rekrutacji
To get this job, I had to send a CV.
Then, I was asked to …
During the interview I …
After a few days they called me and …
Wykorzystanie pieniędzy
I will spend my wages on …
I think I will buy …

Więcej przydatnych zwrotów na s. 243

POWERUP

List formalny

5 **Napisz tekst składający się z 200–250 wyrazów.**

Jesteś na wakacjach w Anglii. W lokalnej gazecie znalazłeś/znalazłaś ogłoszenie o pracy dorywczej, którą chciałbyś/chciałabyś podjąć. Napisz list motywacyjny, w którym poinformujesz o swoim doświadczeniu zawodowym oraz wyjaśnisz, które cechy twojej osobowości sprawiają, że jesteś idealnym kandydatem / idealną kandydatką na to stanowisko.

Przydatne zwroty na s. 245

Warm up
• Discuss with students if they usually use a formal or informal register when they write their emails. On the board write: *I want to apply for this job … . I would like to apply … .* Ask students which of the two is informal. Repeat, giving more examples of formal and informal expressions.

Exercise 1

Optional activity
Ask students to write a similar paragraph about their own English skills.

Exercise 2

Optional activity
Have students say how they would answer the questions in the email.

Exercise 3
• Before completing the exercise, go through the sample text and discuss how each paragraph could be developed further. Students then check if their ideas were similar to those in exercise 3.

Exercise 5
• In groups, ask students to use the mind map technique to plan what they can write in their text. Remind them to note what register the email should be in, e.g. formal or informal, and to give examples of phrases they could use.

Cumulative Revision Units 1–4

1 Spośród podanych opcji wybierz tę, która najlepiej oddaje sens wyróżnionego fragmentu zdania.

1 I **am really into** music, so I've bought an expensive pair of headphones.
- **A** feel all right about
- **B** am keen on
- **C** do well in

2 I don't like crowded places so I **avoid** festivals and concerts.
- **A** despise
- **B** stay away from
- **C** spend a lot of time at

3 I **can't live without** football.
- **A** have a problem with
- **B** feel sorry for
- **C** am really into

4 My cousin **didn't accept** his latest job offer.
- **A** turned over
- **B** turned down
- **C** turned off

5 My friend **has left** school so she can work in her dad's business.
- **A** has dropped out of
- **B** has got into
- **C** has skipped

2 Uzupełnij każdą lukę (1–5) jednym wyrazem, tak aby powstał spójny i logiczny tekst.

HOUSEWORK

Whether you live in a house or a flat, there's always a lot of work to do to keep things looking neat and tidy.

One basic job that is best to do as soon you get up is [1]_____ the bed. It's a quick way to tidy the bedroom.

Of course, there are plenty of other things to do, especially at meal times. One job that children often do before a meal is to [2]_____ the table with cutlery and crockery. They may also help to do the washing up at the end of a meal and throw [3]_____ rubbish.

[4]_____ the carpets and cleaning the floors is another job that can take a lot of time, so it might be a good idea to buy a small robot to do it. That way you can let the robot do the work while you make the most of your free [5]_____.

3 Uzupełnij każdą lukę (1–6) słowem utworzonym od wyrazu podanego w nawiasie, tak aby powstał spójny i logiczny tekst.

Lifelong Learning

If you fancy learning something new, there's a good chance that there is already an app for it. Apps are convenient for learning foreign languages, and self study can give you a sense of [1]_____ (**FULFIL**). However, for some subjects an app may not be [2]_____ (**ENGAGE**) enough. If you need more motivation to learn new skills, why not take advantage of various academic and [3]_____ (**VOCATION**) classes that are run by many colleges and universities. These can help you to set goals and achieve them. You may even be able to turn a [4]_____ (**PERSON**) interest into a well-paid career.

Similarly, if you're studying for an exam, you can take part in an online [5]_____ (**REVISE**) course. Such courses are also great if you need to [6]_____ (**TAKE**) an exam that you've failed.

4 Wykorzystując wyrazy podane dużymi literami, uzupełnij lukę w każdym zdaniu tak, aby zachować sens zdania wyjściowego.

1 Mr Ling's science lessons are more interesting because he does experiments. **CARRIES**
Mr Ling _____ in his science lessons, which makes them more interesting.

2 Gemma didn't attend her English class on Monday. **ABSENT**
Gemma _____ her English class on Monday.

3 My dad worked in a department store when he was younger. **USED**
My dad _____ in a department store when he was younger.

4 Would you like to be in our film at the weekend? **TAKE**
Would you like to _____ our film at the weekend?

5 Uzupełnij poniższe minidialogi (1–2). Wybierz spośród podanych opcji brakującą wypowiedź.

1 **X:** What's your position in the company?
Y: _____
- **A** I'm on sick leave.
- **B** I'm out of work.
- **C** I'm in charge.

2 **X:** Tell me about the voluntary work that you do.
Y: _____
- **A** I help to organize charity events.
- **B** I do an internship.
- **C** I'm enrolled on a course.

Materials
Classroom presentation tool
Cumulative test

Exercise 2
1 making/make
2 lay
3 away
4 Hoovering
5 time

Exercise 3
1 fulfilment
2 engaging
3 vocational
4 personal
5 revision
6 retake

Exercise 4
1 carries out experiments
2 was absent from
3 used to work
4 take part in

Optional activity
This lesson can be done as a short test. Give students about 30 minutes to complete all the exercises and then check answers as a class.

Mixed ability
Less confident students can first complete the exercises they are comfortable with and then do the ones they have most difficulty with.
More confident students can help less able classmates to complete the exercises by explaining any queries.

Exercise 1
- Before completing the exercise, go through each item and elicit their meaning by asking how they can be used, e.g. *What are you keen on? What do you do well in? What or who do you stay away from? Who do you feel sorry for?*, etc.

Legenda
Oxford 3000
Oxford 5000
Poziom rozszerzony

35.1 Zawody

accountant /ə'kaʊntənt/ księgowy/księgowa
actor /'æktə(r)/ aktor
actress /'æktrəs/ aktorka
architect /'ɑ:kɪtekt/ architekt
babysitter /'beɪbɪsɪtə(r)/ opiekun/opiekunka do dzieci
barber /'bɑ:bə(r)/ fryzjer
beautician /bju:'tɪʃn/ kosmetyczka
businessman /'bɪznəsmæn/ biznesmen
businesswoman /'bɪznəswʊmən/ bizneswoman
car mechanic /'kɑ: məkænɪk/ mechanik samochodowy
carpenter /'kɑ:pəntə(r)/ stolarz
cashier /kæ'ʃɪə(r)/ kasjer/kasjerka
chef /ʃef/ kucharz, szef kuchni
clerk /klɑ:k/ urzędnik
computer programmer /kəm,pju:tə 'prəʊgræmə(r)/ programista komputerowy
construction worker /kən'strʌkʃn wɜ:kə(r)/ budowlaniec
delivery person /dɪ'lɪvəri pɜ:sn/ kurier
dentist /'dentɪst/ dentysta/dentystka
doctor /'dɒktə(r)/ lekarz/lekarka
driver /'draɪvə(r)/ kierowca
driving instructor /'draɪvɪŋ ɪnstrʌktə(r)/ instruktor/instruktorka nauki jazdy
electrician /ɪ,lek'trɪʃn/ elektryk
engineer /,endʒɪ'nɪə(r)/ inżynier
factory worker /'fæktri wɜ:kə(r)/ pracownik fabryczny
farmer /'fɑ:mə(r)/ rolnik
firefighter /'faɪəfaɪtə(r)/ strażak
flight attendant /'flaɪt ətendənt/ steward/stewardessa
hairdresser /'heədresə(r)/ fryzjer/fryzjerka
housekeeper /'haʊski:pə(r)/ gosposia
interior designer /ɪn,tɪəriə dɪ'zaɪnə(r)/ dekorator wnętrz
journalist /'dʒɜ:nəlɪst/ dziennikarz/dziennikarka
lawyer /'lɔɪə(r)/ prawnik/prawniczka
librarian /laɪ'breəriən/ bibliotekarz/bibliotekarka
lifeguard /'laɪfgɑ:d/ ratownik/ratowniczka
miner /'maɪnə(r)/ górnik
model /'mɒdl/ model/modelka
musician /mju'zɪʃn/ muzyk
nurse /nɜ:s/ pielęgniarz/pielęgniarka
plumber /'plʌmə(r)/ hydraulik
police officer /pə'li:s ɒfɪsə(r)/ policjant/policjantka
politician /,pɒlə'tɪʃn/ polityk
receptionist /rɪ'sepʃənɪst/ recepcjonista/recepcjonistka
salesperson/sales representative /'seɪlzpɜ:sn/ /'seɪlz reprɪzentətɪv/ przedstawiciel handlowy/przedstawicielka handlowa
scientist /'saɪəntɪst/ naukowiec
security guard /sɪ'kjʊərəti gɑ:d/ pracownik ochrony
shop assistant /'ʃɒp əsɪstənt/ ekspedient/ekspedientka
social worker /'səʊʃl wɜ:kə(r)/ pracownik społeczny
soldier /'səʊldʒə(r)/ żołnierz
sports coach /'spɔ:ts kəʊtʃ/ trener/trenerka
stockbroker /'stɒkbrəʊkə(r)/ makler giełdowy
surgeon /'sɜ:dʒən/ chirurg
tailor /'teɪlə(r)/ krawiec
taxi driver /'tæksi draɪvə(r)/ taksówkarz
translator /trænz'leɪtə(r)/ tłumacz/tłumaczka
vet /vet/ weterynarz
waiter /'weɪtə(r)/ kelner
waitress /'weɪtrəs/ kelnerka
web designer /'web dɪzaɪnə(r)/ projektant/projektantka stron internetowych
writer /'raɪtə(r)/ pisarz/pisarka

35.2 Czynności i obowiązki

act in a play/film /,ækt ɪn ə 'pleɪ/ /,ækt ɪn ə 'fɪlm/ grać w przedstawieniu/filmie
babysit /'beɪbɪsɪt/ opiekować się dzieckiem
check stock /,tʃek 'stɒk/ sprawdzać zapasy (w magazynie)
clear tables /,klɪə 'teɪblz/ sprzątać ze stołów
cook/prepare meals /,kʊk 'mi:lz/ /prɪ,peə 'mi:lz/ gotować/przygotowywać posiłki
design buildings /dɪ,zaɪn 'bɪldɪŋz/ projektować budynki
develop software /dɪ,veləp 'sɒftweə(r)/ tworzyć oprogramowanie
do experiments /,du: ɪk'sperɪmənts/ przeprowadzać eksperymenty
do surgery /,du: 'sɜ:dʒəri/ operować
do volunteer work /,du: ,vɒlən'tɪə wɜ:k/ pracować jako wolontariusz
duty /'dju:ti/ obowiązek
feed animals /,fi:d 'ænɪmlz/ karmić zwierzęta
fix electricity /,fɪks ɪlek'trɪsəti/ naprawiać elektryczność
give sb a haircut /,gɪv sʌmbədi ə 'heəkʌt/ strzyc kogoś
grow fruit/vegetables /,grəʊ 'fru:t/ /,grəʊ 'vedʒtəblz/ uprawiać owoce/warzywa
help people in need /,help ,pi:pl ɪn 'ni:d/ pomagać potrzebującym
operate a till /,ɒpəreɪt ə 'tɪl/ obsługiwać kasę fiskalną
perform on stage /pə,fɔ:m ɒn 'steɪdʒ/ występować na scenie
pick fruit /,pɪk 'fru:t/ zbierać owoce
price goods /,praɪs 'gʊdz/ wyceniać towary
repair a car /rɪ,peə(r) ə 'kɑ:(r)/ naprawiać samochód
run a business /,rʌn ə 'bɪznəs/ prowadzić firmę
serve customers /,sɜ:v 'kʌstəməz/ obsługiwać klientów
serve food and drinks /,sɜ:v ,fu:d ən 'drɪŋks/ podawać jedzenie i napoje
summer job /'sʌmə(r) dʒɒb/ praca sezonowa
take on a job /,teɪk ɒn ə 'dʒɒb/ podejmować się jakiejś pracy
take orders /,teɪk 'ɔ:dəz/ przyjmować zamówienia
work in a camp /,wɜ:k ɪn ə 'kæmp/ pracować na obozie
work in a lab /,wɜ:k ɪn ə 'læb/ pracować w laboratorium
work on assembly line /,wɜ:k ɒn ə'sembli laɪn/ pracować przy taśmie montażowej

35.3 Świat pracy

badly paid /,bædli 'peɪd/ źle płatny
boss /bɒs/ szef/szefowa
colleague /'kɒli:g/ kolega/koleżanka z pracy
dull /dʌl/ nudny
earn /ɜ:n/ zarabiać
employee /ɪm'plɔɪi:/ pracownik
employer /ɪm'plɔɪə(r)/ pracodawca
full-time /,fʊl 'taɪm/ w pełnym wymiarze godzin
job /dʒɒb/ praca (za którą otrzymuje się wynagrodzenie)
job market /'dʒɒb mɑ:kɪt/ rynek pracy
job satisfaction /,dʒɒb sætɪs'fækʃn/ zadowolenie z pracy
make a living doing sth /,meɪk ə 'lɪvɪŋ 'du:ɪŋ sʌmθɪŋ/ zarabiać na życie (robiąc coś)
manual /'mænjuəl/ fizyczny
occupation /,ɒkju'peɪʃn/ zawód, zajęcie
part-time /,pɑ:t 'taɪm/ na pół etatu
permanent /'pɜ:mənənt/ stały
position /pə'zɪʃn/ stanowisko
salary /'sælәri/ pensja
tedious /'ti:diəs/ nudny
temporary /'temprəri/ tymczasowy
training /'treɪnɪŋ/ szkolenie
wages /'weɪdʒɪz/ zapłata tygodniowa
well-paid /,wel 'peɪd/ dobrze płatny
work /wɜ:k/ praca fizyczna lub umysłowa

35.4 Wybór zawodu i poszukiwanie pracy

accept a job offer /ək,sept ə 'dʒɒb ɒfə(r)/ przyjąć ofertę pracy
apply for a job /ə,plaɪ fə(r) ə 'dʒɒb/ starać się o pracę
apply for a position /ə,plaɪ fər ə pə'zɪʃn/ starać się o stanowisko
be offered a job /bi: ,ɒfəd ə 'dʒɒb/ dostać propozycję pracy
be self-employed /bi: ,self ɪm'plɔɪd/ prowadzić własną firmę
candidate /'kændɪdət/ kandydat/kandydatka
career /kə'rɪə(r)/ kariera
career development /kə'rɪə dɪveləpmənt/ rozwój kariery
career prospects /kə'rɪə prɒspekts/ perspektywy rozwoju kariery
come for an interview /,kʌm fə(r) ən 'ɪntəvju:/ przyjść na rozmowę kwalifikacyjną
communication skills /kə,mju:nɪ'keɪʃn skɪlz/ umiejętności komunikacyjne
complete an application form /kəm,pli:t ən æplɪ'keɪʃn fɔ:m/ uzupełnić podanie o pracę
covering letter /'kʌvərɪŋ letə(r)/ list motywacyjny
curriculum vitae /kə,rɪkjələm 'vi:taɪ/ życiorys
CV /,si: 'vi:/ życiorys
do an internship /,du: ən 'ɪntɜ:nʃɪp/ obywać praktyki/staż
employment contract /ɪm'plɔɪmənt kɒntrækt/ umowa o pracę
enrol on a course /ɪn,rəʊl ɒn ə 'kɔ:s/ zapisać się na kurs
experience /ɪk'spɪəriəns/ doświadczenie
get experience /get ɪk'spɪəriəns/ zdobywać doświadczenie
have a career in sth /hæv ə kə'rɪə(r) ɪn sʌmθɪŋ/ robić karierę w jakiejś branży
have a degree in sth /hæv ə dɪ'gri: ɪn sʌmθɪŋ/ mieć wykształcenie w jakiejś dziedzinie
have a diploma in sth /hæv ə dɪ'pləʊmə ɪn sʌmθɪŋ/ mieć dyplom w jakiejś dziedzinie
have a university education /hæv ə ju:nɪ,vɜ:səti edʒu'keɪʃn/ mieć wyższe wykształcenie
have special training /hæv ,speʃl 'treɪnɪŋ/ mieć odpowiednie szkolenie
interview /'ɪntəvju:/ rozmowa kwalifikacyjna
interviewer /'ɪntəvju:ə(r)/ osoba przeprowadzająca rozmowę kwalifikacyjną
job advert/advertisement /'dʒɒb ædvɜ:t/ /'dʒɒb ədvɜ:tɪsmənt/ ogłoszenie o pracę
job application /'dʒɒb æplɪkeɪʃn/ podanie o pracę
job centre /'dʒɒb sentə(r)/ biuro pośrednictwa pracy
job offer /'dʒɒb ɒfə(r)/ oferta pracy
look for a job /,lʊk fər ə 'dʒɒb/ szukać pracy
office work /'ɒfɪs wɜ:k/ praca biurowa
opening /'əʊpənɪŋ/ wolne stanowisko
profession /prə'feʃn/ zawód wymagający wysokich kwalifikacji
qualifications /,kwɒlɪfɪ'keɪʃnz/ kwalifikacje
referee /refə'ri:/ osoba udzielająca referencji
references /'refrənsɪz/ referencje
sign a contract /,saɪn ə 'kɒntrækt/ podpisywać umowę
turn down a job offer /tɜ:n ,daʊn ə 'dʒɒb ɒfə(r)/ odrzucić ofertę pracy
vacancy /'veɪkənsi/ wakat
work experience /'wɜ:k ɪkspɪəriəns/ doświadczenie zawodowe

35.5 Miejsce pracy

building site /'bɪldɪŋ saɪt/ plac budowy
call centre /'kɔ:l sentə(r)/ infolinia
corporation /,kɔ:pə'reɪʃn/ korporacja
department store /dɪ'pɑ:tmənt stɔ:(r)/ dom towarowy

How to learn vocabulary

- Ask students to choose ten words or phrases from the wordlist that they find interesting. They write sentences with these words, but with a gap instead of the words.
- They work in pairs and swap sentences with their partner, who has to read the sentence, work out what part of speech the missing word is, e.g. adjective, noun, part of an idiom, verb, etc., and then complete the sentence.
- Students check their answers in pairs. Ask several pairs to read some of their sentences in class for students to say what part of speech the missing word is.

Brainpower

- Using the brainpower strategy, ask students to choose words or phrases from the wordlist that they have difficulty learning and use them to make an acronym.

Sprawdź się!

- Ask students to explain why the other options are incorrect.

factory /'fæktri/ fabryka
fitness centre /'fɪtnəs sentə(r)/ klub fitness
garage /'gærɑ:ʒ/ warsztat samochodowy
home office /ˌhəʊm 'ɒfɪs/ domowe biuro
office /'ɒfɪs/ biuro
stock exchange /'stɒk ɪkstʃeɪndʒ/ giełda papierów wartościowych
warehouse /'weəhaʊs/ magazyn
work from home /ˌwɜ:k frəm 'həʊm/ pracować z domu
work in retail /ˌwɜ:k ɪn 'ri:teɪl/ pracować w handlu detalicznym
work remotely /ˌwɜ:k rɪ'məʊtli/ pracować zdalnie

35.6 Warunki pracy i zatrudnienia

age discrimination /ˌeɪdʒ dɪˌskrɪmɪ'neɪʃn/ dyskryminacja ze względu na wiek
be in charge of sth /bi: ɪn 'tʃɑ:dʒ əv sʌmθɪŋ/ być odpowiedzialnym za coś, kierować czymś
be on sick leave /bi: ɒn 'sɪk li:v/ być na zwolnieniu lekarskim
claim travel expenses /ˌkleɪm 'trævl ɪkˌspensəz/ wnioskować o zwrot kosztów
clock in/out /klɒk 'ɪn/ /klɒk 'aʊt/ odbić kartę pracowniczą wchodząc do / wychodząc z pracy
commission /kə'mɪʃn/ prowizja
do overtime /ˌdu: 'əʊvətaɪm/ pracować po godzinach/ w nadgodzinach
employ /ɪm'plɔɪ/ zatrudniać
flexible working hours /ˌfleksəbl 'wɜ:kɪŋ aʊəz/ elastyczne godziny pracy
get a bonus /ˌget ə 'bəʊnəs/ dostać premię
get a pay rise /ˌget ə 'peɪ raɪz/ dostać podwyżkę
get promoted /ˌget prə'məʊtɪd/ dostać awans
hire /'haɪə(r)/ zatrudniać, wynajmować
join a trade union /ˌdʒɔɪn ə ˌtreɪd 'ju:nɪən/ wstąpić do związku zawodowego
management /'mænɪdʒmənt/ zarząd, dyrekcja
payroll /'peɪrəʊl/ lista płac
pension /'penʃn/ emerytura (świadczenie pieniężne)
perk /pɜ:k/ świadczenie dodatkowe
retire /rɪ'taɪə(r)/ przechodzić na emeryturę
retirement /rɪ'taɪəmənt/ emerytura
take a day off /ˌteɪk ə deɪ 'ɒf/ brać dzień wolny
work as a teacher /ˌwɜ:k əz ə 'ti:tʃə(r)/ pracować jako nauczyciel
work for a company /ˌwɜ:k fər ə 'kʌmpəni/ pracować dla firmy
work long hours /ˌwɜ:k lɒŋ 'aʊəz/ długo pracować
work shifts /wɜ:k ʃɪfts/ pracować w systemie zmianowym
working hours /'wɜ:kɪŋ aʊəz/ godziny pracy

35.7 Brak pracy

be fired /bi: 'faɪəd/ zostać wyrzuconym z pracy
be out of work /bi: aʊt əv 'wɜ:k/ być bez pracy
give up a job /gɪv ʌp ə 'dʒɒb/ zrezygnować z pracy, zwolnić się
go on strike /ˌgəʊ ɒn 'straɪk/ strajkować
lay sb off /ˌleɪ sʌmbədi 'ɒf/ zwalniać kogoś (z powodu redukcji etatów)
unemployed /ˌʌnɪm'plɔɪd/ bezrobotny
unemployment /ˌʌnɪm'plɔɪmənt/ bezrobocie
quit /kwɪt/ rzucać (pracę)
resign /rɪ'zaɪn/ rezygnować (z pracy)

35.8 Mobilność zawodowa

advance your career /ˌədvɑ:ns jɔ: kə'rɪə(r)/ rozwijać karierę
career path /kə'rɪə(r) pɑ:θ/ ścieżka kariery
change career /ˌtʃeɪndʒ kə'rɪə(r)/ zmienić ścieżkę zawodową
change location /ˌtʃeɪndʒ ləʊ'keɪʃn/ zmienić miejsce pracy
downward mobility /ˌdaʊnwəd məʊ'bɪlətɪ/ cofnięcie się do gorzej płatnego zajęcia
improve teamwork /ɪmˌpru:v 'ti:mwɜ:k/ poprawiać pracę zespołową
increase productivity /ɪnˌkri:s ˌprɒdʌk'tɪvətɪ/ zwiększać produktywność
middle class background /ˌmɪdl klɑ:s 'bækgraʊnd/ pochodzić z klasy średniej
take on a new role /teɪk ˌɒn ə nju: 'rəʊl/ podjąć się nowej roli
upward mobility /ˌʌpwəd məʊ'bɪlətɪ/ zmiana pracy na lepszą
working class background /ˌwɜ:kɪŋ klɑ:s 'bækgraʊnd/ pochodzić z klasy robotniczej

35.9 Wordpower s. 51

agenda /ə'dʒendə/ lista spraw
apprenticeship /ə'prentɪ(s)ʃɪp/ praktyka zawodowa, staż
benefits /'benɪfɪts/ korzyści
own sth /'əʊn ˌsʌmθɪŋ/ posiadać coś
trustworthy /'trʌstwɜ:ði/ godny zaufania

35.10 Wyrażenia związane z pracą

be flexible /bi: 'fleksəbl/ być elastycznym
get paid /ˌget 'peɪd/ otrzymać wynagrodzenie
get work out of the way /ˌget 'wɜ:k aʊt əv ðə ˌweɪ/ uporać się z pracą
have an early start /ˌhæv ən 'ɜ:li ˌstɑ:t/ zaczynać wcześnie pracę
take part in sth /ˌteɪk 'pɑ:t ɪn ˌsʌmθɪŋ/ brać udział w czymś
the pay /ðə 'peɪ/ wynagrodzenie
time off /taɪm 'ɒf/ czas wolny

BRAINPOWER

Spróbuj pogrupować powiązane ze sobą wyrazy metodą akronimów, czyli skrótowców. Wykorzystaj pierwsze litery wyrazów, które masz zapamiętać, do utworzenia nowego słowa. Słowo to może, ale nie musi, kojarzyć się z danym zakresem tematycznym.

Optician
Carpenter
Cashier
Usher
Plumber
Accountant
Tailor
IT specialist
Office clerk
Nurse

Sprawdź się!

1 W każdym zdaniu wskaż właściwe uzupełnienie.

1 I must *make* / *take* / *do* a day off tomorrow to see a doctor.
2 All employees were *self-employed* / *unemployed* / *laid off* when the company shut down.
3 Bill Gates gave *in* / *out* / *up* school education after reading an article on microcomputers.
4 The workers decided to *go on* / *make* / *do* strike because they wanted longer holidays.
5 I like playing squash in my *spare* / *keen* time.
6 Tricia is renting a *detached* / *spacious* / *terraced* room in London.
7 I love *doing* / *making* / *having* grammar exercises.
8 Her dad went to a parents' *night* / *evening* / *afternoon* yesterday.

Wymowa

1 036 Posłuchaj nagrania i uzupełnij tabelę wyrazami z ramki w zależności od umiejscowienia akcentu.

application competitive enrol interview officer politician success talented university

Pierwsza sylaba	Druga sylaba	Trzecia sylaba
table	*decide*	*television*

2 037 Wysłuchaj nagrania i sprawdź odpowiedzi z ćwiczenia 1.

3 Napisz logiczne zdanie składające się z możliwie wielu słów z ćwiczenia 1. Porównaj swoje pomysły z pomysłami kolegi lub koleżanki.

Wymowa Exercise 2
Pierwsza sylaba: table, officer, talented, interview
Druga sylaba: decide, success, competitive, enrol
Trzecia sylaba: television, politician, application, university

Wymowa

Exercise 1 036

Audio script page 251

Exercise 2 037

Audio script page 251

- After checking answers, ask students to add more words to each column in the table.
- They then practise saying the words aloud with their partner while being mindful of pronunciation.

Exercise 3

- Students work in pairs and swap sentences with other pairs, who have to read them aloud, making sure they use the correct pronunciation.

5 Życie prywatne

Materials
- Classroom presentation tool
- Class audio, track 038
- Online practice
- Short test

Exercise 2
1 correct
2 ~~make~~ **tidy**
3 ~~wash~~ **do**
4 ~~makes~~ **does**
5 correct
6 ~~takes the rubbish~~ **takes the rubbish out**

Exercise 4
1 9.00 (a.m.)
2 11.30 (a.m.)
3 3.45 (p.m.)
4 7.00 (p.m.)
5 9.30 (a.m.)
6 6.00 (p.m.)
7 6.45 (p.m.)
8 7.45 (p.m.)

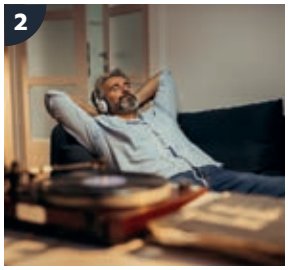
Exercise 5
1 half past seven
2 midday
3 quarter past four in the afternoon
4 On weekdays
5 during the day / most of the day
6 at the weekend
7 midnight
8 quarter to eleven

Słownictwo

Czynności życia codziennego

1 **Pracujcie w parach. Opiszcie zdjęcia i odpowiedzcie na poniższe pytania.**

1 When do you usually do the activities in the photographs: in the morning, in the afternoon or in the evening?
2 What is your favourite part of the day?



2 **Zdecyduj, które z poniższych zdań są poprawne. Następnie popraw te, które są niepoprawne. Które zdania są prawdziwe w odniesieniu do ciebie?**

1 My parents do the shopping once a week.
2 I don't make my room very often, so it looks a mess.
3 I wash the washing-up every night.
4 My mother makes the washing three times a week.
5 We all do the housework at weekends.
6 My brother takes the rubbish every day.

3 **Uzupełnij wypowiedzi czasownikami w odpowiedniej formie.**

My favourite time of the day is the morning. I always [1] *set* the alarm clock for about 6.15 a.m. I [2] *go* to the bathroom, where I [3] *have* a shower and [4] *wash* my hair. Then I [5] *make* myself breakfast and [6] *read* the news online. I [7] *leave* home at 7.30 a.m. Sometimes I have to run to [8] *catch* the bus to university and when I get there, I [9] *talk* with my mates.

The evenings are my favourite time of day. I usually [10] *get* home around 6 p.m. I [11] *feed* my cat, and then I [12] *put* some food into the microwave and [13] *make* myself a cup of coffee. After dinner, I [14] *read/check* emails and [15] *have* a bath. Then I just relax and [16] *watch* the telly. Bedtime tends to be about 11.00, and before I [17] *go* to sleep I [18] *have* a snack and a hot drink.

Określanie czasu

4 **038** **Posłuchaj rozmowy dwojga przyjaciół na temat zwyczajów dnia codziennego. Odpowiedz na pytania.**

When does Ella
1 start lectures?
2 have lunch?
3 leave the library?
4 speak to her boyfriend?

When does Charlie
5 get to work?
6 leave work?
7 do his fitness class?
8 go for a run?

5 **Przeczytaj zdania i zapisz podkreślone wyrażenia w inny sposób. Następnie zmień podane informacje tak, aby były prawdziwe w odniesieniu do ciebie.**

I wake up at seven a.m. – *seven in the morning*
1 I take the dog for a walk at seven thirty. _____
2 I have lunch at noon. _____
3 I meet my friends every Wednesday at 4.15 p.m. _____
4 From Monday to Friday I get up quite early.
5 I'm usually busy between 6.00 a.m. and 10.00 p.m. _____
6 I relax on Saturday and Sunday. _____
7 On Saturday night I usually go to bed after 12.00. _____
8 On Sunday morning I usually stay in bed until about 10.45. _____

Spędzanie czasu wolnego

6 **Dopasuj czasowniki z ramki do poniższych wyrazów i wyrażeń, tak aby utworzyć nazwy czynności.**

chat eat go hang play (x2) text use visit work

1 *text* your friends (e.g. some news)
2 *visit* relatives
3 *work* out (e.g. in the gym)
4 *hang* out with friends
5 *play* board games
6 *eat* out (e.g. in a restaurant)
7 *chat* online with friends
8 *play* on the PlayStation®
9 *go* into town
10 *use* social media

Warm up
- Ask students to imagine they don't need to go to school or work. What will their day be like? Will there be some sort of routine? E.g. *I would wake up at around half past eight and go for a long walk. Then I would have breakfast in a small café and meet friends. This would be my only routine.*

Exercise 1

Mixed ability
Before students start their pair work, read out the first question and elicit key words they can use to answer it. Write answers on the board. Repeat for question 2. Students then work in pairs using the words on the board to help them.

Exercise 3

Optional activity
Students write a paragraph of their own about their favourite time of the day.

Exercise 4 **038**

Audio script page 251

Optional activity
Students role-play the script, making the answers true for them.

7 **Wykorzystując poniższe zwroty, opowiedz koledze/koleżance, które czynności z ćwiczenia 6 lubisz wykonywać w wolnym czasie, a których – nie.**

One thing I absolutely hate/detest is …
I don't mind …
I can't stand …
I'm keen on …
What I absolutely adore/love is …
I'm really into …

Styl życia

8 **Dopasuj wyrażenia z ramki do zdjęć 1–6. Czy znasz osoby, które prowadzą podobny tryb życia?**

busy luxurious sedentary stressful traditional unhealthy













9 **Wybierz poprawne uzupełnienia zdań.**

1 My dad always thinks that something will go wrong. He's definitely *an optimist* / *a pessimist*.
2 Tom's *way of life* / *attitude* suits him very well because it gives him plenty of time outdoors, which he loves.
3 Becky has a very positive *outlook* / *habit* on life so she sees the good in most things.
4 My sister is only interested in having things but I'm not *realistic* / *materialistic* like her.
5 I don't want to work hard. I want to *stress out* / *take it easy*.
6 Joe *leads a happy life* / *keeps fit* because he spends his time painting and drawing.

Święta i uroczystości

10 **Uzupełnij e-mail wyrazami lub wyrażeniami z ramki w odpowiedniej formie.**

bride celebrate events funeral honeymoon invite wedding reception

Send

Hi Hannah,

Happy Christmas! I hope you and your family are all very well.

I've had quite a busy year with several family [1]_____. Sadly, my grandmother died in February after a long illness. We all went to the [2]_____ of course, and it was wonderful to see so many people there.

My parents [3]_____ their 25th wedding anniversary in May. They [4]_____ lots of relatives, including my cousins in Canada, to a big party.

In August my older brother got married. He and his [5]_____, Kate, had a lovely ceremony and [6]_____ in a hotel. Then they had a fantastic [7]_____ in Italy and are now living in London.

Hope you have a lovely Christmas!

Kirsty

Rodzina, znajomi i przyjaciele

11 **Uzupełnij zdania nazwami członków rodziny.**

1 If you have no brothers or sisters, you are an **o**_____ **c**_____.
2 If your son gets married, his wife is your **d**_____.
3 Your grandmother's father is your **g**_____.
4 Your husband's mother is your **m**_____.
5 Your brother's son is your **n**_____.
6 If your father remarries, his new wife is your **s**_____.
7 The children of your children are your **g**_____.
8 The man you are engaged to is your **f**_____.
9 If your sister has the same mother as you but a different father, she is your **h**_____.
10 If your husband or wife has a brother, he is your **b**_____.

12 **Wyjaśnij różnice znaczeniowe między wyrazami z ramki. Następnie ułóż z tymi wyrazami zdania, które są prawdziwe w odniesieniu do ciebie.**

acquaintance colleague cousin fiancée mate relative sibling twin

I met an old acquaintance of mine at a concert yesterday.

Exercise 8
1 sedentary
2 stressful
3 unhealthy
4 luxurious
5 busy
6 traditional

Exercise 10
1 events
2 funeral
3 celebrated
4 invited
5 bride
6 wedding reception
7 honeymoon

Exercise 11
1 only child
2 daughter-in-law
3 great-grandfather
4 mother-in-law
5 nephew
6 stepmother
7 grandchildren
8 fiancé
9 half-sister
10 brother-in-law

Exercise 7
• Say the expressions using your own ideas to complete them before students make a start, e.g. *One thing I absolutely hate is people talking to me before breakfast. I don't mind spending time with relatives.*, etc.

Exercise 9
• Have students use the words to describe themselves and their lifestyle, e.g. *I'm an optimist because I always try to find a positive aspect even in the most difficult situations. Unfortunately, though, I stress out easily, even at the smallest of things.*

Optional activity
Emphasize the importance of mental health and wellness by having a discussion on how being optimistic, positive and healthy can make you happier.

Exercise 10
• After students do the exercise, ask them to discuss in pairs which of these events they have experienced recently.

Exercise 12
• Hold a short feedback session to make sure all students know the difference between the words in the box.

Konflikty i problemy

13 **Uzupełnij wiadomości wyrazami i wyrażeniami z ramki w odpowiedniej formie.**

apologize to | argue with | criticize | disagree with | feel jealous | have | break up with



Relationship problems?
ASK CLAIRE!

Dear Claire,

Since I started a new course a couple of months ago, my boyfriend and I have been [1]_____ a lot of arguments. They can be about anything – from politics to how to cook pasta properly. If I [2]_____ him about anything, he gets very cross and [3]_____ me about it for ages. Also, he's started [4]_____ my appearance, which he never used to do. I tell him I don't like all this, but he doesn't [5]_____ me for anything. I don't want to [6]_____ him, but I'm unhappy.

Emily

You need to tell your boyfriend how you feel and ask him about his feelings. Perhaps he is [7]_____ of you because you're doing a new course?

POWERUP

14 **Uzupełnij zdania wyrazami i wyrażeniami z ramki w odpowiedniej formie. Jedno wyrażenie zostało podane dodatkowo.**

accept the blame for | leave her alone | live in fear | make fun of | stand up for | take advantage of | threaten

1 My older brother used to _____ me by making nasty jokes about my weight and the fact that I couldn't play football to save my life.
2 My mum's always telling my sister to work harder at school, but I wish she would _____ because it just makes my sister more stressed.
3 It takes two to have an argument, but my sister never _____ anything and says that all our conflicts are my fault.
4 Jo _____ her boyfriend by asking him to drive her everywhere. He's so good-natured that he never refuses.
5 Once I annoyed my brother so much he _____ to smash my phone!
6 When my brother and sister have an argument, I always _____ her, because she's younger than he is. My brother hates the way I always take her side.

Małżeństwo i związki

15 **Pracujcie w parach. Wyjaśnijcie znaczenie wyróżnionych czasowników złożonych i odpowiedzcie na pytania.**

1 How often do you **get together with** your whole family?
2 Who do you **get on with** most in your family? Who do you **get on with** least?
3 Who do you **take after** most in your family?
4 Have you ever wanted to **ask somebody out** but been too afraid to?
5 Is there somebody you would like to **make friends with**?
6 What do you do if you want to **get to know somebody better**?
7 Who do you **look up to** most? Why?

16 **Uzupełnij zdania wyrazami i wyrażeniami z ramki w odpowiedniej formie. W parach zdecydujcie, z którymi zdaniami się zgadzacie, a z którymi nie.**

date | fall in love | go out with | married couple | propose | relationship | wedding ring

1 When you _____ to somebody you ought to go down on one knee to show that you're serious.
2 To have a happy _____, you should avoid arguments and conflicts with your partner at all times.
3 The perfect place for a first _____ is a park or a cinema.
4 It isn't a good idea to _____ somebody much younger than you. The age difference may become a problem in the future.
5 Try not to _____ at first sight – it's romantic, but it isn't very wise.
6 Married people should wear a _____ to show they're not single.
7 If you're part of a _____, you should support your husband or wife in everything they do.

17 **Odpowiedzcie w parach na poniższe pytania.**

1 What is your morning routine? What do you like most and least about it?
2 Which holidays do you celebrate? How do you celebrate them?
3 Which stages of life are the most enjoyable? Why do you think so?
4 Tell a story about a romantic relationship that you know or have heard about.

Exercise 13
1 having
2 disagree with
3 argues with
4 criticizing
5 apologize to
6 break up with
7 feeling jealous

Exercise 14
1 make fun of
2 leave her alone
3 accepts the blame for
4 takes advantage of
5 threatened
6 stand up for

Exercise 16
1 propose
2 relationship
3 date
4 go out with
5 fall in love
6 wedding ring
7 married couple

Exercise 14
• Ask students to say when was the last time they were in these situations, e.g. accepted the blame for something, made fun of someone or was made fun of themselves, etc.

Exercise 15
• Hold a short feedback session to check students' answers. If necessary, direct them to the wordlist at the end of the unit.

Mixed ability
Before placing students in pairs, discuss a few of the questions as a class so that students can understand what kind of answers they should be giving. At the end, ask selected students to share their answers with the rest of the class.

Exercise 16
• Have a class discussion on the statements, asking students if they agree or disagree with them. Encourage students to explain their opinions.

Exercise 17
• As students work, ask them to note any grammar or vocabulary mistakes their partner makes. Then they share their notes with their partner and correct the mistakes together.

Rozumienie ze słuchu

Wybór wielokrotny

1 **Odpowiedzcie w parach na pytania.**

1 What time did you go to bed last night?
2 Do you often stay up late?

2 **039** **Przeczytaj wskazówkę, a następnie – pytanie i podane opcje opowiedzi. Znajdź w pytaniach słowa kluczowe. Wysłuchaj nagrania i wybierz poprawną odpowiedź.**

Przeczytaj uważnie pytania i podane opcje odpowiedzi. Znajdź w pytaniach słowa kluczowe – podpowiedzą ci one, jakiego rodzaju informacje należy znaleźć w nagraniu, aby poprawnie odpowiedzieć na pytania.

What is true about Russian citizens?
A They go to bed earlier than Poles on New Year's Eve.
B They all have a holiday on New Year's Day.
C They stay up later than citizens of other countries.

3 **040** **Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania: A, B albo C.**

Tekst 1

1 Which object is visible in the sky first?
A the space station
B the planet Venus
C a satellite

Tekst 2

2 According to research, why aren't young people getting enough sleep?
A The light from screens keeps their brains active.
B They're going to bed too late.
C They're using their devices in bed.

3 Who tends to watch extra episodes of television programmes?
A people who don't work or study much
B people who can't sleep
C people who can't resist snacks

Tekst 3

4 Where is Mike now in relation to the interviewer?
A on a different continent
B in the same country
C in a different time zone

5 Why does Mike use *divided sleep*?
A to have time to chat with his family
B to get a good night's sleep
C to see his team playing live

6 What does Mike do in the early evening?
A go to sleep
B have a cold shower
C avoid intense exercise



WORDPOWER

4 **Uzupełnij pytania czasownikami z ramki.**

divide owe postpone prolong remain resist tempt

1 Do you often _____ bedtime?
2 What do you find difficult to _____?
3 How do you _____ your time between study and leisure?
4 How often do you _____ in bed until 10 a.m.?
5 Do you think you _____ yourself more sleep?
6 What activities do you like to _____ for as long as possible?
7 What snacks _____ you in the evenings?

5 **Odpowiedzcie w parach na pytania z ćwiczenia 4.**

POWERUP

Odpowiedzi na pytania

6 **041** **Usłyszysz dwukrotnie wywiad na temat najdłuższej nocy w roku. Odpowiedz na pytania (1–4), używając informacji podanych w nagraniu. Na pytania należy odpowiedzieć w języku angielskim.**

1 Why was the winter solstice important for ancient societies?
2 Where is the night of Yalda usually spent?
3 What does the colour of the fruit represent?
4 Where did people preserve fruit before Yalda night?

Materials
Classroom presentation tool
Class audio, tracks 039–041
Online practice

Exercise 4
1 postpone
2 resist
3 divide
4 remain
5 owe
6 prolong
7 tempt

Exercise 6
1 It meant that longer and warmer days were returning.
2 It is traditionally spent in the house of the eldest family members.
3 The fruit is red, which symbolizes the returning light of dawn.
4 They buried the fruit under branches and leaves.

Warm up
• Ask students to say what they enjoy doing in their free time with their friends, and what they do for entertainment on special occasions such as the New Year.

Exercise 1
• For question 2, have students explain the reasons why they stay up late and if they think it is a positive or negative experience.

Exercise 2 **039**
Audio script pages 251–252
• Before starting the exercise, ask students to say what they know about New Year traditions in other countries. After they listen, check if they mentioned anything that was heard on the audio.

Exercise 3 **040**
Audio script page 252

Exercise 6 **041**
Audio script page 252
• Explain that we have two solstice events during the year, marking the middle of winter and the middle of summer.

Exam tip
Tell students to read the questions before they listen. The first time they listen they should think of possible answers, then check when they listen again.

5 Rozumienie tekstów pisanych

Materials
Classroom presentation tool

Dobieranie nagłówków do części tekstu

1 **Popatrz na zdjęcia ilustrujące tekst i przeczytaj poniższy akapit. Odpowiedzcie w parach na pytania.**

1 What is *cosplay*?
2 When did you last dress up in a costume?
3 Does cosplay sound fun to you?
4 Do you enjoy going to fancy dress parties?

The word *cosplay* is a contraction of 'costume role-play' and it was first used in 1984 by Japanese anime producer Nobuyuki Takahashi. He used it to describe fans at anime and manga events in the US and Japan who were dressed up as their favourite comic characters. Since then, cosplay has grown in popularity and hundreds of thousands of fans attend the largest events. Cosplay, however, is far more than a game. It's an inclusive hobby that allows you to channel your creativity and, for an increasing number of people, it's become a way of life.

2 **Pracujcie w parach. Przeczytajcie wskazówkę oraz podane nagłówki (A–C). Zastanówcie się, o czym mogłyby mówić akapity, które by do nich pasowały.**

Przeczytaj uważnie wszystkie nagłówki i zastanów się, o czym powinien mówić fragment tekstu, który pasowałby do danego nagłówka.

A A new fashionable hobby
B A pastime making a positive impact
C A bit of harmless fun

3 **Przeczytaj tekst z ćwiczenia 1 ponownie i dobierz do niego poprawny nagłówek (A–C).**

4 **Przeczytaj tekst. Dobierz właściwy nagłówek (A–F) do każdej części tekstu (1–4). Dwa nagłówki zostały podane dodatkowo i nie pasują do żadnej części tekstu.**

A Communication made simple
B A wide variety of participants
C Plenty to prepare
D A range of activities
E A cheap hobby
F Important places for fans





1 F

The earliest cosplay events were in the United States. The San Diego Comic-Con started in the 1970s and is still held today. There are now huge conventions all around the world, but Japan – the birthplace of manga (comic books) and anime (animated films) – remains the main destination for enthusiasts. The largest event, Tokyo's Comiket, attracts half a million fans, who can visit anime studios and a range of other attractions nearby.

2 D

A ticket to a convention will typically cost the equivalent of £20. For that you can browse the stalls, watch displays by cosplay professionals (yes, they do exist), attend classes by experts on costume design, enter costume competitions, and so on. Some hope to meet the cosplay celebrities that they follow online. Despite the competition, the atmosphere is usually friendly and accepting, and the most popular activity seems to be taking selfies with people in similar costumes while posing like anime heroes (or villains).

3 C

Not everyone attends these events in costume but comic fans who do often put a lot of effort into their creations. Of course, you can simply order a costume online, but many choose to make their costumes themselves and spend many hours (and a lot of money) cutting out wings or helmets and putting their creations together with a glue gun. Some will even make details, like buttons, in order to look just like their favourite characters. Many will travel to events in character, having to tolerate surprised stares from other passengers on public transport.

66

Warm up
• Ask students if they enjoy taking part in drama activities and dressing up for fancy dress parties. Ask them to explain their reasons.

Exercise 1
• Ask students to work in pairs and then share answers with the class. Ask them if they would like to go to a cosplay convention and to explain why / why not.

Optional activity
Before students move on to exercise 2, ask them to work in pairs and think of a heading that would best sum up the text.

Exercise 4
• After answers have been checked, ask students to say why the two headings they didn't choose were incorrect.

Differentiation
Ask students to go through each paragraph and explain what it is about. They should try to sum up each paragraph in one sentence.



4 A

When you talk to cosplay enthusiasts it becomes clear that what many of them like the most about the conventions are the social opportunities. These are places where fans feel they can express themselves freely. People who are often shy in real life enjoy having a mask to hide behind and acting like their character. It's also extremely easy to meet people with the same passion as you. As a result, people can be sociable with more confidence and there's less risk of rejection than in normal social situations.

WORDPOWER

5 Uzupełnij zdania poprawnymi formami wyrazów wyróżnionych w tekście.

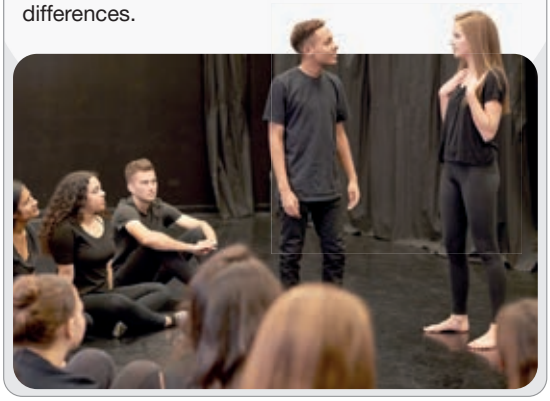
1 I often _____ for selfies.
2 I like visiting the _____ at flea markets.
3 I enjoy a lively _____ at parties.
4 I have a favourite fictional _____.
5 I like going to hobby _____.
6 I once dressed up in a full carnival _____.
7 I _____ some celebrities online.

6 Pracujcie w parach. Które ze zdań z ćwiczenia 5 są prawdziwe w odniesieniu do was?

Słowotwórstwo

7 Uzupełnij luki w tekście wyrazami utworzonymi od słów podanych w nawiasach.

Lots of drama [1]_____ (**enthuse**) join amateur dramatic societies. Although the actors aren't [2]_____ (**profession**), members can benefit greatly through their involvement. They can gain lots of [3]_____ (**confident**) on the stage or work behind the scenes and develop their [4]_____ (**create**). Acting is also a very [5]_____ (**society**) activity and by playing different roles you learn to be more [6]_____ (**accept**) of people's differences.



8 Odpowiedzcie w parach na poniższe na pytania.

1 Would you like to take part in amateur drama classes? Why? / Why not?
2 What are the similarities and differences between drama classes and your favourite free time activity?

Zbitki wyrazowe

9 Przeczytaj poniższe wyjaśnienie i wykonaj polecenie.

Words like *cosplay* (*costume* + *play*) are called *blends*. Below you'll find some other common words of this type. What two words do they combine? Use the box below to help you.

1 blog
2 brunch
3 comicon
4 email
5 emoticon
6 podcast
7 Pokémon

breakfast broadcast comic conference electronic emotion icon iPod log lunch mail monster pocket web

10 Pracujcie w parach. Wymyślcie swoje własne zbitki wyrazowe. Porównajcie swoje pomysły z pomysłami kolegów i koleżanek z klasy. Czy potrafią odgadnąć, od jakich słów utworzyliście swoje słowa?

Exercise 5
1 pose
2 stalls
3 atmosphere
4 character
5 conventions
6 costume
7 follow

Exercise 7
1 enthusiasts
2 professional(s)
3 confidence
4 creativity
5 social
6 accepting

Exercise 9
1 blog: web + log
2 brunch: breakfast + lunch
3 comicon: comic + conference
4 email: electronic + mail
5 emoticon: emotion + icon
6 podcast: iPod + broadcast
7 Pokémon: pocket + monster

Exercise 5

Differentiation
Ask students to first explain the highlighted words in their own words, and then complete the exercise. They compare their answers in pairs.

Exercise 7
- Before they do the exercise, have students make as many derivatives of the words in brackets as they can. Put these on the board so students can refer to them when they do the task.

Exercise 9
- Ask students which of the word blends they use regularly. Do they know any other blends like these?

5 Rozumienie tekstów pisanych

POWERUP

Dobieranie zdań do luk w tekście

11 **Przeczytaj wskazówkę, a następnie – tekst, z którego usunięto cztery zdania. W każdą lukę (1–4) wpisz literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.**

Zdania podane w zadaniu zazwyczaj zawierają wyrazy, które odnoszą się do informacji podanych we wcześniejszych lub następnych partiach tekstu. Przeczytaj dokładnie fragment tekstu przed luką i po niej. Poszukaj w nim odniesienia do informacji podanych w zdaniu, którym chcesz uzupełnić lukę, lub poszukaj związków przyczynowo-skutkowych między fragmentem tekstu a zdaniem uzupełniającym.

A Furthermore, only thirteen would express sympathy at all when seeing a social media post revealing personal hardship.

B Regular contact breeds familiarity and helps us learn about each other's similarities, which is a condition for trust to emerge.

C Not until that stage is reached can we start to gain real mental health benefits from social contact.

D Therefore, it takes a long time for trust to develop between two people who have just met.

E What's more, people who have difficulty opening up face to face can often develop closer relationships online than they could in person.



REAL

How many ^ friends have you got?

Thanks to social media, meeting people has never been easier. However, when does one of our online social contacts actually become a meaningful friend?

Firstly, there's a difference between a 'mate', whom we might have a laugh with, and a genuine friend. Communication scientist William Rawlins argues that real friendship can only be cultivated once trust begins to appear. [1] C Therefore, a real friend doesn't just offer companionship – they prevent loneliness, too.

Trust, however, isn't easy to build, and we probably wouldn't claim to have a trusting relationship with many of our online friends. A famous study by anthropologist Robin Dunbar found that most people have on average around 150 online 'friends' but that they would only consider four of these dependable. [2] A Consequently, the number of friends we can claim is probably far fewer than our social media accounts would suggest.

One of the reasons why online friends rarely go on to become real friends is proximity, or how physically near we are to people. It isn't a coincidence that most of the people we consider friends we met in class, on our street or in a local sports club. [3] B Researchers do stress that people can become close through membership of the same online communities. However, many would say that you need to meet face to face to be able to see eye to eye – and build sufficient emotional intensity for trust to emerge. For instance, in 2011 artist Tanja Hollander decided she needed to encounter all 600 of her online friends face to face before she could know if they were real. Only during her travels did many of them emerge as real friends.

However, just because we tend to meet real friends in person doesn't mean that we can't establish or maintain lasting friendships online. According to the Pew Research Center, 57% of teenagers say they've made a friend on the Internet, and some researchers also suggest that the Internet is necessary to provide the frequency of communications necessary to cement relationships. [4] E At the end of the day, it's what happens between people that determines whether friendship becomes real.

Exercise 11
- Before students do the task, read through the options and ask which ones extend an idea (A, E) and which ones talk about a result of an action or event (D).
- Refer students to C, and ask them which key words will likely help them find the paragraph it belongs in (*that stage* – students have to find the part of text it refers to in order to match it correctly).
- Ask students what could be B's function in the text (to give further information about the idea of *proximity* that is mentioned in the text).

Optional activity
Ask students if they have online friends that they have never met and if their friendship has lasted long. Then ask students what dangers they could face when making friends online, and what they can do to make sure they are safe online when meeting new people.

Mówienie

Opis ilustracji i odpowiedzi na trzy pytania

1 Przeczytaj wskazówkę i przyjrzyj się zdjęciu z ćwiczenia 2. Które z poniższych wyrażeń najlepiej opisują przedstawioną sytuację?

Pierwsze pytanie do ilustracji dotyczy najczęściej tego, kim są przedstawione na niej osoby, jakie łączą je relacje, jak się czują i zachowują, a także tego, jakie mogą być konsekwencje lub przyczyny przedstawionych zdarzeń. Staraj się podać najbardziej prawdopodobną odpowiedź z wykorzystaniem zwrotów służących do wyrażania przypuszczenia.

Who	colleagues friends couple
Where	appointment date interview
Appearance	costumes casual clothes elegant outfits
Feelings	enthusiastic guilty impatient uncomfortable terrified surprised
Body language	cover his/her eyes point to his/her watch spread his/her arms helplessly shake his/her head wave his/her hand

2 Opisz ilustrację i odpowiedz na pytania ze s. 241.



Spekulowanie na temat sytuacji przedstawionej na zdjęciu

I suppose that …
It looks like they know each other.
He looks angry.
He might be her boyfriend.
She doesn't appear to be happy.
They seem to be having an argument.
Perhaps he has forgotten about the meeting.

Więcej przydatnych zwrotów na s. 240

Rozmowa na podstawie materiału stymulującego

3 042 Przeczytaj treść polecenia z ćwiczenia 5 i wysłuchaj przykładowej wypowiedzi. Którą opcję wybrał uczeń, a które odrzucił?

4 042 Uzupełnij brakujące wyrazy w poniższych zdaniach. Posłuchaj nagrania ponownie i sprawdź odpowiedzi.

1 My choice would be photo number …, because it has a clear _____.
2 The photo _____ to my emotions with nice scenery.
3 The problem with photo number … is that it is not _____ enough.
4 It _____ me think of brain engineering rather than feelings and relationships.
5 I wouldn't choose photo number …, because it shows a _____ picture of friendship.

5 Wykonaj poniższe zadanie.

Piszesz artykuł na temat budowania relacji międzyludzkich. Zastanawiasz się nad wyborem zdjęcia, które najlepiej odzwierciedliłoby ideę przyjaźni.

- Wybierz tę propozycję, która wydaje ci się najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.







Odpowiedzcie w parach na poniższe pytania.

1 What are the best ways to keep up friendship?
2 How do social networking sites affect our relationships with other people? What makes you think so?

Materials
Classroom presentation tool
Class audio, track 042
Online practice

Exercise 1
Who: couple
Where: date
Appearance: casual clothes
Feelings: guilty, impatient, uncomfortable
Body language: point to her watch, spread his arms helplessly

Exercise 3
The student chose option 2.

Exercise 4
1 message
2 appeals
3 clear
4 makes
5 simplistic

Warm up
- Ask students what they do to maintain their friendships and how friendships are important in our lives. Ask them about things that can potentially ruin friendships as well.

Exercise 1
- Before completing the exercise, ask students to look at the table and add other words or phrases to each category.

Exercise 2

Exam tip
Before students do the exercise, ask them to write three sentences to describe the picture. They then give these to their partner, who has to say the sentences with different vocabulary while keeping the same meaning. This will help students understand how they can use different words to describe the same image or idea.

Exercise 3 042
Audio script page 252

Exercise 4 042
Audio script page 252
- After completing the exercise, ask students to complete the sentences with their own ideas. Then they share their ideas in pairs.

5 Znajomość środków językowych

Materials
Classroom presentation tool
Online practice
Short test

Exercise 2
1 is taking / is going to take
2 will be
3 are going to spend / are spending
4 will love
5 are going to cook
6 are going
7 won't be doing
8 'll/will be relaxing

GRAMMAR IN USE

Czasy przyszłe; przyimki

1 **W każdym zdaniu wskaż właściwą formę czasownika.**

1 I can't go out with you tonight. My brother and his fiancée *will celebrate* / *(are celebrating)* / *celebrate* their engagement and all the family will be there.
2 Look at those dark clouds. It looks like we *are having* / *(are going to have)* / *have* a storm soon.
3 We must hurry. The lecture *will start* / *is starting* / *(starts)* at ten o'clock.
4 Look, there's Thai chicken curry on the menu. I think I *have* / *('ll have)* / *'m having* that.
5 This time tomorrow we *'ll sleep* / *'re sleeping* / *('ll be sleeping)* under the stars!

2 **Uzupełnij tekst czasownikami z nawiasów w odpowiedniej formie.**

My dad, my sister and I have planned a nice celebration for my mum's birthday tomorrow. She [1] _____ (take) the day off work, so she and my dad can do something together. My sister and I [2] _____ (be) at school, though, as it's a Thursday.

My mum and dad [3] _____ (spend) the day in town, shopping and going to an art exhibition. I think they [4] _____ (love) the exhibition because they're really into visual art. In the evening we [5] _____ (cook) dinner and I've made her a cake. After dinner, we [6] _____ (go) to the cinema. I'm really looking forward to it. This time tomorrow I [7] _____ (not do) homework. I [8] _____ (relax) with some popcorn!

3 **Uzupełnij zdania przyimkami: *on*, *at* oraz *in*.**

1 I have my music lessons *in* Room 106 *on* Friday mornings.
2 I'm having lunch with Tonya tomorrow. We've arranged to meet *at* a restaurant *at* noon.
3 The last time I saw Peter was *at* a football match *in* May.
4 Can you hear me? I'm *on* the train now. I should arrive *in* Glasgow *at* half past ten.
5 I've been spending a lot of time *at* home but now I've got a job that starts *on* 1 July.
6 We live *in* a small flat near the town centre. We moved here *in* 2019.

Więcej gramatyki na s. 215

Tłumaczenie (zadanie zamknięte)

4 **Spośród podanych opcji wybierz tę, która jest tłumaczeniem fragmentu podanego w nawiasie poprawnie uzupełniającym lukę w zdaniu.**

1 Maria, could you find our tickets and check what time our train (*odjeżdża*) _____?
A is leaving **(B)** leaves **C** will leave
2 What do you think you (*będziecie robili*) _____ ten years from now?
(A) will be doing **B** will do **C** are doing
3 Julia is five months pregnant. She (*urodzi*) _____ twins in September.
A will have **(B)** is having **C** has
4 Ricky had an argument with his girlfriend last week, but he (*pogodził się z*) _____ her the next day and they went to Paris together.
A broke up with **B** got on with **(C)** made up with
5 To be honest, I don't believe in love (*od pierwszego wejrzenia*) _____.
A with a look **B** by the view **(C)** at first sight

Minidialogi

5 **Uzupełnij poniższe minidialogi (1–4). Wybierz spośród podanych opcji brakującą wypowiedź.**

1 **X:** I'm trying to find out more about my family history, but I'm not having much luck.
Y: _____
X: Oh, thank you very much!
A I'm talking to my cousin next week.
B You'll be surprised at what you find.
(C) I'll send you some links to useful websites.
2 **X:** Oh no! It's half past eleven already!
Y: _____
X: We should hurry up!
A We're missing the train!
(B) We're going to miss the train!
C We'll be missing the train!
3 **X:** Look at this necklace I've bought for Ella.
Y: _____
X: I hope so!
(A) I'm sure she'll love it.
B I'll wrap it up for you.
C I've got earrings from her.
4 **X:** Would you like to come to us on New Year's Eve?
Y: _____
X: Right. When are you coming back?
A I agree that it's an important celebration.
(B) I'd love to, but I'm going to spend it with my parents.
C Sorry, I can't stand New Year's Eve parties.

Warm up
• Have students write six sentences, three of which contain mistakes in the usage of the past tense for their partner to correct.

Exercise 1

Differentiation
For items 1–4, have students read the first sentence in each item so they know the context and ask them to follow up with their own ideas.

Exercise 3
• Ask students to come up with time and place expressions that are used with the prepositions *in*, *at* and *on* before they complete the exercise.

Exercise 4
• With books closed, ask students for possible translations of the phrases in brackets. Then for items 1–3, go through each option and have students name the tenses. For items 4 and 5, students explain the meaning of the expressions. Then they work individually to choose the correct answers.

Exam tip
Tell students that even if they are not sure of the answer, they should always choose one instead of leaving a blank space. Encourage them to rule out incorrect answers first and then make an educated guess.

Gramatykalizacja / struktury gramatyczne

6 **Uzupełnij zdania 1–5. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.**

1 Our exams _____ (start/May) so we have about a month left for revision.
2 This time next week I _____ (get/marry)! I can't wait!
3 Jim and Zoe spend all their time together, I think _____ (they/engage) soon!
4 I've arranged to meet Abby in town, so I _____ (leave/six).
5 I'm not sure how to spend my pocket money this month. Maybe _____ (I/buy) some new shoes?

Zadanie z lukami

7 **Przeczytaj tekst. Uzupełnij każdą lukę (1–6) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna uzupełnionych zdań.**

In July, I'm going to spend a fortnight with my cousins Dylan and Jess in Wales. They live [1] *in* the middle of nowhere, and it always takes me a couple of days to adapt to their way of life. Once I've got used to life in the country, I [2] *have* a really good time! We're going to go kayaking and swimming, and I'll also do some gardening for my uncle and aunt as they grow a lot of their own vegetables. I love [3] *spending* so much time outdoors and in beautiful surroundings.

Unfortunately this year Dylan can't be at home during the day because he's got a job but Jess [4] *will* be around. She plays a lot of music and, as I've been learning the flute this year, I'm [5] *going* to take my flute with me and see if we can play together.

The evenings are really special: we make a fire outside and sit round it and chat. The place feels magical [6] *at* night – the sky is full of stars and there is complete silence. It's very peaceful and a huge contrast with nights back in the city.

POWERUP

Transformacje (zadanie otwarte)

8 **Wykorzystując wyrazy podane dużymi literami, uzupełnij lukę w każdym zdaniu, tak aby zachować sens zdania wyjściowego (1–4). W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając w to wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna uzupełnionych zdań. Nie zmieniaj formy podanych wyrazów.**

1 We have planned a big party for my sister's birthday, which is four weeks from today. **BE**
In four weeks' time _____ a big party for my sister's birthday.
2 I'm going on my tenth blind date on Saturday. **WILL**
By Sunday, I _____ ten blind dates.
3 My grandmother went to live in a care home on the 1st of May almost two years ago. **BEEN**
On the 1st of May, my grandmother _____ in a care home for two years.
4 Jack and his girlfriend Emma argued very loudly about their holiday plans last night. **HEATED**
Jack and his girlfriend Emma _____ about their holiday plans last night.

Set leksykalny

9 **Wpisz wyraz, który poprawnie uzupełnia wszystkie trzy zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.**

1 If you want to keep your options *open*, wait a few days before you make a booking.
My sister isn't very *open* with me so I don't know much about what goes on with her.
Some of his comments are *open* to misinterpretation.
2 Because my parents used to *push* me to do a lot of team sports, I became very good at hockey and football.
I tried to *push* the door open but it was stuck - we couldn't get in.
The housing shortage will *push* the price of rents up beyond the reach of those on low incomes.
3 Our estimate of the cost of the wedding reception was *out* by about £1,000.
You'll need to rest after your operation, but you'll soon be *out* and about again.
He eventurally lost all his cards and was *out* of the game.

Exercise 6
1 start in May
2 will be getting married
3 they will get engaged
4 am leaving at six
5 I will buy

Exercise 8
1 we will be having
2 will have been on
3 will have been living
4 had a heated argument

Exercise 7
• Ask students to read through the text first to understand what it is about before choosing the answers.

Exam tip
If students are having problems finding the correct word to complete the gap, ask them to focus on the words immediately before and after the gaps – these will help them find the correct answers.

Exercise 9
• Ask students to explain how the meaning of the words they used to complete the gaps changes depending on the context in each sentence.

Differentiation
Have students compare answers with a partner before checking them as a class. Then ask if other words could be used to complete the gap in any of the sentences (e.g. *honest* in 1.2).

5 Wypowiedź pisemna

Materials
Classroom presentation tool
Online practice

Exercise 1
fabric, extra, audition

Exercise 2
fabric > factory
extra > great
audition > radio show

Exercise 3
data – *dane*
date – *data*
lecture – *wykład*
set book – *lektura szkolna*
pension – *emerytura*
salary – *pensja*
receipt – *paragon*
prescription – *recepta*

1 set book
2 salary
3 date
4 prescription

Wpis na blogu

Staraj się wyrażać komunikatywnie i w sposób zrozumiały dla osoby, której ojczystym językiem jest język angielski. Pamiętaj o istnieniu tzw. *false friends* (np. *pupil* to nie zwierzątko domowe, *chef* to nie szef, a *pilot* to nie przewodnik wycieczki). Nie tłumacz wyrazów dosłownie, jeśli nie znasz ich angielskiego odpowiednika – może to spowodować zakłócenie komunikacji i obniżenie oceny ze względu na kryterium treści. Jeśli nie masz pewności, że używasz wyrazu we właściwym kontekście, nie ryzykuj popełnienia błędu i przekaż jego znaczenie w sposób opisowy.

1 **Przeczytaj zadanie i przykładową wypowiedź. Znajdź trzy wyrazy, które zostały błędnie użyte z powodu ich podobieństwa do słów polskich.**

Jesteś fanem układanek obrazkowych. Na swoim blogu:

- poinformuj, jakie masz hobby, i wyjaśnij, na czym ono polega
- opowiedz, jak narodziło się twoje zamiłowanie do układanek
- opisz pozytywny wpływ układanek na twoje życie
- zachęć czytelników do spróbowania tej aktywności i udziel wskazówek, w jaki sposób mogą zacząć.

Hi everybody,

Some of you have asked me what my hobby is. I love doing jigsaw puzzles. These are pictures that have been cut up into small pieces of different shapes that you have to fit together again.

It all started when I got my first 1,500-piece jigsaw. It was hard but I managed to finish it. I still remember the picture I had to put together. It was an old photo of a car fabric.

Doing jigsaw puzzles is extra! I learned that if I put in some effort, sooner or later I will finish even the most difficult one. This is what jigsaws have taught me: patience and determination.

Yesterday I listened to a radio audition about puzzles and they said that even Bill Gates and Hugh Jackman like jigsaws. So maybe you should also give it a go? You can find all sorts of puzzles in every bookshop or buy them online.

2 **Wyjaśnij różnice znaczeniowe pomiędzy wyrazami błędnie użytymi w tekście i zamieszczonymi poniżej. Popraw wypowiedź z ćwiczenia 1.**

factory great radio show

3 **Wyjaśnij różnice między poniższymi wyrazami zestawionymi w pary. Następnie uzupełnij zdania (1–4) właściwymi słowami.**

data/date lecture/set book pension/salary receipt/prescription

1 I had to read it in primary and secondary schools, because it was a _____, so I know it by heart.
2 Brenda has just started working for this company, that's why she only earns a basic _____.
3 Ian couldn't come to the meeting on the 15th, so he suggested an earlier _____.
4 A lot of medicines for the common cold are available without a _____.

4 **Napisz tekst (100–150 wyrazów, nie licząc słów już podanych), w którym rozwiniesz każdy z czterech podpunktów.**

W ramach projektu na lekcji języka angielskiego przeprowadziłeś/przeprowadziłaś ankietę na temat hobby twoich rówieśników. We wpisie na swoim blogu:

- opisz, jakie hobby cieszą się największym zainteresowaniem
- wyraź opinię na temat zagrożeń wynikających z uprawiania niektórych z nich
- opisz, jak różni się twój sposób spędzania czasu teraz od zainteresowań w dzieciństwie
- zachęć czytelników do przedstawiania swoich hobby i opisywania, jaki wpływ mają na ich życie.

Hi everybody,
I have just done a survey on the most popular hobbies among teenagers.

Informacja o hobby
The most popular hobbies are …
Everybody loves …

Wyrażanie opinii
I think hobbies such as … could be dangerous because …

Spędzanie czasu wolnego
When I was a child I …
I enjoyed … with my friends.

Wyrażanie zachęty
I encourage you to …
Could you share … ?

Więcej przydatnych zwrotów na s. 243

POWERUP

Rozprawka

5 **Napisz tekst składający się z 200–250 wyrazów.**

Geocaching, czyli gra terenowa oparta na technologii GPS, polegająca na poszukiwaniu skarbów wcześniej ukrytych przez innych uczestników gry, jest popularna wśród młodzieży. Napisz rozprawkę, w której przedstawisz dobre i złe strony takiej formy spędzania wolnego czasu.

Przydatne zwroty na s. 245

Warm up
- Ask students why having a hobby is good for people and what kind of things people can learn from them.

Exercise 1
- Ask students to say which words are usually translated incorrectly from Polish to English. Write them on the board and have students note them in their notebooks for future reference.

Exercise 3
- Ask students to work in pairs and make sentences with the alternative options. Ask selected students to share their sentences with the class.

Exercise 4
- Ask students to work in pairs to brainstorm ideas and vocabulary they can use to complete the task.
- Remind them to use the phrases from the Writing box in their writing.
- Set the writing task as homework.

Exam tip
Remind students to plan their work first and write a draft, then make sure the text includes all the necessary information and delete anything that is irrelevant. Only then should they start writing their final text.

Bank zadań Wypowiedź ustna

Materials
Classroom presentation tool

2 minuty

Rozmowa wstępna

Odpowiedz na pytania.

1 What kind of work would you never like to do? Why?
2 Should parents pay their children for doing housework? Why? / Why not?
3 How do you usually spend your Sunday mornings?
4 How are you going to celebrate your next birthday?

4 minuty Zadanie 1

Rozmowa z odgrywaniem roli

Po maturze postanowiłeś/postanowiłaś zarobić na własne utrzymanie. Rozmawiasz o tym z kolegą/koleżanką z Seattle. W rozmowie omów poniższe kwestie.

- prace podejmowane przez ciebie podczas poprzednich wakacji
- powody podjęcia decyzji o rozpoczęciu pracy
- możliwości pracy zarobkowej dla studentów
- ewentualne trudności

(Rozmowę rozpoczynasz ty).

3 minuty Zadanie 2

Opis ilustracji i odpowiedzi na trzy pytania

Opisz poniższe zdjęcie i odpowiedz na pytania.



Pytania znajdziesz na s. 242

5 minuty Zadanie 3

Rozmowa na podstawie materiału stymulującego

Popatrz na ilustracje 1, 2 i 3. Zbliżają się święta Bożego Narodzenia i Nowy Rok. Postanowiłeś/Postanowiłaś wysłać życzenia do znajomych z zagranicy. Masz do wyboru trzy kartki.

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

1



2



3



Odpowiedz na pytania.

1 Some people spend a lot of money on Christmas presents. Do you think this is a good idea? Why? / Why not?
2 Are traditional greetings cards a thing of the past? Why? / Why not?
3 Some people say that childhood is the best time of our lives. What do you think?
4 Is Facebook a good way to stay in touch with friends? Why? / Why not?

Warm up
• Place students in small groups. Tell them they have to take turns to talk for two minutes on the topic of the unit. The group members listen and note interesting phrases that the speaker has used.

Zadanie 1
• As a class, elicit key words and write them on the board for students to refer to.
• Ask students to work in pairs and do the role-play.

Exam tip
Remind students that if they get anxious during the exam, they should play for time using appropriate phrases to give themselves a bit more time to think.

Zadanie 2
• Remind students that they also need to answer the three questions on page 242 when they finish their descriptions.

Exam tip
Ask students to say how they think the people in the picture are feeling, but also how they feel themselves as they look at the picture.

Zadanie 3
• Give students one minute to look at the pictures and analyse the captions. Remind them that they should refer to the captions while speaking, but they should avoid quoting them word for word.

Legenda
Oxford 3000
Oxford 5000
Poziom rozszerzony

Materials
Classroom presentation tool
Class audio, tracks 43.1–046
Online practice
Unit test

43.1 Czynności życia codziennego

brush your hair /ˌbrʌʃ jɔː ˈheə(r)/ szczotkować włosy
brush your teeth /ˌbrʌʃ jɔː ˈtiːθ/ myć zęby
catch a bus/a train /ˌkætʃ ə ˈbʌs/ /ˌkætʃ ə ˈtreɪn/ łapać autobus/ pociąg
check emails /ˌtʃek ˈiːmeɪlz/ sprawdzać e-maile
comb your hair /ˌkəʊm jɔː ˈheə(r)/ czesać włosy
do the housework /ˌduː ðə ˈhaʊswɜːk/ wykonywać prace domowe
do the shopping /ˌduː ðə ˈʃɒpɪŋ/ robić zakupy
do the washing /ˌduː ðə ˈwɒʃɪŋ/ robić pranie
do the washing-up /ˌduː ðə ˌwɒʃɪŋ ˈʌp/ zmywać naczynia
feed the pet /ˌfiːd ðə ˈpet/ karmić zwierzę domowe
get dressed /ˌget ˈdrest/ ubierać się
get home /ˌget ˈhəʊm/ wracać do domu
get up /ˌget ˈʌp/ wstawać
go out /ˌgəʊ ˈaʊt/ wychodzić (do kina, restauracji)
go to sleep /ˌgəʊ tə ˈsliːp/ iść spać
go to the bathroom /ˌgəʊ tə ðə ˈbɑːθruːm/ iść do łazienki
have a bath /ˌhæv ə ˈbɑːθ/ brać kąpiel
have a shower /ˌhæv ə ˈʃaʊə(r)/ brać prysznic
have a snack /ˌhæv ə ˈsnæk/ jeść przekąskę
have breakfast /ˌhæv ˈbrekfəst/ jeść śniadanie
have dinner /ˌhæv ˈdɪnə(r)/ jeść obiad/kolację
have lunch /ˌhæv ˈlʌntʃ/ jeść lunch
leave home /ˌliːv ˈhəʊm/ wychodzić z domu
make breakfast /ˌmeɪk ˈbrekfəst/ robić śniadanie
make coffee /ˌmeɪk ˈkɒfi/ parzyć kawę
make dinner /ˌmeɪk ˈdɪnə(r)/ robić kolację
meet with your mates /ˌmiːt wɪð jɔː ˈmeɪts/ spotykać się z kolegami
morning routine /ˌmɔːnɪŋ ruːˈtiːn/ czynności poranne
read the news online /ˌriːd ðə ˌnjuːz ˌɒnˈlaɪn/ czytać wiadomości w internecie
relax /rɪˈlæks/ odprężać się
routine /ruːˈtiːn/ ustalony porządek, rutyna
search the Internet /ˌsɜːtʃ ðiˈɪntənet/ szukać czegoś w internecie
set the alarm clock /ˌset ðiˈəlɑːm klɒk/ nastawiać budzik
take out the rubbish /ˌteɪk aʊt ðə ˈrʌbɪʃ/ wynosić śmieci
take the dog for a walk /ˌteɪk ðə dɒg fə(r) ə ˈwɔːk/ wyprowadzać psa na spacer
talk with your mates /ˌtɔːk wɪð jɔː ˈmeɪts/ rozmawiać z kolegami
tidy your room /ˌtaɪdi jɔː ˈruːm/ sprzątać pokój
wake up /ˌweɪk ˈʌp/ budzić się
walk the dog /ˌwɔːk ðə ˈdɒg/ wyprowadzać psa na spacer
wash /wɒʃ/ myć się
watch telly /ˌwɒtʃ ˈteli/ oglądać telewizję

43.2 Określanie czasu

at midnight /ət ˈmɪdnaɪt/ o północy
at night /ət ˈnaɪt/ w nocy
at noon/midday /ət ˈnuːn/ /ət ˌmɪdˈdeɪ/ w południe
at the weekend /ət ðə ˌwiːkˈend/ w weekend
during the day /ˌdjʊərɪŋ ðə ˈdeɪ/ w ciągu dnia
eleven fifteen /ɪˌlevn ˌfɪfˈtiːn/ kwadrans/piętnaście po jedenastej
five o'clock /ˌfaɪv əˈklɒk/ godzina piąta
half past ten /ˌhɑːf pɑːst ˈten/ dziesiąta trzydzieści
on weekdays /ɒn ˈwiːkdeɪz/ w ciągu tygodnia
quarter past eleven /ˌkwɔːtə pɑːst ɪˈlevn/ kwadrans/piętnaście po jedenastej
quarter to eleven /ˌkwɔːtə tu ɪˈlevn/ za kwadrans/za piętnaście jedenasta
ten forty-five /ˌten ˌfɔːti ˈfaɪv/ za kwadrans/za piętnaście jedenasta
ten thirty /ˌten ˈθɜːti/ dziesiąta trzydzieści

43.3 Spędzanie czasu wolnego

be into sth /biː ˈɪntu sʌmθɪŋ/ interesować się czymś
be keen on sth /biː ˈkiːn ɒn sʌmθɪŋ/ przepadać za czymś
be mad about sth /biː ˈmæd əbaʊt sʌmθɪŋ/ szaleć za czymś
can't stand sth /kɑːnt ˈstænd sʌmθɪŋ/ nie znosić czegoś
chat online with friends /ˌtʃæt ˌɒnˈlaɪn wɪð ˈfrendz/ czatować z kolegami/koleżankami przez internet
detest sth /dɪˈtest sʌmθɪŋ/ nie cierpieć czegoś
don't mind sth /ˌdəʊnt ˈmaɪnd sʌmθɪŋ/ nie mieć nic przeciwko czemuś
enjoy yourself /ɪnˈdʒɔɪ jɔːself/ dobrze się bawić
go into town /ˌgəʊ ɪntu ˈtaʊn/ wychodzić na miasto
go online /ˌgəʊ ˌɒnˈlaɪn/ korzystać z internetu
go out of town /ˌgəʊ aʊt əv ˈtaʊn/ wyjeżdżać poza miasto
hang out with friends /hæŋ ˌaʊt wɪð ˈfrendz/ spędzać czas z przyjaciółmi
have a good time /ˌhæv ə gʊd ˈtaɪm/ dobrze się bawić
have fun /ˌhæv ˈfʌn/ dobrze się bawić
play board games /ˌpleɪ ˈbɔːd geɪmz/ grać w planszówki
play computer games /ˌpleɪ kəmˈpjuːtə geɪmz/ grać w gry komputerowe
social media /ˌsəʊʃl ˈmiːdiə/ media społecznościowe
spend time outdoors /spend ˌtaɪm aʊtˈdɔːz/ spędzać czas na świeżym powietrzu
text your friends /ˌtekst jɔː ˈfrendz/ wysyłać znajomym SMS-y
visit relatives /ˌvɪzɪt ˈrelətɪvz/ odwiedzać krewnych
work out (in the gym) /ˌwɜːk ˈaʊt (ɪn ðə ˈdʒɪm)/ ćwiczyć (na siłowni)

43.4 Styl życia

busy lifestyle /ˌbɪzi ˈlaɪfstaɪl/ zajęty tryb życia
habit /ˈhæbɪt/ zwyczaj
healthy lifestyle /ˌhelθi ˈlaɪfstaɪl/ zdrowy tryb życia
lead a happy life /ˌliːd ə ˌhæpi ˈlaɪf/ prowadzić szczęśliwe życie
luxurious lifestyle /lʌgˌʒʊərɪəs ˈlaɪfstaɪl/ luksusowy styl życia
materialistic outlook /məˌtɪərɪəˌlɪstɪk ˈaʊtlʊk/ materialistyczne podejście
optimist /ˈɒptɪmɪst/ optymista
pessimist /ˈpesɪmɪst/ pesymista
realist /ˈriːəlɪst/ realista
realistic outlook /riːəˌlɪstɪk ˈaʊtlʊk/ realistyczne podejście
risk-taker /ˈrɪsk teɪkə(r)/ ryzykant
sedentary lifestyle /ˌsedntri ˈlaɪfstaɪl/ siedzący tryb życia
stress out /ˌstres ˈaʊt/ stresować się
stressful lifestyle /ˌstresfl ˈlaɪfstaɪl/ stresujący tryb życia
take it easy /ˌteɪk ɪt ˈiːzi/ podchodzić do czegoś na luzie
traditional lifestyle /trəˌdɪʃənl ˈlaɪfstaɪl/ tradycyjny tryb życia
unhealthy lifestyle /ʌnˌhelθi ˈlaɪfstaɪl/ niezdrowy tryb życia
way of life /ˌweɪ əv ˈlaɪf/ styl życia

43.5 Święta i uroczystości

anniversary /ˌænɪˈvɜːsəri/ rocznica
baby shower /ˈbeɪbi ʃaʊə(r)/ przyjęcie urządzane na cześć kobiety spodziewającej się dziecka
birthday /ˈbɜːθdeɪ/ urodziny
bride /braɪd/ panna młoda
celebrate sth /ˈselɪbreɪt sʌmθɪŋ/ świętować coś, obchodzić święto
celebration /ˌselɪˈbreɪʃn/ uroczystość
ceremony /ˈserəməni/ ceremonia, uroczystość
Christmas /ˈkrɪsməs/ Boże Narodzenie
Christmas Eve /ˌkrɪsməs ˈiːv/ Wigilia
decorate the Christmas tree /ˌdekəreɪt ðə ˈkrɪsməs triː/ ubierać choinkę
Easter /ˈiːstə(r)/ Wielkanoc
Easter Sunday /ˌiːstə(r) ˈsʌndeɪ/ Niedziela Wielkanocna
family event /ˌfæməli ɪˈvent/ uroczystość rodzinna
Father's Day /ˈfɑːðəz deɪ/ Dzień Ojca
funeral /ˈfjuːnərəl/ pogrzeb
groom /gruːm/ pan młody
have a party /ˌhæv ə ˈpɑːti/ urządzać przyjęcie
holiday /ˈhɒlədeɪ/ święto
honeymoon /ˈhʌnimuːn/ miesiąc miodowy
invitation /ˌɪnvɪˈteɪʃn/ zaproszenie
invite sb to sth /ɪnˈvaɪt sʌmbədi tə sʌmθɪŋ/ zapraszać kogoś na coś
Mother's Day /ˈmʌðəz deɪ/ Dzień Matki
name day /ˈneɪm deɪ/ imieniny
New Year /ˌnjuː ˈjɪə(r)/ Nowy Rok
New Year's Eve /ˌnjuː jɪəz ˈiːv/ sylwester
occasion /əˈkeɪʒn/ okazja, wydarzenie
Thanksgiving /ˌθæŋksˈgɪvɪŋ/ Święto Dziękczynienia
Valentine's Day /ˈvæləntaɪnz deɪ/ walentynki
wedding /ˈwedɪŋ/ ślub
wedding reception /ˈwedɪŋ rɪsepʃn/ przyjęcie weselne

43.6 Rodzina, znajomi i przyjaciele

acquaintance /əˈkweɪntəns/ znajomy
aunt /ɑːnt/ ciotka
boyfriend /ˈbɔɪfrend/ chłopak
brother /ˈbrʌðə(r)/ brat
brother-in-law /ˈbrʌðər ɪn lɔː/ szwagier
child /tʃaɪld/ dziecko
children /ˈtʃɪldrən/ dzieci
colleague /ˈkɒliːg/ kolega/koleżanka z pracy
cousin /ˈkʌzn/ kuzyn/kuzynka
daughter /ˈdɔːtə(r)/ córka
daughter-in-law /ˈdɔːtər ɪn lɔː/ synowa
father/dad /ˈfɑːðə(r)/ /dæd/ ojciec, tata
father-in-law /ˈfɑːðər ɪn lɔː/ teść
fiancé/fiancée /fiˈɒnseɪ/ narzeczony/narzeczona
friend /frend/ kolega/koleżanka
friendship /ˈfrendʃɪp/ przyjaźń
girlfriend /ˈgɜːlfrend/ dziewczyna
grandchildren /ˈgrænt͡ʃɪldrən/ wnuki
granddaughter /ˈgrændɔːtə(r)/ wnuczka
grandfather/grandpa /ˈgrænfɑːðə(r)/ /ˈgrænpɑː/ dziadek
grandmother/grandma /ˈgrænmʌðə(r)/ /ˈgrænmɑː/ babcia
grandson /ˈgrænsʌn/ wnuk
great-grandfather /ˌgreɪt ˈgrænfɑːðə(r)/ pradziadek
great-grandmother /ˌgreɪt ˈgrænmʌðə(r)/ prababcia
half-brother /ˈhɑːf brʌðə(r)/ przyrodni brat
half-sister /ˈhɑːf sɪstə(r)/ przyrodnia siostra
husband /ˈhʌzbənd/ mąż
in-laws /ˈɪn lɔːz/ teściowie, rodzina żony/męża
mate /meɪt/ kumpel
mother/mum /ˈmʌðə(r)/ /mʌm/ matka/mama
mother-in-law /ˈmʌðər ɪn lɔː/ teściowa
nephew /ˈnefjuː/ siostrzeniec/bratanek
niece /niːs/ siostrzenica/bratanica
only child /ˌəʊnli ˈtʃaɪld/ jedynak/jedynaczka

How to learn vocabulary

- Ask students to choose ten words or phrases from the wordlist that they find interesting or have difficulty learning. They write definitions of these in English as best they can.
- They work in pairs and swap definitions with their partner, who has to read them and find the correct words.
- Students check their answers in pairs. Ask several pairs to read some of their definitions in class for the other students to find the words.

Brainpower

Students work in pairs. They choose five words they can make silly rhymes with to share with the class.

Sprawdź się!

Optional activity

Ask students to say their own sentences with the words revised in the exercise to share with the class.

parents /'peərənts/ rodzice
relative /'relətɪv/ krewny
siblings /'sɪblɪŋz/ rodzeństwo
sister /'sɪstə(r)/ siostra
sister-in-law /'sɪstər ɪn lɔ:/ szwagierka, bratowa
son-in-law /'sʌn ɪn lɔ:/ zięć
stepbrother /'stepbrʌðə(r)/ przyrodni brat
stepdaughter /'stepdɔ:tə(r)/ pasierbica
stepfather/stepdad /'stepfɑ:ðə(r)/ /'stepdæd/ ojczym
stepmother/stepmum /'stepmʌðə(r)/ /'stepmʌm/ macocha
stepsister /'stepsɪstə(r)/ przyrodnia siostra
stepson /'stepsʌn/ pasierb
twin /twɪn/ bliźniak/bliźniaczka
twin brother /ˌtwɪn 'brʌðə(r)/ brat bliźniak
twin sister /ˌtwɪn 'sɪstə(r)/ siostra bliźniaczka
uncle /'ʌŋkl/ wujek
wife /waɪf/ żona

43.7 Konflikty i problemy

accept the blame for sth /əkˌsept ðə 'bleɪm fə(r) ˌsʌmθɪŋ/ uznać winę za coś
apologize to sb for sth /ə'pɒlədʒaɪz tə sʌmbədi fə(r) sʌmθɪŋ/ przeprosić kogoś za coś
argue with sb /'ɑ:gju: wɪð sʌmbədi/ kłócić się z kimś
argument /'ɑ:gjumənt/ kłótnia
break up with sb /ˌbreɪk 'ʌp wɪð sʌmbədi/ zrywać, rozstawać się z kimś
criticize sb /'krɪtɪsaɪz sʌmbədi/ krytykować kogoś
disagree with sb /ˌdɪsə'gri: wɪð sʌmbədi/ nie zgadzać się z kimś
fall out with sb /ˌfɔ:l 'aʊt wɪð sʌmbədi/ pokłócić się z kimś
get divorced /ˌget dɪ'vɔ:st/ rozwieść się
get into (an argument) /ˌget ɪntu ən 'ɑ:gjumənt/ wdawać się (w dyskusję)
have an argument with sb /ˌhæv ən 'ɑ:gjumənt wɪð sʌmbədi/ pokłócić się z kimś
jealous /'dʒeləs/ zazdrosny
leave sb alone /ˌli:v, sʌmbədi ə'ləʊn/ zostawić kogoś w spokoju
live in fear of sb/sth /lɪv ɪn 'fɪə(r) əv ˌsʌmbədi/ /lɪv ɪn 'fɪə(r) əv sʌmθɪŋ/ żyć w strachu przed kimś/czymś
make fun of sb /meɪk 'fʌn əv ˌsʌmbədi/ żartować sobie z kogoś
make up with sb /ˌmeɪk 'ʌp wɪð sʌmbədi/ pogodzić się z kimś
row /raʊ/ kłótnia
split up with sb /ˌsplɪt 'ʌp wɪð sʌmbədi/ zrywać, rozstawać się z kimś
stand up for sb /stænd 'ʌp fə(r) ˌsʌmbədi/ stawać w obronie kogoś
take advantage of sb /teɪk əd'vɑ:ntɪdʒ əv ˌsʌmbədi/ wykorzystać kogoś
threaten sb /'θretn ˌsʌmbədi/ grozić komuś

43.8 Małżeństwo i związki

ask sb out /ˌɑ:sk sʌmbədi 'aʊt/ zaprosić kogoś na randkę
date /deɪt/ randka
fall in love with sb /ˌfɔ:l ɪn 'lʌv wɪð sʌmbədi/ zakochiwać się w kimś
get engaged /ˌget ɪn'geɪdʒd/ zaręczać się
get married to sb /ˌget 'mærid tə sʌmbədi/ poślubić kogoś
get on with sb /ˌget 'ɒn wɪð sʌmbədi/ mieć z kimś dobre stosunki
get to know sb better /ˌget tə ˌnəʊ sʌmbədi 'betə(r)/ poznać kogoś lepiej
get together with sb /ˌget tə'geðə wɪð sʌmbədi/ spotykać się z kimś
go out with sb /ˌgəʊ 'aʊt wɪð sʌmbədi/ spotykać się z kimś, chodzić z kimś
look up to sb /ˌlʊk 'ʌp tə sʌmbədi/ podziwiać kogoś
love at first sight /ˌlʌv ət fɜ:st 'saɪt/ miłość od pierwszego wejrzenia
make friends with sb /ˌmeɪk 'frendz wɪð sʌmbədi/ zaprzyjaźniać się z kimś
marriage /'mærɪdʒ/ małżeństwo
married couple /ˌmærid 'kʌpl/ małżeństwo, para małżeńska
marry sb /'mæri sʌmbədi/ poślubić kogoś
propose to sb /prə'pəʊz tə sʌmbədi/ oświadczyć się
relationship /rɪ'leɪʃnʃɪp/ związek
take after sb /ˌteɪk 'ɑ:ftə(r) sʌmbədi/ być podobnym do kogoś
wedding ring /'wedɪŋ rɪŋ/ obrączka

43.9 Wordpower s. 65

divide /dɪ'vaɪd/ dzielić
owe /əʊ/ być winnym
postpone /pə'spəʊn/ odkładać na później
prolong /prə'lɒŋ/ przedłużać
remain /rɪ'meɪn/ pozostać
resist /rɪ'zɪst/ opierać się
tempt /tempt/ kusić

43.10 Wordpower s. 67

accepting /ək'septɪŋ/ akceptujący
atmosphere /'ætməsfɪə(r)/ nastrój, atmosfera
character /'kærəktə(r)/ bohater, postać
confidence /'kɒnfɪdəns/ pewność siebie
convention /kən'venʃn/ zjazd, zlot, konwencja
costume /'kɒstju:m/ kostium
creativity /ˌkri:eɪ'tɪvəti/ kreatywność, pomysłowość
enthusiast /ɪn'θju:ziæst/ entuzjasta
follow sb online /ˌfɒləʊ sʌmbədi ɒn'laɪn/ śledzić czyjąś aktywność w internecie
pose /pəʊz/ pozować
professional /prə'feʃənl/ profesjonalista
social /'səʊʃl/ społeczny
stall /stɔ:l/ budka, stoisko

BRAINPOWER

Twórz rymy i szukaj skojarzeń, np. *bride – ride* (wyobraź sobie pannę młodą jadącą do ślubu na rowerze), *groom – broom* (wyobraź sobie pana młodego lecącego na miotle) itp. Im bardziej plastyczne, dziwne czy wręcz absurdalne są twoje skojarzenia, tym dłużej dane słowo pozostanie w twojej pamięci.

Sprawdź się!

1 Uzupełnij zdania właściwymi wyrazami. Pierwsza litera każdego słowa została podana.

1 Restaurant meals are expensive, so I don't often e*at* o*ut* with my family.
2 Alison has a lot of a*cquaintances*, but only a few really close friends.
3 Jason is terribly j*ealous*. His girlfriend can't even look at anybody else.
4 Chris invited his girlfriend on a d*ate* to an expensive restaurant.
5 Every Christmas we g*et* t*ogether* with the whole family at my parents' home.
6 When Mark was sixteen, his parents sent him to a b*oarding* school in another city.
7 If you're interested in this job, please fill out the a*pplication* form.
8 The r*esidents* of my housing estate voted to have security cameras installed.

Wymowa

1 Przeczytaj poniższe zdanie. Czy wszystkie podkreślone gloski są wymawiane w ten sam sposób?

I thanked my three brothers.

2 044 Posłuchaj nagrania i uzupełnij tabelę wyrazami z ramki.

clothes father fifth gather mouth teeth thank their there thief thin things thirteen those three

/θ/	/ð/
think birth south	*the brother weather*

3 045 Wysłuchaj nagrania i sprawdź odpowiedzi z ćwiczenia 2.

4 046 Wysłuchaj nagrania i powtórz poniższe zdania.

1 My father told them those things.
2 Are these the socks that you want, or those ones?
3 Their mother was gathering their clothes.
4 Pass these things to the sixth thief.
5 There are thirteen thin women there.

Wymowa Exercise 2
/θ/: think birth south fifth mouth teeth thank thief thin things thirteen three
/ð/: the brother weather clothes father gather their there those

Wymowa
Exercise 2 044
Audio script page 252
• Play the recording with pauses for students to repeat. Play it again if students are having difficulties.

Exercise 3 045
Audio script page 252
• When they finish checking their answers with the recording, ask students to add five more words to each column.

Exercise 4 046
Audio script page 252

Optional activity
Students work in pairs. Ask them to write four sentences of their own so that each sentence includes at least three instances of the phonics taught in the lesson. Then they compare their sentences in pairs. Ask selected pairs to share their sentences with the class.

6 Żywienie

Materials
- Classroom presentation tool
- Class audio, track 047
- Online practice
- Short test






Słownictwo

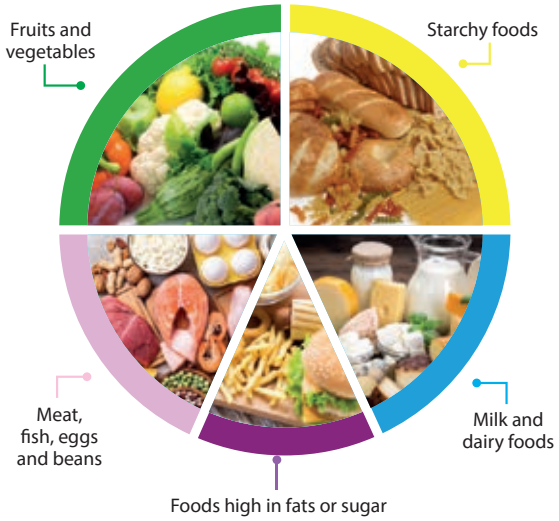
Artykuły spożywcze

1 **Odpowiedzcie w parach na poniższe pytania.**

1 Look at the pictures. Are any of the meals similar to what you eat on a regular basis? Which of them would you like to have?
2 What kind of food do you cook most often? What foods do you avoid?
3 Is the food you eat healthy? Why? / Why not?

2 **Dopasuj nazwy produktów spożywczych z ramki do kategorii przedstawionych na ilustracji.**

apple biscuits butter carrots cauliflower cereals chocolate cottage cheese cream crisps cucumber fizzy drink French beans French fries fromage frais grapes jam juice lemon lettuce nuts olive oil pasta pear peas pork potato rice rolls salmon sausages sweets tomato trout turkey wholemeal bread yoghurt



3 **Pracujcie w parach. Dopiszcie przynajmniej po dwa inne produkty do każdej z grup przedstawionych na ilustracji z ćwiczenia 2. Następnie odpowiedzcie na poniższe pytania.**

1 Which products are a good **source of protein**?
2 Which products are a good **source of carbohydrates**?
3 Which products are **low in vitamins**?
4 Which products are **high in calories**?

Określanie ilości

4 **Uzupełnij pytania z ankiety wyrazami z ramki w liczbie pojedynczej lub mnogiej.**

bar bowl box cup glass loaf packet piece slice spoonful



1 How many _____ of sugar do you have in your tea or coffee?
2 How often do you have a _____ of soup for lunch?
3 How long does it take you to eat a _____ of cereal?
4 How many _____ of bread do you eat every day?
5 Do you usually have a _____ of coffee in the morning?
6 How many _____ of water do you drink a day?
7 Do you ever have a _____ of crisps for a snack?
8 How many _____ of chocolate do you eat in a week?
9 How long does it take you to eat a _____ of bread?
10 How many _____ of fruit do you eat every day?

5 **Zadajcie sobie nawzajem w parach pytania z ćwiczenia 4 i odpowiedzcie na nie. Czy odżywiacie się zdrowo?**

Exercise 2
Fruits and vegetables: apples, carrots, cauliflower, cucumber, French beans, grapes, lemon, lettuce, pear, peas, potato, tomato
Starchy foods: cereals, pasta, potato, rice, rolls, wholemeal bread
Milk and dairy foods: butter, cottage cheese, cream, fromage frais, yoghurt
Foods high in fats or sugar: biscuits, chocolate, crisps, fizzy drink, French fries, jam, juice, nuts, olive oil, sweets
Meat, fish, eggs and beans: French beans, peas, pork, salmon, sausages, trout, turkey

Exercise 3
Possible answers:
1 **Source of protein:** meat, fish, eggs, beans, milk, cheese
2 **Source of carbohydrates:** starchy foods, pasta, peas
3 **Low in vitamins:** sweets, chocolate, biscuits, crisps
4 **High in calories:** foods high in fats or sugar, chocolate, butter, crisps, sausages

Exercise 4
1 spoonfuls
2 bowl
3 box
4 slices
5 cup
6 glasses
7 packet
8 bars
9 loaf
10 pieces

Warm up
- Ask students if food plays an important role in their life and if they like to try eating specialities from different cultures.

Exercise 2

Mixed ability
Ask students to say the Polish equivalent of each item first. Then ask them to match the items to the categories. Ask less confident students to compare their answers in pairs before feedback.

Optional activity
Ask students to work in pairs to add any more words they might know to the lists. Hold a class feedback session and put students' ideas on the board.

Exercise 4

Optional activity
Once students have completed the exercise, have them say what other items we can use with the items in the box, including non-food items, e.g. *a bar of soap, a bowl of salad, a box of matches.*

Gotowanie

6 **Uzupełnij przepis czasownikami z ramki we właściwej formie.**

beat chop cover crush melt peel season serve simmer slice

Spanish Omelette

Ingredients

75 g butter

4 onions – [1]_____ed or [2]_____ed

4 large potatoes – [3]_____ed

1 garlic clove – [4]_____ed

6 eggs

[5]_____ the butter in a very large frying pan, then add the onions and cook gently for 20 minutes. Meanwhile, put the potatoes in a large pan and cover with water. Bring to the boil and [6]_____ for 12–15 minutes until just tender. Cut into thin slices. Add the potato and garlic to the pan, increase the heat and cook for 5–10 minutes until the potato is golden brown. Break the eggs and put them into a bowl with about four tablespoons of water and [7]_____ for a minute or so. [8]_____ well with salt and freshly ground black pepper.

Add the eggs to the pan, then [9]_____ it and turn the heat down low. When the bottom is golden brown and the top is just cooked, cut the omelette into large slices and [10]_____ it straight from the pan.

Opisywanie potraw i smaków

7 **Uzupełnij pytania wyrazami z ramki. Następnie w parach odpowiedzcie na te pytania.**

bitter bland fresh lean salty sour spicy strong well-done

1 How do you prefer your tea: weak, medium or *strong*?
2 What kind of food do you prefer: sweet things like cake or *salty* things like crisps?
3 Do you like hot, *spicy* food like curry or mild food like plain rice and vegetables?
4 Do you like the taste of dark, *bitter* chocolate or do you prefer milk chocolate?
5 Do you like the *sour* taste of lemons?
6 How do you prefer your steak cooked: rare, medium or *well-done*?
7 Do you like fatty meat or do you only eat *lean* meat?
8 How often do you eat *fresh* vegetables?
9 What is the dish that your friends think is delicious but you find it *bland*?

8 **Pracujcie w parach. Opiszcie sposób przyrządzania waszych ulubionych potraw. Następnie opiszcie ich wygląd i smak.**

POWERUP

9 **Uzupełnij wiadomości wyrazami z ramki.**

fatty frozen seasoning sweet takeaway wholegrain



Food Blog It's all about food: cooking, restaurants, recipes – talk about it all here!

Raul: I would use fresh bluefin tuna for this. It is packed full of protein, much healthier and less [1]_____ than other fish. Homemade sushi is tastier than [2]_____ dishes, especially if you use good soy sauce.

Jess: This is great! I've been trying to have a sushi night for weeks. I don't like soy sauce that's too salty, I prefer it [3]_____. You should keep the portion sizes small, and don't forget to add some salt and pepper – the [4]_____ is important. I'm going to serve it with something fizzy to drink.

Kai: What kind of rice do you use for this, is it [5]_____ or long-grain? I know that there's a special type of rice you should use for making sushi.

Tina: Reading all this is making my mouth water! Can you use [6]_____ fish to make this or does it have to be fresh?

Posiłki

10 **047** **Uzupełnij poniższe dialogi wyrazami z ramki.**

breakfast canteen full hungry packed snack

1 **Susan** I'm [1] *hungry*. Do you want a sandwich?
Peter No, thanks. I'm [2] *full*. I've only just had [3] *breakfast*.
2 **Sarah** Do you want to go to the [4] *canteen* for lunch?
Jenny No, thanks. I brought a [5] *packed* lunch today.
3 **Bob** Do you fancy a [6] *snack*?
Jeremy OK. I'll have a packet of crisps.

Exercise 6
1 sliced / chopped
2 chopped / sliced
3 peeled
4 crushed
5 Melt
6 simmer
7 beat
8 Season
9 cover
10 serve

Exercise 9
1 fatty
2 takeaway
3 sweet
4 seasoning
5 wholegrain
6 frozen

Exercise 6
• With books closed, before starting the exercise, ask students to say as many words as they can that can be used in recipes. Then open books and have them check to see if their answers are included in the box.

Differentiation
Have students prepare a recipe with their partner using the words in the box and some ideas of their own.

Exercise 7
• For feedback, ask selected students to share their answers with the rest of the class.

Optional activity
Ask students to make a list of food that can be associated with the words in the box.

Exercise 10 **047**
Audio script page 252
• After listening to check, students role-play the dialogues in pairs. Then they complete the dialogues with their own ideas and role-play them again.
• Ask selected pairs to perform their dialogues for the class.

W restauracji

11 **Ponumeruj poniższe zwroty według kolejności, w jakiej wykonuje się opisane za ich pomocą czynności w restauracji.**

a pay the bill 7
b book a table 1
c eat your starter 4
d eat your dessert 6
e ask for the menu 2
f order your meal and side dish 3
g eat your main course 5

12 **Przypomnij sobie swoją ostatnią wizytę w restauracji lub kawiarni i ją opisz. Użyj zwrotów z ćwiczenia 11. Następnie odpowiedz na poniższe pytania z kolegą lub koleżanką.**

1 Do you like trying exotic food? Tell me about an unusual dish that you tried.
2 What's the best restaurant or café in your area? What's good to eat there?

Nawyki żywieniowe i diety

13 **W każdym zdaniu wskaż właściwe uzupełnienie.**

1 I'm overweight. I need to *go* / *follow* on a diet and stop eating greasy food.
2 The best way to lose weight is to have a/an *balanced* / *unhealthy* diet, making sure you have the right foods from the different food groups.
3 If you *stick* / *stay* to a low-fat diet, you're sure to lose weight.
4 My uncle's a *vegetarian* / *vegan*, which means he doesn't eat meat or any other animal products.
5 They *give* / *feed* their children on a diet of chicken nuggets and chips. That's why they're so unhealthy!
6 It's difficult to *cut* / *put* down on the amount of salt you eat.
7 The Japanese diet is very healthy because it includes plenty of fish, which is *rich* / *low* in essential fatty acids.
8 Products which are *full* / *high* in calories include red meats, oily fish and dairy.
9 Pasta, which can be eaten both as a starter and as the main dish, is a great source of *proteins* / *carbohydrates*.
10 Mark had a *nutritious* / *obese* meal of fresh greens, grilled fish and baked potatoes.
11 It's easy to *gain* / *lose* weight when you don't control your eating habits.
12 Rice and grains are examples of *starchy* / *greasy* foods.

14 **Odpowiedzcie w parach na poniższe pytania.**

1 What kind of food do you eat every day?
2 How could you make your diet healthier?
3 Do you have any ethical concerns about the food you eat?
4 Would you like to become a vegetarian or a vegan? Why? / Why not?
5 Are there any foods that you never eat? Why?
6 Tell me the recipe of something you know how to cook.
7 What cuisines do you like from other countries?
8 Tell me about your favourite café or a place to eat.

POWERUP

Zaburzenia odżywiania

15 **Uzupełnij teksty wyrazami z ramki. Jeden wyraz został podany dodatkowo.**

anorexia binge compulsively depression hunger malnourished sufferers



Eating Disorders Helpline

Call us to speak to trained support workers experienced in listening to people in a similar situation to you.

We are aware of how difficult it can be to share your feelings. Our service is aimed at [1] _____ as well as their family and friends. Support workers are trained to:

- offer a supportive space for you to explore your feelings around eating disorders. You may have low self-esteem and/or suffer from [2] _____ – we're here to help.
- provide information about eating disorders such as [3] _____ and bulimia.
- talk about issues caused by overeating or eating [4] _____.
- explore options to help you make decisions about what might be best for you.

'Over a number of years, I developed a habit of [5] _____ eating, which made me feel miserable as well as physically [6] _____. When I rang the helpline, I got a chance to talk to someone who did not judge me and helped me access the services I desperately needed.' – *Judy*

Exercise 15
1 sufferers
2 depression
3 anorexia
4 compulsively
5 binge
6 malnourished

Exercise 12
• Explain the term *exotic* and give students an example of an unusual dish, e.g. *When I was in Australia, I ate kangaroo meat. It wasn't very tasty.*

Exercise 13

Mixed ability
Ask more confident students to explain why the other options in the exercise were not correct.

Exercise 14
• Have students walk around the room and discuss the questions with different classmates. Explain that they have to change partners for each question. Then have a class discussion on the most common answers.

Exercise 15
• With books closed, ask students what an eating disorder is and if they know how such a disorder can develop. After they complete the exercise, discuss if their idea of eating disorders has changed.

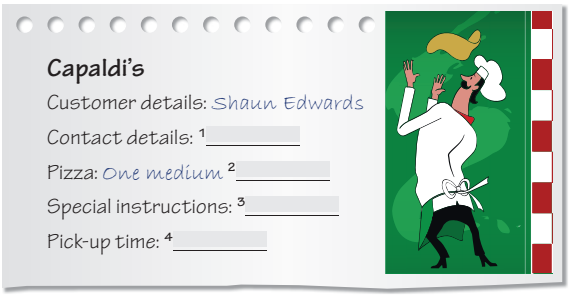
Rozumienie ze słuchu

Tekst z lukami

1 **Odpowiedzcie w parach na pytania.**

1 How often do you order takeaway food?
2 What dish can you cook really well?
3 What dish would you like to learn to cook?

2 **Przeczytaj poniższy formularz. Jakich informacji potrzebujesz, aby uzupełnić luki?**



3 **048** **Posłuchaj nagrania i uzupełnij formularz z ćwiczenia 2.**

4 **049** **Usłyszysz dwukrotnie podcast na temat pewnego popularnego dania. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–5, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.**



Origin:

- *Tikka* means 1_____. *Masala* is a mix of spices.
- Invented in 2_____. Many people wrongly believe it comes from Asia.

Invention:

- A customer complained his curry was 3_____.
- The chef fixed the problem by adding 4_____ to the customer's curry and the legendary recipe was born.

Impact:

- Chicken tikka masala started fusion cooking in the 5_____.

WORDPOWER

5 **Uzupełnij zdania wyrazami z ramki w odpowiedniej formie. Jakie są polskie odpowiedniki tych słów?**

creamy ingredient liven up significant take off

1 What's the secret _____ that makes this dish so spicy?
2 Use some cinnamon if you want to _____ the pancakes.
3 I always use coconut milk when I want to make my curry more _____.
4 I hope my new pizza restaurant will _____ – I want everyone to be talking about it!
5 It takes a/an _____ amount of spices to make homemade curry taste like a traditional curry.

6 **Pracujcie w grupach. Wykonajcie poniższe zadanie.**

Think of a traditional Polish dish. Prepare a poster to explain what it is to a foreign visitor. Your poster should explain

1 how to make the dish
2 the origin of the dish
3 how and when to serve the dish
4 why the dish is important in Polish culture.

POWERUP

Dobieranie

7 **050** **Usłyszysz dwukrotnie cztery wypowiedzi na temat gotowania. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

This speaker mentions

A being overambitious in choosing the dish. 4
B underestimating their cooking skills. 3
C overlooking an important detail in the preparation phase. 1
D a particularly delicious way of serving the dish. 2
E personalizing the dish by using a unique ingredient. –



Materials

Classroom presentation tool
Class audio, tracks 048–050
Online practice

Exercise 3
1 00 77 900 226
2 vegetarian pizza
3 no olives
4 7.30 / in about half an hour

Exercise 4
1 small pieces
2 Scotland
3 too dry
4 (a can of) tomato soup
5 1970s

Exercise 5
1 ingredient
2 liven up
3 creamy
4 take off
5 significant

Warm up
• Have a quick class discussion on whether takeaway is better than home-cooked meals and why / why not.

Exercise 3 **048**
Audio script page 252

Exercise 4 **049**
Audio script pages 252–253

Differentiation
Ask students to read the gapped text before playing the audio and encourage them to guess what kind of information is missing from each item. Repeat the audio for students to check their answers before answering as a class.

Exercise 7 **050**
Audio script page 253

Exam tip
Explain to students that they might not understand every word in the recording, but that is not a reason to panic. Instead they should try to infer the meaning from the context.

6 Rozumienie tekstów pisanych

Materials
Classroom presentation tool

Exercise 2
Item 1 requires looking for specific information.
Item 2 requires reading for gist.

Wybór wielokrotny

1 **Odpowiedzcie w parach na poniższe pytania.**

1 Do you like reading historical books or watching historical films? Why? / Why not?
2 Do you have a favourite period of time in history that you enjoy reading about?

2 **Przeczytaj wskazówkę i pytania (1–2). Które z pytań wymaga zrozumienia tekstu jako całości, a które – wyszukania szczegółowych informacji?**

Zadania sprawdzające umiejętność rozumienia tekstów pisanych mogą wymagać nie tylko znalezienia szczegółowych informacji, ale także, np. określenia głównej myśli całego tekstu lub jego części.

1 When people came to the workhouse
(A) their appearance was changed.
B their health was checked by a doctor.
C they had to destroy their old clothes.
D they received a small amount of food.
2 What can we conclude from the text?
A Many people died immediately after entering the workhouse.
B Most people spent a very short time in the workhouse.
C Parents often put their children in the workhouse.
(D) People came to the workhouse when they had no other options.

3 **Przeczytaj poniższy tekst i odpowiedz na pytania z ćwiczenia 2.**

The Victorian Workhouse

If you lived in nineteenth century Britain, there were no paid holidays, no free healthcare, no pensions and no state welfare. If someone became desperately poor or sick, they had to enter the workhouse.

The workhouses were very much like prisons. On entry, men and women were separated. Their clothes were boiled and their heads shaved. People had to work all day for tiny portions of food. Worst of all, many young orphans were forced to spend their entire childhoods in these institutions, as famously shown in the novel *Oliver Twist* by Charles Dickens.

4 **W parach wykonajcie poniższe zadanie.**

You are about to read an excerpt from *Oliver Twist*, which takes place in a Victorian workhouse. Answer the questions.

1 What kind of characters might appear in the text?
2 What kind of emotions are the readers likely to feel when they read the story?

5 **Przeczytaj tekst i sprawdź odpowiedzi z ćwiczenia 4.**

Oliver Twist

by Charles Dickens



Back at the workhouse, Oliver was taken to see the board. He stood in front of ten fat men who were sitting around a table.
'What's your name, boy?' asked a particularly fat man with a very round, red face.
Oliver was frightened at the sight of so many people, and started to cry.
'Why are you crying?'
The beadle hit him on the back, and so naturally Oliver cried even more.
'The boy is a fool,' one member of the board announced.
'You know you have no father or mother,' said the first man, 'and that you have been brought up with other orphans?'
'Yes, sir,' replied Oliver, crying bitterly.
'Why is the boy crying?' repeated the other man, puzzled.
'You have come here to be educated,' continued the fat man, 'so you will start working here tomorrow at six o'clock.'
Oliver was led away to a large room, where, on a rough hard bed, he cried himself to sleep.
The room in the workhouse where the boys were fed was a large stone hall, and at one end the master and two women served the food. This consisted of a bowl of thin soup three times a day, with a piece of bread on Sundays. The boys ate everything and were always hungry. The bowls never needed washing. The boys polished them with their spoons until they shone. After three months of this slow starvation, one of the boys told the others he was so hungry that one night he might eat the boy who slept next to him. He had a wild hungry eye, and the other boys believed him. After a long discussion, they decided that one of them should ask for more food after supper that evening, and they decided it would be Oliver.
The evening arrived; the soup was served, and the bowls were empty again in a few seconds. Oliver went up to the master, with his bowl in his hand. He felt very frightened, but also desperate with hunger.
'Please sir, I want some more.'
The man was a fat, healthy man, but he turned very pale. He looked at the little boy in front of him with amazement. Nobody else spoke.
'What?' he asked at last, in a faint voice.

Warm up
• Ask students if they read fiction in English and, if so, what they enjoy about it. Ask them what they think about reading classical novels, either in their original format or in translation.

Exercise 3
• Ask students to point to information in the text needed to answer question 1, and to explain their choices in question 2.

Differentiation
Have students read the text quietly and ask about unknown words, as the text can be a little difficult.

Exercise 5

Optional activity
Ask students to say what emotions they felt as they read the passage from the story. Were they positive or negative? Have them read aloud passages that raised strong feelings. Did they enjoy reading this excerpt?

'Please, sir,' replied Oliver, 'I want some more.'
The master hit him with the serving spoon, then seized Oliver's arms and shouted for the beadle.
The beadle came quickly, heard the dreadful news, and immediately ran to tell the board.
'He asked for more?' Mr Limbkins, the fattest board member, asked in horror. 'Bumble – is this really true?'
'That boy will be hanged!' said the man who had earlier called Oliver a fool. 'You see if I'm not right.'
Oliver was led away to be locked up, and a reward was offered to anyone who would take him away and use him for work.

board a group of people who have power to make decisions and control a company or other organization

beadle a kind of former police officer who dealt with the poor people of a town or country district

6 **Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu: A, B, C albo D.**

1 When Oliver met the board,
- A he was rude to them.
- B one man sympathized with him.
- (C) someone hurt him.
- D they asked him what had happened to his parents.

2 It was Oliver who spoke to the master because
- A he was frightened of the other boys.
- (B) he had been chosen by the other boys.
- C he had originally suggested the idea.
- D he was the most hungry.

3 What happened first when Oliver asked for more food?
- A The master called for help.
- (B) The master's face changed colour.
- C The master hit Oliver with a spoon.
- D The master asked Oliver a question.

4 From the last paragraph, we can conclude that the board
- A were concerned with Oliver's future.
- B intended to take better care of Oliver.
- (C) would like to get rid of Oliver.
- D wanted Oliver to pay for his freedom.

5 Oliver Twist appears in this text as
- (A) an innocent victim.
- B a daring rebel.
- C a foolish child.
- D a smart leader.

WORDPOWER

Przymiotniki o podwójnym znaczeniu

7 **Przeczytaj definicje i znajdź poniższe słowa w tekście. W jakim znaczeniu zostały tam użyte?**

faint *adjective*
(1.) that cannot be clearly seen, heard or smelled
2. very small; possible but unlikely

rough *adjective*
(1.) simply made and not finished in every detail; plain or basic
2. having large and dangerous waves; wild and with storms

8 **Uzupełnij zdania przymiotnikami z ramki i wyjaśnij różnicę znaczeniową między zdaniami a i b.**

certain engaged faint fair rough tight weak

1 a The tea's a bit *weak*. You need to leave the teabag in the cup a bit longer.
b Matt's recovered from the virus but he's still too *weak* to go back to school.

2 a My brother is the only member of my family who has *fair* hair. The rest of us are dark.
b The final question in the test wasn't *fair* because we had never studied it before!

3 a I bought the wrong size shirt – it's a bit *tight* around the neck.
b We have a really *tight* deadline – everything must be finished by tomorrow.

4 a It's impossible to phone that company. Every time you call them, the phone's *engaged*.
b My cousin is *engaged* to be married. She's so excited about it!

5 a There was no fish in the fishmongers because they couldn't go out in the *rough* sea.
b The poor dog was only given a *rough* rug to sleep on.

6 a I think the number 39 bus goes to the park, but I'm not *certain*.
b There's a *certain* website which I used for my project.

7 a The document didn't print well so the writing is very *faint*.
b I only have a *faint* chance of getting into this university.

9 **Znajdź w słowniku dwa inne przymiotniki o dwojakim znaczeniu i napisz z nimi zdania.**

Exercise 6

Differentiation
Have students try to answer the questions without referring back to the text. Then check if their answers were correct by reading the text carefully again.

Exam tip
Ask students to try to rule out the incorrect answers. Have them explain why particular answers can be ruled out.

Exercise 7
- Ask students if they can add one more definition to the words (faint, *verb* – to fall down because you have lost your senses; rough, *adjective* – approximate).

Exercise 8
- After they have completed the exercise, students can make their own sentence pairs for some of the words in the box.

Exam tip
Remind students that the word they use to complete the gaps in this type of task should have a different meaning in each sentence.

6 Rozumienie tekstów pisanych

POWERUP

Tekst z lukami

10 **Przeczytaj tekst i uzupełnij jego streszczenie. Uzupełnij luki 1–5 zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.**



Frank the Foodie

Dining in the dark

It was so dark that I couldn't see my hand in front of my face. I was hyper-aware of the sounds around me: the tinkling cutlery, the fizzing pans, but most of all, nervous laughter. I was eating in the dark, in a new restaurant experience.

On arrival, there is a little anteroom where your host explains how it all works. That made us a bit calmer until we were told to hand over our smartphones, which would be kept in lockers throughout the meal. Otherwise, as we were told, sooner or later someone would use the light or start taking food selfies, which would inevitably spoil the whole experience for others.

Then the waiters took us to our tables, with our hand on their shoulder to show the way. I had expected to be given a blindfold so we would have to focus solely on the taste, instead of relying on our sight. I reckoned they must need some light inside, otherwise the restaurant staff wouldn't know how to bring you your food. However, the waiters were all blind so even that wasn't necessary – they were used to relying on other senses to know their way around. Inside, it was pitch black.



Once we were escorted to our table, we found that each dish had been specially designed to maximize the experience. The chefs were clearly interested in experimenting with different textures. Although they told us that we were eating snails, for instance, they came as a smooth mousse that melted in your mouth rather than chewy lumps that you had to dig out of a shell.

In fact, we had very little control over what we ate. The restaurant had a set menu and unless you instructed them about an allergy, you were completely in the chef's hands.

In some ways, it made me more adventurous than usual. For example, it was the first time I had tried oysters. For me their appearance is utterly disgusting but in the dark, it didn't feel so hard to pop one in my mouth. They were still slimy, though, so an ice-cold glass of sparkling water was very welcome after that.

The definite highlight was the dessert: a yummy rhubarb-and-apple crumble. Perhaps because our sense of taste was heightened with no sight to aid us, it seemed in no way similar to the classic version that my grandma used to make. This one beautifully combined the sour rhubarb with sweet apple, and had a crispy crumble that was to die for. Afterwards I had to ask the chefs to show us the real thing because I couldn't go home without having set eyes on that masterpiece for myself.

On arrival, the guests were welcomed. Then their phones [1]_____ before the waiters escorted them to their tables.

The author expected to wear a blindfold to prevent seeing the dishes, but it wasn't necessary because it was completely dark. The staff had no problems moving around despite [2]_____.

In terms of the food, the chefs had been experimenting with different tastes and textures.

The guests couldn't [3]_____ – everything was decided by the chefs. The only exception would be made for guests with allergies or other special needs.

The writer's senses [4]_____ because of the darkness and he felt more adventurous, trying oysters for the first time. However, what he liked best was the rhubarb-and-apple crumble, which was [5]_____ the one he was used to eating.

Exercise 10
Suggested answers:
1 were taken away
2 being blind
3 choose their food/the dishes/what they ate
4 were/became enhanced/improved/heightened
5 quite unlike / very/completely different from

Exercise 10
- With books closed, ask students to work in pairs to summarize the passage from *Oliver Twist* as best they can. Ask students what information a summary should have and what it should avoid.
- Ask students to read the exercise 10 text and work in pairs to summarize it briefly in their own words.
- Then have students read the gapped summary and try to predict what information is missing from each sentence. When they have completed all the gaps, ask them to point to the passages in the text where they found the necessary information.

Exam tip
Remind students that the task usually asks them to rephrase the information from the text so it fits the gaps in the summary.

Mówienie

Rozmowa wstępna

1 Pracujcie w parach. Odpowiedzcie na poniższe pytania.

1 What is your favourite dish? What do you like about it?
2 Should cooking be taught at school? Why? / Why not?
3 Why do so many people eat fast food?
4 What dish would you make if you wanted to impress someone?
5 Do you enjoy going out? Why? / Why not?

Rozmowa z odgrywaniem roli

Zadanie to sprawdza umiejętność komunikowania się w sytuacjach codziennych oraz znajomość środków i funkcji językowych. W zależności od kontekstu konkretnej rozmowy staraj się używać zróżnicowanych zwrotów służących do wyrażania zgody lub jej braku, sugerowania, przepraszania i dziękowania, udzielania rad i wskazówek etc.

2 051 Przeczytaj polecenie z ćwiczenia 3 i wysłuchaj przykładowej rozmowy. Które z poniższych wyrażeń zostały w niej użyte?

Udzielanie rad i wskazówek

You should change your habits.
You'd better consult a dietician.
If I were you, I would enrol in a cooking course.
Why don't you buy a good cookbook?
What about cutting down on meat?
You ought to give up junk food.
I don't think you should use so much sugar.
Eating crisps every day is probably not a good idea.

Więcej przydatnych zwrotów na s. 239

3 Wykonajcie w parach poniższe zadanie. Następnie zamieńcie się rolami i wykonajcie zadanie ponownie.

Twoja koleżanka chciałaby nauczyć się zdrowo gotować i prosi cię o radę. W rozmowie z nią, omów następujące kwestie:

- wybór odpowiednich produktów spożywczych
- sposoby przyrządzania posiłków
- kulinarne inspiracje
- zmiana nastawienia do jedzenia.

Rozmowę rozpoczynasz ty.

Rozmowa na podstawie materiału stymulującego

Postaraj się rozbudować swoją wypowiedź i podać przynajmniej po dwa rozwinięte argumenty przemawiające za wyborem i odrzuceniem poszczególnych opcji. Rozpocznij i zakończ wypowiedź, używając stałych sformułowań.

4 052 Przeczytaj poniższe zadanie i wysłuchaj przykładowej wypowiedzi. Zapisz zwroty, których użył uczeń, aby przedstawić swój wybór i go uzasadnić.

Piszesz artykuł na temat znaczenia edukacji dzieci w tematyce zdrowych nawyków żywieniowych. Szukasz pasującej ilustracji.

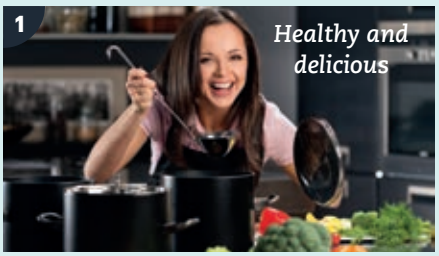




5 Wykonaj poniższe zadanie.

Chciałbyś/Chciałabyś rozwinąć swoje umiejętności kulinarne. Zastanawiasz się nad wyborem między dwoma kanałami na popularnym serwisie internetowym.

- Wybierz tę propozycję, która wydaje ci się bardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.





Odpowiedz na poniższe pytania.

1 How can you avoid wasting food?
2 Why is it important for families to cook together?

Materials

Classroom presentation tool
Class audio, tracks 051–052
Online practice

Exercise 4

Both options seem interesting, but if I were to choose one, I would go for option number 2.
First of all,
What I also like about the picture is the fact that it shows …
I wouldn't choose option number 1, because …
Also, the photo doesn't refer to …

Warm up

- Ask students if they enjoy cooking and if they watch any cooking shows on TV or online.

Exercise 1

- Ask students to say which answer their partner gave which they found to be the most interesting, and why.

Exercise 2 051

Audio script page 253

- Ask students if they can add expressions to the box and to use them in example sentences.

Exercise 4 052

Audio script page 253

- Before listening to the recording, have students describe the pictures in pairs. Ask them to say which photo they would choose and to explain why.

Exercise 5

- Students work in pairs to decide on which channel they would prefer to watch in order to improve their culinary skills. Elicit answers as a class.

6 Znajomość środków językowych

Materials
Classroom presentation tool
Online practice
Short test

GRAMMAR IN USE

Konstrukcje czasownikowe; *so* i *such*, *in order to*, *so as to*

1 Wybierz poprawne uzupełnienia zdań.

1 The doctor advised him (*to eat*) / *eating* less food that was high in fat.
2 I played football all day so I let myself *to eat* / (*eat*) as much pizza as I wanted.
3 We decided (*to try*) / *trying* a new recipe with plum sauce.
4 We're looking forward to *go* / (*going*) to the new vegan restaurant at the weekend.
5 I would like to (*cook*) / *cooking* more vegetarian food for my family.
6 What would you like (*to order*) / *ordering* for your main course, sir?

2 Uzupełnij luki czasownikami z nawiasów we właściwej formie.

The most popular food around the world
Have you ever wanted [1]_____ (try) the most popular foods around the world?
In London, people enjoy [2]_____ (eat) fish and chips, although it's popular all over the UK. In Paris, people tend to have a sweet tooth and they love [3]_____ (have) crêpes – thin sweet pancakes with ice cream or chocolate. It sounds obvious, but in Rome, pizza is the most popular food – maybe because all the tourists prefer [4]_____ (order) it when they are on holiday! If you're in LA remember [5]_____ (choose) tacos for lunch – they are more popular than anything. In Singapore, the locals can't stop [6]_____ (eat) chilli crab with rice. In Warsaw, most people admit loving pierogi but only if they are homemade and not bought from a shop!

3 Uzupełnij zdania określeniami *so*, *such*, *in order to* i *so as to*.

1 I was _____ worried about cooking the beef, I forgot to cook the potatoes!
2 It was _____ a good party and the food was delicious!
3 _____ lose weight, he cut down on high calorie foods.
4 You need to eat more carbohydrates _____ have enough energy to run tomorrow.
5 The service at the restaurant was _____ good that we left a big tip.
6 I made enough food _____ feed everyone. I didn't want anyone to go hungry.

Więcej gramatyki na s. 217

Wybór wielokrotny

4 Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst.

Maxine's – the best place in town!

Maxine's might look like an average suburban restaurant, but trust me – it's awesome.
We booked a table for Saturday night. It was busy but as soon as we [1]_____ there, we were seated by friendly and welcoming staff.
For my starter, I ordered grilled vegetables with crushed pepper and olive oil. My friend went for leek and potato soup. The vegetables were really tasty with [2]_____ homemade bread. The soup looked equally as good.
For my main course, I ordered a seafood pizza. There were prawns, some mozzarella and garlic – the toppings worked [3]_____ well that I couldn't believe it! My friend had a [4]_____ steak which he said was yummy.
For dessert we had apple pie with plum ice cream, one of the chef's specialities. By this time we had already decided [5]_____ again because the food was delicious.

1	(A) got	B have got	C had got
2	A bitter	(B) fresh	C bland
3	A such	(B) so	C as to
4	A highly	(B) well-done	C hard
5	(A) to visit	B visiting	C visit

Gramatykalizacja / struktury gramatyczne

5 Uzupełnij zdania 1–5. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.

1 She _____ (persude/me/try) the strong coffee but it was really too bitter.
2 Do you _____ (remember/visit) the Japanese restaurant? The food was delicious.
3 _____ (you/like) order something from the dessert menu?
4 He _____ (try/stop) eating fattening food at the moment – he wants to lose some weight.
5 My mum has gone vegan! She _____ (recently/stop/eat) animal products, including cheese and milk.

Exercise 2
1 to try
2 eating
3 having
4 to order / ordering
5 to choose
6 eating

Exercise 3
1 so
2 such
3 In order to / So as to
4 so as to / in order to
5 so
6 so as to / in order to

Exercise 5
1 persuaded me to try
2 remember visiting
3 Would you like to
4 is trying to stop
5 has recently stopped eating

Warm up
• Write sentences with infinitives and gerunds on the board. Ask students to differentiate between the two and then make their own sentences.

Exercise 1
• Ask students how they chose the correct answers.

Exercise 4

Exam tip
Tell students to first read the text for general understanding. Then, they go through each item and analyse the differences between the options. Finally, they should look at the gapped sentences in more detail to decide which of the options is the correct answer for each gap.

Zadanie z lukami

6 **Przeczytaj tekst. Uzupełnij każdą lukę (1–5) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna uzupełnionych zdań.**

What do you eat if you are a sumo wrestler?

Sumo wrestlers are some of the biggest athletes in the world. They are so big [1] *that* one may think they live on a diet of carbohydrates and junk food, but sumo wrestlers need to be extremely disciplined and they usually only eat two meals a day.

In traditional sumo training, the day begins with [2] *a* five-hour training session without breakfast. Then there's a lunch of vegetable stew with mushrooms and greens and, of course, rice. For dinner, athletes will [3] *have/eat* fried fish and noodles and maybe some fruit like bananas and pears.

So as [4] *to* be able to fight all year round, sumo training and following this diet is continuous. In an average day, a sumo wrestler [5] *can* get through around 4,000 calories – about double the amount for a normal person.

Minidialogi

7 **Uzupełnij poniższe minidialogi (1–4). Wybierz spośród podanych opcji brakującą wypowiedź.**

1 **X:** That was a delicious meal.
Y: _____
X: I don't think the service was that good.
A Should we pay the bill now?
B Do you want to book a table?
C Shall we leave the waiter a tip?

2 **X:** _____
Y: Are you always feeling hungry?
X: Yes, but I do feel healthier already.
A I'm finding it really hard to stick to the diet.
B I think I might go on a diet.
C I'd really like to lose some weight.

3 **X:** Should I turn the heat up or down on the oven?
Y: _____
X: Yes, but it doesn't say what to do now.
A Do you need to serve the dish when it's cool?
B How about simmering the sauce in the pan?
C I'm not sure, have you read the recipe?

4 **X:** Would you like another slice of cake?
Y: _____
X: I'll have it, then.
A Well, I'm not on a diet.
B No, thanks, I'm full.
C It's too salty for me.

POWERUP

Zadanie z wyrazami w ramce i lukami

8 **Przeczytaj tekst. Uzupełnij każdą lukę (1–5), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna uzupełnionych zdań. Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.**

compel compulsive eat emotion hunger hydrate nourish

Eating disorders

Eating disorders are mental disorders that manifest as modified eating habits. They are sometimes a result of [1] _____ problems and can often impact negatively on a person's physical as well as mental health.

Anorexia is when someone desperately tries to lose weight by refusing to eat enough food. Over a long period of time, this can have catastrophic effects on a person's health in terms of both [2] _____ and malnutrition.

Bulimia is a condition whereby someone [3] _____ eats too much. Those who suffer from it feel [4] _____ to get rid of the food they have consumed. Like anorexia, this can lead to malnutrition and other physical problems.

People with binge eating disorder tend to [5] _____ on a regular basis – they keep eating even though they are full. They often feel shame or guilt about their actions, which leads to feelings of low self-esteem.

Should you suffer from any of these disorders, do not hesitate to contact a doctor.

Tłumaczenie (zadanie otwarte)

9 **Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 People with eating disorders may (*cierpieć z powodu niskiej samooceny*) _____ which makes their condition worse.
2 You will most likely need to (*ograniczyć ilość tuczących produktów*) _____ if you would like to get fit.
3 We (*zatrzymaliśmy się, aby zjeść drugie śniadanie*) _____ halfway through the journey.
4 I (*przestałem jeść mięso*) _____ about a year ago, and I'm thinking about going vegan.
5 Since it was (*taki pyszny posiłek*) _____ my father left a very generous tip.

Exercise 8
1 emotional
2 dehydration
3 compulsively
4 compelled
5 overeat

Exercise 9
1 suffer from low self-esteem
2 cut down on fattening foods
3 stopped to have lunch
4 stopped eating meat
5 such a delicious meal

Exercise 6

Differentiation
Tell students that the missing words are an article, a verb, a modal verb, a preposition and a pronoun (write these on the board). Ask them to look at the text and match each item to a gap in the text.

Exercise 7

Mixed ability
You can ask more confident students to cover up the options and try to come up with a sensible response of their own first. Then they compare their ideas with the options in the task.

Exercise 8
- Ask students to look at the words in the box and say the possible derivatives that could be used to complete the text.

6 Wypowiedź pisemna

Materials
Classroom presentation tool
Online practice

Exercise 1
I used raspberries, strawberries, blueberries and cherries.
He is very well-known!

Exercise 2
Item 1 – 2
Item 2 – 1
Item 3 – 1
Item 4 – 2

Exercise 3
Paragraph 1 – e
Paragraph 2 – c
Paragraph 3 – a
Paragraph 4 – d

E-mail

Pamiętaj, że stosowanie wyrażeń synonimicznych (np. *it was big and great*) oraz zestawienia słów odnoszących się do tego samego aspektu (np. *I had to clean knives, forks and spoons*) nie jest traktowane jako kolejne odniesienia do danego podpunktu polecenia. Aby podpunkt został uznany za rozwinięty, należy podać odmienne treści, które są z nim związane.

1 Przeczytaj zadanie i przykładową wypowiedź. Znajdź w niej niepotrzebne zdania, które powtarzają wcześniej wspomniane informacje lub zawierają zestawienia słów, odnoszących się do tego samego aspektu.

Nauczyciel języka angielskiego zaprosił twoją grupę na składkowe przyjęcie w swoim ogrodzie. W e-mailu do kolegi z Anglii:

- wyraź emocje, jakie wywołało w tobie to zaproszenie
- opisz reakcję kolegów i koleżanek na widok potrawy, którą przyniosłeś/przyniosłaś
- opisz, jaką niespodziankę przygotował nauczyciel
- wyraź opinię na temat przyjęć tego typu i zapytaj kolegę o jego zdanie.

Hi George,

Guess what! Our teacher invited us to a garden party. He asked us to bring one dish which we should prepare ourselves. When I heard about it, I was terrified. I am so bad at cooking!

I prepared a fruit salad with various kinds of berries. I used raspberries, strawberries, blueberries and cherries. Strangely enough, everybody said it was delicious!

The teacher surprised us and invited a famous chef. He is very well-known!

I had a really great time. I love garden parties because they are so informal and fun. Do you often go to such parties?

Best,

Janek

2 Przeczytaj wypowiedź z ćwiczenia 1 ponownie. Ile zawartych jest w tekście odniesień do każdego z podpunktów?

3 Uzupełnij poniższymi zdaniami wypowiedź z ćwiczenia 1 tak, aby do każdego podpunktu były minimum trzy odniesienia. Jedno zdanie zostało podane dodatkowo.

a We talked about a healthy and balanced diet and he gave us a few easy recipes.
b During the whole garden party the weather was wonderful.
c My classmates ate it all very quickly and asked me for the recipe.
d What do you think about them?
e I was afraid that nobody would like my dish and I would feel embarrassed.

4 Napisz tekst (100–150 wyrazów, nie licząc słów już podanych), w którym rozwiniesz każdy z czterech podpunktów.

Zaprosiłeś/Zaprosiłaś przyjaciół na uroczysty obiad. W e-mailu do kolegi z Anglii:

- poinformuj, z jakiej okazji był to obiad i kto został zaproszony
- zrelacjonuj przygotowania do uroczystości
- opisz potrawę, która cieszyła się szczególnym uznaniem gości
- wyraź opinię na temat urządzania tego typu uroczystości w domu.

Hi Brad,
Sorry I haven't been in touch lately. I was busy preparing a dinner for my friends.

Informacja o okazji i gościach
It was a formal dinner thrown to celebrate …
I invited a lot of guests because …
Relacjonowanie przygotowań
Before dinner I had to …
My best friend helped me to …
Opis potrawy
The guests loved … best, because …
It was made with …
Wyrażanie opinii
I think that holding such celebrations is a great idea because …
I wouldn't recommend holding such parties at home because …

Więcej przydatnych zwrotów na s. 243

POWERUP

Rozprawka

5 Napisz tekst składający się z 200–250 wyrazów.

Coraz więcej osób rezygnuje z kupowania gotowych posiłków i jedzenia w restauracjach na rzecz gotowania w domu. Napisz rozprawkę, w której przedstawisz dobre i złe strony przygotowywania posiłków w domu.

Przydatne zwroty na s. 246

Warm up
• Revise with students what an informal email format involves.

Exercise 3
• Have students explain why the extra sentence is irrelevant.

Optional activity
Students write one relevant and one irrelevant sentence to add to the email for their partner to choose which one is relevant.

Exercise 4
• Ask students to work in pairs to brainstorm ideas and vocabulary they can use to complete the task.
• Remind them to use the phrases from the Writing box in their writing.
• Set the writing task as homework.

Exam tip
Remind students to learn by heart various set phrases commonly used in each type of task, so that it's easier for them to plan and write their text in the exam.

Optional activity
Work through the phrases in the Writing box and ask students if they can add any other phrases to the list.

Cumulative Revision Units 1–6

1 Dopasuj początki zdań do ich zakończeń.

1 Excuse me, we'd like to pay the *c*
2 Dinner's nearly ready so please lay the *e*
3 We need to bring a present to the baby *g*
4 Grandma cooks so much food. When we visit her for a week, we always gain *b*
5 The waiters were nice so I'll leave a *f*
6 My career's going well. I'm getting a pay *d*
7 I find it impossible to stick to a *h*
8 I love ice cream but it's so high in *a*

a calories.
b weight.
c bill.
d rise.
e table.
f tip.
g shower.
h diet.

2 Wybierz poprawne uzupełnienia zdań.

1 My uncle's a nice person but he is a bit (*mean*) / *selfish* / *unkind*. He hates spending money!
2 After the rain last night we have water in the bottom of our house, in the *ceiling* / (*cellar*) / *shutters*.
3 My granddad is a *clerk* / *stockbroker* / (*tailor*). He's made suits for lots of famous people, including the prime minister.
4 There's only *trout* / (*turkey*) / *veal* in the poultry section of the supermarket today. That's too bad!
5 We always buy wholemeal *beans* / (*bread*) / *nuts*.
6 Can you get me a (*bar*) / *packet* / *slice* of chocolate?
7 Please make sure my steak is (*medium*) / *lean* / *weak* – just a bit pink in the middle.
8 What time do you usually *make* / *put* / (*set*) the alarm clock?

3 Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać logiczne i gramatycznie poprawne zdania.

1 Wow, that curry (*było tak pikantne*) _____ I couldn't eat all of it!
2 I (*nie miałem zwyczaju zabierać*) _____ a packed lunch to school when I was younger.
3 (*Wszelkie informacje są*) _____ on the school website.
4 (*Czy pamiętasz, jak pływaliśmy*) _____ in the lake last summer? Wasn't that great?
5 We (*przykro nam, że musimy cię poinformować*) _____ that the concert has been cancelled.
6 After university, my cousin (*kontynuował naukę*) _____ for a PhD.

4 Wykorzystując wyrazy podane dużymi literami, uzupełnij lukę w każdym zdaniu, tak aby zachować sens zdania wyjściowego. Nie zmieniaj formy podanych wyrazów.

1 This time next week, we will be in the middle of the final exam. **BE**
This time next week, we _____ the final exam.
2 Could you wait outside for five minutes, please? **MIND**
Would _____ outside for five minutes, please?
3 We left early so we'd arrive on time. **ORDER**
We left early _____ on time.
4 I didn't post the letter. I didn't remember! **FORGOT**
I _____ the letter.
5 The weather is really hot today. **SUCH**
It _____ day today.
6 Tom's watched lots of episodes of his favourite series this week. **BEEN**
Tom _____ his favourite series all week.

5 Znajdź błędy w poniższych zdaniach i je popraw.

1 I'm trying losing weight but it's so difficult!
2 This was a terrible day going sailing. The weather was awful!
3 That's so bad news that they accused you of cheating.
4 I'm asking my parents for some new furnitures for my bedroom.
5 I didn't mean laughing at you. I'm sorry.
6 Don't tell me any spoilers about that TV series! I watch it at the moment!
7 Dad suggested you doing an IT course. I think it's a good idea.
8 She only eats healthy food in order as not to put on weight.



Materials
Classroom presentation tool
Cumulative test

Exercise 3
1 was so spicy that
2 didn't use to take
3 All the information is
4 Do you remember swimming
5 regret to inform you
6 went on to study / went on studying

Exercise 4
1 will be taking
2 you mind waiting
3 in order to arrive
4 forgot to post
5 is such a hot
6 's/has been watching

Exercise 5
1 I'm trying ~~losing~~ **to lose** weight but it's so difficult!
2 This was a terrible day ~~going~~ **to go** sailing.
3 That's ~~so~~ **such** bad news they accused you of cheating.
4 I'm asking my parents for some new ~~furnitures~~ **furniture** for my bedroom.
5 I didn't mean ~~laughing~~ **to laugh** at you. I'm sorry.
6 Don't tell me any spoilers about that TV series! I ~~watch~~ **am watching** it at the moment!
7 Dad suggested you ~~doing~~ **do** an IT course. I think it's a good idea.
8 She only eats healthy food ~~in order as~~ **so as** not to put on weight.

Warm up
• Tell students that revision is a good way of reminding them what areas of their learning they need more help with. Ask them what areas they generally need to revise and share their revision tips with their classmates.

Exercise 1
• Before completing the exercise, ask students to define the options a–h as best they can.

Exercise 2
• Ask students to go through each answer option and explain how they are different.

Optional activity
In pairs, students choose an exercise and write two more items for it for another pair to answer.

Legenda
Oxford 3000
Oxford 5000
Poziom rozszerzony

Artykuły spożywcze

53.1 Mięso
beef /biːf/ wołowina
chicken /ˈtʃɪkɪn/ kurczak
ham /hæm/ szynka
lamb /læm/ jagnięcina
meat /miːt/ mięso
pork /pɔːk/ wieprzowina
poultry /ˈpəʊltri/ drób
sausage /ˈsɒsɪdʒ/ kiełbasa
turkey /ˈtɜːki/ indyk
veal /viːl/ cielęcina

53.2 Ryby i owoce morza
crab /kræb/ krab
fish /fɪʃ/ ryby
prawn /prɔːn/ krewetka
salmon /ˈsæmən/ łosoś
seafood /ˈsiːfuːd/ owoce morza
shrimp /ʃrɪmp/ krewetka
trout /traʊt/ pstrąg

53.3 Nabiał
butter /ˈbʌtə(r)/ masło
cheese /tʃiːz/ ser
cottage cheese /ˌkɒtɪdʒ ˈtʃiːz/ serek wiejski
cream /kriːm/ śmietana
dairy /ˈdeəri/ nabiał
dairy products /ˈdeəri prɒdʌkts/ nabiał
egg /eg/ jajko
fromage frais /ˌfrɒmaːʒ ˈfreɪ/ serek homogenizowany
milk /mɪlk/ mleko
yoghurt /ˈjɒgət/ jogurt

53.4 Produkty zbożowe
bread /bred/ chleb
cereal /ˈsɪəriəl/ zboże; płatki śniadaniowe
noodles /ˈnuːdlz/ makaron/kluski
pasta /ˈpæstə/ makaron
porridge /ˈpɒrɪdʒ/ owsianka
rice /raɪs/ ryż
roll /rəʊl/ bułka
wholemeal bread /ˌhəʊlmiːl ˈbred/ chleb razowy

53.5 Owoce
apple /ˈæpl/ jabłko
apricot /ˈeɪprɪkɒt/ morela
banana /bəˈnaːnə/ banan
blackcurrant /ˈblækkʌrənt/ czarna porzeczka
blueberry /ˈbluːbəri/ jagoda
fruit /fruːt/ owoc
grape /greɪp/ winogrono
lemon /ˈlemən/ cytryna
nut /nʌt/ orzech
orange /ˈɒrɪndʒ/ pomarańcza
peach /piːtʃ/ brzoskwinia
pear /peə(r)/ gruszka
pineapple /ˈpaɪnæpl/ ananas
plum /plʌm/ śliwka
raspberry /ˈraːzbəri/ malina
strawberry /ˈstrɔːbəri/ truskawka
watermelon /ˈwɔːtəmelən/ arbuz

53.6 Warzywa
bean /biːn/ fasola
broccoli /ˈbrɒkəli/ brokuły
cabbage /ˈkæbɪdʒ/ kapusta
carrot /ˈkærət/ marchew
cauliflower /ˈkɒlɪflaʊə(r)/ kalafior
cucumber /ˈkjuːkʌmbə(r)/ ogórek
French bean /ˌfrentʃ ˈbiːn/ fasolka szparagowa
garlic /ˈgaːlɪk/ czosnek
kidney bean /ˈkɪdni biːn/ czerwona fasola
leek /liːk/ por
lettuce /ˈletɪs/ sałata
olive /ˈɒlɪv/ oliwka
onion /ˈʌnjən/ cebula
pea /piː/ groch
pepper /ˈpepə(r)/ papryka
potato /pəˈteɪtəʊ/ ziemniak
tomato /təˈmaːtəʊ/ pomidor
vegetables/veg /ˈvedʒtəblz/ /vedʒ/ warzywa

53.7 Słodycze
apple pie /ˌæpl ˈpaɪ/ szarlotka
biscuit /ˈbɪskɪt/ herbatnik
cake /keɪk/ ciasto
candy /ˈkændi/ cukierek
chocolate /ˈtʃɒklət/ czekolada
cheesecake /ˈtʃiːzkeɪk/ sernik
sweets /swiːts/ słodycze

53.8 Napoje
coffee /ˈkɒfi/ kawa
fizzy drink /ˌfɪzi ˈdrɪŋk/ napój gazowany
soft drink /ˌsɒft ˈdrɪŋk/ napój bezalkoholowy
juice /dʒuːs/ sok
soda /ˈsəʊdə/ napój gazowany
sparkling water /ˌspaːklɪŋ ˈwɔːtə(r)/ woda gazowana
still water /ˌstɪl ˈwɔːtə(r)/ woda niegazowana

53.9 Artykuły spożywcze - określanie ilości
bar of chocolate /ˌbaːr əv ˈtʃɒklət/ tabliczka czekolady
bottle of water /ˌbɒtl əv ˈwɔːtə(r)/ butelka wody
bowl of soup /ˌbəʊl əv ˈsuːp/ miska zupy
box of cereal /ˌbɒks əv ˈsɪəriəl/ pudełko płatków śniadaniowych
cup of coffee /ˌkʌp əv ˈkɒfi/ filiżanka kawy
glass of water /ˌglaːs əv ˈwɔːtə(r)/ szklanka wody
loaf of bread /ˌləʊf əv ˈbred/ bochenek chleba
packet of crisps /ˌpækɪt əv ˈkrɪsps/ paczka chipsów
piece of fruit /ˌpiːs əv ˈfruːt/ kawałek owocu
slice of bread /ˌslaɪs əv ˈbred/ kromka chleba
slice of ham /ˌslaɪs əv ˈhæm/ plasterek szynki
spoonful of sugar /ˌspuːnfʊl əv ˈʃʊgə(r)/ łyżka cukru

53.10 Gotowanie
bake /beɪk/ piec
beat /biːt/ ubijać (np. jaja)
chop /tʃɒp/ siekać (np. mięso)
cook /kʊk/ gotować
cookery book /ˈkʊkəri bʊk/ książka kucharska
cookery school /ˈkʊkəri skuːl/ szkoła gastronomiczna
cookery show /ˈkʊkəri ʃəʊ/ program kulinarny
cover /ˈkʌvə(r)/ przykryć (np. garnek)
crush /krʌʃ/ miażdżyć (np. czosnek)
cut /kʌt/ kroić, ciąć
dish /dɪʃ/ potrawa
fork /fɔːk/ widelec
fry /fraɪ/ smażyć
frying pan /ˈfraɪɪŋ pæn/ patelnia
knife /naɪf/ nóż
lean meat /ˌliːn ˈmiːt/ chude mięso
melt /melt/ topić (np. masło)
oil /ɔɪl/ olej
olive oil /ˌɒlɪv ˈɔɪl/ oliwa z oliwek
peel /piːl/ obierać (np. ziemniaki)
pepper /ˈpepə(r)/ pieprz
pot /pɒt/ garnek
recipe /ˈresəpi/ przepis
salad dressing /ˈsæləd dresɪŋ/ sos do sałatek
salt /sɔːlt/ sól
sauce /sɔːs/ sauce sos
season /ˈsiːzn/ doprawiać do smaku (np. pieprzem, solą)
serve /sɜːv/ podawać (danie)
simmer /ˈsɪmə(r)/ gotować na małym ogniu (np. bulion)
slice /slaɪs/ kroić na kromki (chleb), plasterki (wędlinę)
spoon /spuːn/ łyżka
steam /stiːm/ gotować na parze
sugar /ˈʃʊgə(r)/ cukier
turn the heat down /ˌtɜːn ðə ˈhiːt daʊn/ zmniejszać ogień
turn the heat up /ˌtɜːn ðə ˈhiːt ʌp/ zwiększać ogień
vinegar /ˈvɪnɪgə(r)/ ocet
whisk /wɪsk/ ubijać (np. jaja)

53.11 Opisywanie potraw i smaków
bitter /ˈbɪtə(r)/ gorzki
bland /blænd/ mdły
delicious /dɪˈlɪʃəs/ pyszny
disgusting /dɪsˈgʌstɪŋ/ obrzydliwy
fatty /ˈfæti/ tłusty, tuczący
fresh /freʃ/ świeży
frozen /ˈfrəʊzn/ zamrożony
hot /hɒt/ ostry, pikantny
mild /maɪld/ łagodny, nieostry
salty /ˈsɔːlti/ słony
seasoning /ˈsiːzənɪŋ/ przyprawy
sour /ˈsaʊə(r)/ kwaśny
spicy /ˈspaɪsi/ ostry, pikantny
strong (**tea/coffee**) /strɒŋ ˈtiː/ /strɒŋ ˈkɒfi/ mocna (herbata/kawa)
sweet /swiːt/ słodki
takeaway /ˈteɪkəweɪ/ danie na wynos
taste /teɪst/ smak; mieć jakiś smak
tasty /ˈteɪsti/ smaczny
weak (**tea/coffee**) /wiːk ˈtiː/ /wiːk ˈkɒfi/ słaba (herbata/kawa)
wholegrain /ˈhəʊlgreɪn/ pełnoziarnisty
yummy /ˈjʌmi/ pyszny

53.12 Posiłki
barbecue /ˈbaːbɪkjuː/ grill
breakfast /ˈbrekfəst/ śniadanie
chicken soup /ˌtʃɪkɪn ˈsuːp/ rosół
chips /tʃɪps/ frytki
curry /ˈkʌri/ curry
dinner /ˈdɪnə(r)/ obiad, kolacja
dish /dɪʃ/ danie
fish and chips /ˌfɪʃ ən ˈtʃɪps/ ryba z frytkami
French fries /ˌfrentʃ ˈfraɪz/ frytki
fruit salad /ˌfruːt ˈsæləd/ sałatka owocowa
lunch /lʌntʃ/ lunch
meal /miːl/ posiłek
medium steak /ˌmiːdiəm ˈsteɪk/ średnio wysmażony stek
omelette /ˈɒmlət/ omlet
packed lunch /ˌpækt ˈlʌntʃ/ drugie śniadanie przyniesione z domu
pancakes /ˈpænkeɪks/ naleśniki
pork chop /ˌpɔːk ˈtʃɒp/ kotlet wieprzowy
rare steak /ˌreə(r) ˈsteɪk/ krwisty stek
sandwich /ˈsænwɪtʃ/ kanapka
scrambled eggs /ˌskræmbld ˈegz/ jajecznica
snack /snæk/ przekąska
soup /suːp/ zupa
steak /steɪk/ stek
supper /ˈsʌpə(r)/ kolacja
tomato soup /təˌmaːtəʊ ˈsuːp/ zupa pomidorowa
well-done steak /ˌwel dʌn ˈsteɪk/ dobrze wysmażony stek

53.13 W restauracji
ask for the menu /ˌaːsk fə ðə ˈmenjuː/ prosić o kartę dań
book a table /ˌbʊk ə ˈteɪbl/ rezerwować stolik
chef /ʃef/ szef kuchni
cook /kʊk/ kucharz
cuisine /kwɪˈziːn/ kuchnia (regionalna)
dessert /dɪˈzɜːt/ deser
dish /dɪʃ/ potrawa
leave a tip /ˌliːv ə ˈtɪp/ zostawiać napiwek
main course /ˌmeɪn ˈkɔːs/ danie główne
order your meal /ˌɔːdə jɔː ˈmiːl/ zamawiać posiłek
pay the bill /ˌpeɪ ðə ˈbɪl/ płacić rachunek
service /ˈsɜːvɪs/ obsługa
sidedish /ˈsaɪd dɪʃ/ dodatek
starter /ˈstaːtə(r)/ przystawka

53.14 Nawyki żywieniowe i diety
balanced diet /ˌbælənst ˈdaɪət/ zbilansowana dieta
be full /biː ˈfʊl/ być najedzonym
be hungry /biː ˈhʌŋgri/ być głodnym
be on a diet /biː ɒn ə ˈdaɪət/ być na diecie
be rich in sth /biː ˈrɪtʃ ɪn sʌmθɪŋ/ zawierać dużo czegoś, być bogatym w (jakieś składniki)
carbohydrates /ˌkaːbəʊˈhaɪdreɪts/ węglowodany
cut down on sth /ˌkʌt ˈdaʊn ɒn sʌmθɪŋ/ ograniczać coś
diet /ˈdaɪət/ dieta
eating habits /ˌiːtɪŋ ˈhæbɪts/ nawyki żywieniowe
fats /fæts/ tłuszcze
fattening /ˈfætnɪŋ/ tuczący
feed sth to sb /ˈfiːd sʌmθɪŋ tə sʌmbədi/ karmić kogoś czymś
gain weight /ˌgeɪn ˈweɪt/ przybierać na wadze
go on a diet /ˌgəʊ ɒn ə ˈdaɪət/ przechodzić na dietę

How to learn vocabulary
- With books closed, explain to students that you will say a category for them to write as many words as they can from memory.
- Give them a few minutes to write the words they can remember. Students compare their lists in pairs, then open their books to check which words they have missed.
- Students work in pairs, testing each other on the vocabulary from the other categories in the same way.

Brainpower
- In pairs, students think of three words they can associate with Polish words and share their ideas with the class.

Sprawdź się!
Optional activity
Students work in pairs to write three similar sentences with gaps for other pairs to complete.

greasy /'gri:si/ tłusty
healthy diet /ˌhelθi 'daɪət/ zdrowa dieta
high in calories /ˌhaɪ ɪn 'kælərɪz/ wysokokaloryczny
lose weight /ˌlu:z 'weɪt/ tracić na wadze
low in vitamins /ˌləʊ ɪn 'vɪtəmɪnz/ z niską zawartością witamin
nutritious /nju'trɪʃəs/ pożywny
obese /əʊ'bi:s/ otyły
overweight /ˌəʊvə'weɪt/ z nadwagą
protein /'prəʊti:n/ białko
restricted diet /rɪˌstrɪktɪd 'daɪət/ dieta eliminacyjna
source of protein /ˌsɔ:s əv 'prəʊti:n/ źródło białka
starchy foods /ˌstɑ:tʃi fu:dz/ żywność bogata w skrobię
stick to a diet /ˌstɪk tə ə 'daɪət/ przestrzegać diety
unhealthy diet /ʌnˌhelθi 'daɪət/ niezdrowa dieta
vegan /'vi:gən/ weganin; wegański
vegetarian /ˌvedʒə'teərɪən/ wegetarianin; wegetariański

53.15 Zaburzenia odżywiania

anorexia /ˌænə'reksiə/ anoreksja
binge eating /'bɪndʒ ˌi:tɪŋ/ objadanie się
compulsively /kəm'pʌlsɪvli/ nałogowo
depression /dɪ'preʃn/ depresja
hunger /'hʌŋgə(r)/ głód
malnourished /ˌmæl'nʌrɪʃt/ niedożywiony
sufferers /'sʌfərəz/ cierpiący/ cierpiąca, chora osoba

53.16 Wordpower s. 79

creamy /'kri:mi/ kremowy
ingredient /ɪn'gri:diənt/ składnik
liven sth up /ˌlaɪvn sʌmθɪŋ 'ʌp/ ożywić coś
significant /sɪg'nɪfɪkənt/ znaczny
take off /ˌteɪk 'ɒf/ stać się popularnym

53.17 Przymiotniki o podwójnym znaczeniu

certain /'sɜ:tn/ pewny/pewien
engaged /ɪn'geɪdʒd/ zaręczony/ zajęty czymś
faint /feɪnt/ lekki/słaby
fair /feə(r)/ sprawiedliwy/jasny
rough /rʌf/ szorstki/wzburzony
tight /taɪt/ ciasny/napięty
weak /wi:k/ słaby

BRAINPOWER

Jednym ze skutecznych sposobów nauki z wykorzystaniem skojarzeń jest metoda zastępowania słów. Aby zapamiętać nowe angielskie słowo, znajdź polski odpowiednik brzmiący podobnie do niego, np. wyobraź sobie odgłos towarzyszący wpadającej do wody śliwce (*plum*).

Sprawdź się!

1 Uzupełnij zdania właściwymi wyrazami. Pierwsza litera każdego słowa została podana.

1 Before going to work, Thomas had **s**_____ eggs with ham and tomatoes.
2 You should eat **w**_____ bread rather than white bread because it's healthier.
3 Does your school **c**_____ serve vegetarian lunches?
4 If you like your tea sweet, add a **s**_____ of honey instead of sugar.
5 Mr Bromley is in the **s**_____ with the other teachers.
6 Julia doesn't love her boyfriend Mark any more. They're going to **b**_____ **u**_____.
7 Melissa **c**_____ her 18th birthday with a huge party.
8 The atmosphere was ruined when our parents **g**_____ **i**_____ a big argument about politics.
9 I'm an only child – I don't have any **s**_____.
10 They're taking a **m**_____ exam next week to help them prepare for the actual exam in May.

Wymowa

1 054 Wysłuchaj nagrania i powtórz podane zdania. Czym różni się wymowa wyróżnionych wyrazów?

1 Without my glasses I am as blind as a **bat**.
2 My eyesight is so **bad** that I can't see a thing without my glasses.

2 055 Wysłuchaj nagrania i zapisz podane pary słów. Które ze słów kończą się na spółgłoskę bezdźwięczną, a które na spółgłoskę dźwięczną?

3 056 Wysłuchaj nagrania i powtórz poniższe zdania.

1 They raised the price of rice.
2 I will go mad if you leave me.
3 Is Batman a good man or a bad man?
4 Why did you feed the pig with peas?
5 Don't put your feet on the mat.

Sprawdź się! Exercise 1
1 scrambled
2 wholemeal
3 canteen
4 spoonful
5 staffroom
6 break up
7 celebrated
8 got into
9 siblings
10 mock

Wymowa Exercise 1
1 The last consonant is voiceless.
2 The last consonant is voiced.

Wymowa Exercise 2

1 leaf	leave
2 bat	bad
3 foot	food
4 rice	rise
5 race	raise
6 cap	cab
7 mat	mad
8 feet	feed
9 peace	peas
10 back	bag

Wymowa
Exercise 1 054
Audio script page 253
Exercise 2 055
Audio script page 253
• Ask students to note or find in a dictionary other similar pairs of words and practise saying them with their partner.

Exercise 3 056
Audio script page 253

Optional activity
Have students make tongue twisters with the words from this section to practise saying as fast as they can with the correct pronunciation.

7 Zakupy i usługi

Materials
Classroom presentation tool
Class audio, tracks 057–058
Online practice
Short test









Słownictwo

Sklepy i towary

1 Przyjrzyj się zdjęciom i odpowiedz na poniższe pytania.

1 Where do you prefer to go shopping? Why?
2 Who does most of the shopping in your house?

2 Uzupełnij zdania wyrazami z ramki.

brand new gifts poor quality products records second-hand sports gear stationery

1 If you want something for a birthday present, go to White Beach in the High Street. They have some lovely things that are perfect for _____.
2 Although most of us listen to music that we stream over the Internet, some people still buy vinyl _____ and CDs.
3 Laura has a passion for _____ so she has a lot of different-coloured pens, files and notebooks.
4 All our _____ are made from organic plants grown locally.
5 My bike is _____ but it's in very good condition as its previous owner hardly used it.
6 Our garage is full of _____ as we regularly go skiing, cycling and surfing.
7 I used to buy cheap clothes, only to be disappointed later because they were of _____ and didn't last long.
8 My dad's given me a phone that he doesn't want. It's _____ and still in its box!

3 W jakich sklepach można kupić poniższe produkty?

1 make-up and skincare products
2 toys and food for animals
3 things people have given away
4 bookshelves, dining tables
5 newspapers, magazines
6 medicine, shower gel
7 cakes, bread, rolls
8 flowers and plants
9 paint, nails, tools (things for improving your house)
10 many different kinds of products (in one store)

4 Odpowiedz na pytania, podając nazwy odpowiednich sklepów.

1 Where would you go to buy a novel?
2 Where would you go to get some broccoli?
3 Where could you sell your old clothes, shoes and toys?
4 Where could you visit several shops without going outside?
5 Where could you buy a silver necklace?
6 Where could you get some nice cheese and cooked meats?
7 If you wanted a coffee machine and a food processor, where would you go?
8 Where could you buy some fresh prawns?
9 Where would you go to buy a guitar?
10 Where can you buy high heels?

Kupowanie ubrań

5 Dopasuj wyrazy z ramki do właściwych kategorii.

belt blouse bracelet cap casual checked cotton elegant fashionable flip-flops large leather linen medium plain sandals silk small striped sunglasses tie tights trainers underwear

Clothes	
Footwear	
Accessories	
Size	
Pattern	
Style	
Material	

Exercise 2
1 gifts
2 records
3 stationery
4 products
5 second-hand
6 sports gear
7 poor quality
8 brand new

Exercise 3
1 cosmetic shop
2 pet shop
3 charity shop
4 furniture shop
5 newsagent's
6 chemist's
7 baker's
8 florist's
9 DIY shop
10 department store

Exercise 4
1 a bookshop
2 a greengrocer's
3 a flea market
4 a shopping centre/mall
5 a jewellery shop
6 a deli / a grocer's
7 an electrical shop / a department store
8 a fishmonger's
9 a music shop
10 a shoe shop

Exercise 5
Clothes: blouse, tights, underwear
Footwear: flip-flops, sandals, trainers
Accessories: belt, bracelet, cap, sunglasses, tie
Size: large, medium, small
Pattern: checked, plain, striped
Style: casual, elegant, fashionable
Material: cotton, leather, linen, silk

Warm up
• Have a class discussion on what the shopping facilities in your area are like. Do students often go shopping there?

Exercise 2

Differentiation
Ask students to define the words in the box as best they can and then use them to describe things they have, e.g. *I have a lot of stationery, especially pens.*

Exercise 3

Optional activity
Students can write a paragraph about their favourite place to go shopping.

Exercises 3 and 4

Optional activity
Students discuss which of the places mentioned they go to, and which products they buy the most.

Exercise 5
• Students work in pairs to describe their taste in clothes using the words in the box.

Optional activity
Students could add more words to the table and then use them in sentences of their own.

6 **057** **Posłuchaj nagrania. Które z podanych zdań są prawdziwe?**

1 This speaker wants something to wear outdoors. F
2 This speaker's suit fits him well. P
3 This speaker's pyjamas are made of silk. F
4 This speaker is looking for a smart jacket. P
5 This speaker chose a top in a medium size. P
6 This speaker bought some plain red gloves. F

7 **Wyjaśnijcie w parach znaczenie wyróżnionych wyrazów. Następnie zadajcie sobie poniższe pytania i odpowiedzcie na nie.**

1 Do you usually **try on** clothes in **the changing room** before you buy them? Why? / Why not?
2 How good are you at buying clothes that **go with** the ones you have at home?
3 What do you usually **put on** first when you go outside?
4 Do you **take off** your shoes when you are a guest at somebody's house? Why? / Why not?

Sprzedawanie i kupowanie

8 **Wybierz poprawne uzupełnienia zdań.**

1 Tom has a part-time job as a *cashier* / *customer* in a supermarket.
2 I'm saving my *receipts* / *pocket money* so I can buy some new boots.
3 Do you make a shopping *trolley* / *list* before you go shopping, or do you trust you'll remember everything?
4 If I'm going to buy a few things in a shop, I pick up a shopping *bag* / *basket* and take it around with me.
5 I realized I hadn't got any money when I got to the *checkout* / *sale* and had to leave everything behind!
6 Our main store in London has a huge choice of *shopping* / *goods*.
7 I paid for the clothes *with my credit card* / *in cash* because I bought them online.

Środki płatnicze

9 **Dopasuj początki zdań do ich zakończeń.**

1 Have you changed your money into d
2 Is it possible to pay b
3 I need some cash. Is there e
4 Could you put your card in the machine and enter c
5 Does this ticket machine h
6 I'd love a coffee from the machine. Have you got any a
7 Where can I find the best f
8 Could you possibly give me five pound coins for g

a small change?
b with a credit card?
c your PIN, please?
d local currency?
e an ATM near here?
f exchange rate?
g this note, please?
h give change?

POWERUP

Okazje i oferty specjalne

10 **Uzupełnij luki w tekście wyrazami i wyrażeniami z ramki.**

2 for 1 | 40 per cent off | bargains | good deal | good value for money | half price | outlets | reduced price | sale

I like nice things, but I don't want to waste my money by paying more than I need to for them. I'm always looking for ways to get stuff at a [1]_____. I often go to [2]_____ where I can get designer clothes or shoes much more cheaply, and I wait for a shop to have a [3]_____ before I buy anything, if I possibly can. You can get some good [4]_____ if you're prepared to wait. This year, for example, I've bought a coat that was [5]_____ – £70 instead of £140 – and some boots that were [6]_____ – £60 down from £100. They still weren't exactly cheap, but they are very good quality so they were [7]_____. I got a [8]_____ on my laptop, too – £200 off the full price. I also save money on essentials like shampoo and stationery by buying [9]_____ offers at the chemist's or supermarket. Every little saving helps!

Składanie reklamacji

11 **Uzupełnij dialogi wyrazami i wyrażeniami z ramki we właściwej formie.**

broken | exchange | fix | get your money | missing | not work | receipt | refund | replace | take it back

1 **A:** This camera that I bought a couple of weeks ago [1]_____ at all! I'm going to have to [2]_____.
B: Will they be able to [3]_____ it, do you think?
A: Possibly, but I don't want them to repair it. I'd really like to [4]_____ it for another one.
B: Wouldn't you like to [5]_____ back?
A: Not really, because I really want a camera!

2 **A:** Excuse me. I bought this board game yesterday, but when I unpacked it I found that the instructions were [6]_____ and some of the pieces were [7]_____.
B: Would you like me to [8]_____ it?
A: Well, no, actually. I'd like a [9]_____, please.
B: Do you have your [10]_____?
A: Yes, I do.

12 **058** **Wysłuchaj nagrania i sprawdź swoje odpowiedzi z ćwiczenia 11.**

Exercise 10
1 reduced price
2 outlets
3 sale
4 bargains
5 half price
6 40 per cent off
7 good value for money
8 good deal
9 2 for 1

Exercise 11
1 doesn't work
2 take it back
3 fix
4 exchange
5 get your money
6 missing
7 broken
8 replace
9 refund
10 receipt

Exercise 6 **057**
Audio script page 253

Exercise 8

Optional activity
Extend the exercise by asking students to say why the alternative answer options are incorrect.

Exercise 10

Differentiation
Have students look at the words and phrases in the box and explain their meaning before completing the exercise. Then they can use the words in sentences of their own.

Exercise 11
- Before completing the exercise, ask students to say what they do if they buy an item that is faulty. Encourage them to use the words in the box.

Exercise 12 **058**
Audio script pages 253–254

Korzystanie z usług

13 **Dopasuj zawody do usług, z którymi są związane.**

barber beautician caterer financial adviser hairdresser interior designer IT service engineer plumber postman/postwoman tailor/seamstress

This person will

1 fix your water pipes, etc.
2 advise you about money.
3 do your make-up, etc.
4 provide food for a party.
5 cut your hair.
6 deliver your letters, packages, etc.
7 advise you about the style of your home.
8 give you a shave as well as cut your hair.
9 solve your computer problems.
10 make or alter your clothes.

14 **Gdzie można skorzystać z poniższych usług?**

You go here if

1 your car is dirty.
2 you want your skin to be cared for.
3 your coat is dirty and you can't wash it.
4 your car needs petrol.
5 you want to book a holiday.
6 there's a mechanical problem with your car.

Reklama

15 **Uzupełnij luki w tekście wyrazami z ramki.**

advertise agency appeal attract commercial flyer launch leaflet logo persuade sponsor target

If a company has a new product or service to sell, it has to [1]_____ it so that people know about it and want to buy it. The first step is to [2]_____ people's attention and the second is to explain the benefits of the product.

A large company may employ an advertising [3]_____ to help them [4]_____ a campaign for the product. These professionals will know the best ways to [5]_____ consumers to buy the product. The campaign may include a TV [6]_____ that will be memorable and will [7]_____ to the group of consumers that the company wishes to [8]_____. Some companies [9]_____ various types of events as well – they pay a place or person to display their name and [10]_____. This is particularly common in sport.

Others, with smaller budgets, may produce a [11]_____ of a few pages or just a [12]_____ that has all the information on one sheet.

16 **Odpowiedzcie w parach na poniższe pytania.**

1 What kinds of shops do you enjoy visiting? Why?
2 Do you ever buy second-hand goods? Why? / Why not?
3 Describe an occasion when you took something back to a shop or returned something you'd bought online.
4 Do you look for bargains? If so, what kinds of goods or services do you try to buy at reduced prices?
5 What sorts of services do you and your family use? Are you happy with them?
6 What was the last item of clothing that you bought? Where did you get it?

POWERUP

Prawa konsumenta

17 **Uzupełnij luki w tekście określeniami z ramki.**

consumer protection dispute durable goods guarantee liable mediation retailer statutory rights



The law protects consumers by giving them certain [1]_____. For example, if you buy goods that turn out to be faulty, you have the right to return them within a certain time period and receive a refund, a replacement or have them repaired at no cost to you.

With [2]_____, such as furniture, computers and household appliances, manufacturers usually offer a [3]_____ for a limited time, typically between one and three years. This is in addition to the [4]_____ provided by the law; it does not replace it, so consumers can take advantage of both.

If something you have purchased is faulty, you should go first to the [5]_____ who sold it to you. If you don't get anywhere with them, then you can take your complaint to a [6]_____ service that will help you resolve the [7]_____.

If a faulty product causes death, damage or injury, the manufacturer, not the retailer, is [8]_____ for this and they can be sued for compensation.

Exercise 13
1 plumber
2 financial adviser
3 beautician
4 caterer
5 hairdresser
6 postman/postwoman
7 interior designer
8 barber
9 IT service engineer
10 tailor/seamstress

Exercise 14
1 car wash
2 beauty salon
3 dry cleaner's
4 petrol station
5 travel agent's
6 garage

Exercise 15
1 advertise
2 attract
3 agency
4 launch
5 persuade
6 commercial
7 appeal
8 target
9 sponsor
10 logo
11 leaflet
12 flyer

Exercise 17
1 statutory rights
2 durable goods
3 guarantee
4 consumer protection
5 retailer
6 mediation
7 dispute
8 liable

Exercise 13
• With books closed, students can quiz each other on the professions in this exercise by describing them for their partner to guess the word.

Exercise 15

Mixed ability
Go through the items in the box and ask students to explain their meanings in English. If they have difficulties, ask them to make example sentences with the words for better understanding.

Exercise 17

Differentiation
Ask students to look at the words in the box and say what word categories they belong to. Then ask them to read the text and say what word category is missing from each gap.

Rozumienie ze słuchu

Dobieranie

1 **Odpowiedzcie w parach na poniższe pytania.**



- Do you prefer going to shops or shopping online?
- Do you enjoy shopping or do you find it boring?
- Do you wait for the sales or do you prefer to get things straightaway?
- Do you prefer brand new clothes or second-hand ones?



2 059 **Usłyszysz dwukrotnie pięć wypowiedzi związanych z tematem zakupów. Do każdej wypowiedzi (1–5) dopasuj odpowiadające jej zdanie (A–F). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

This person

A suggests that he/she would like to change a shopping habit.
B gives information about how to get good value for money.
C explains why he/she makes an effort to buy a certain product.
D expresses his/her disappointment with a product he/she bought.
E describes his/her attitude to shopping for clothes.
F offers advice about what to do to look fashionable.

3 **Odpowiedzcie w parach na poniższe pytania.**

1 Did any of these speakers remind you of anyone you know?
2 What advice would you give to some of these speakers?

POWERUP

Wybór wielokrotny

4 060 **Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.**

Tekst 1

1 The store where the man works
A has regular promotions for loyal customers.
B operates a system that avoids food waste.
C donates food to people in need.

Tekst 2

2 Which of the following is stated in the dialogue as a fact, not an opinion?
A The same amount of in-game currency usually costs more.
B The starter pack will increase in price in the next 24 hours.
C Without the pack, the other players won't treat the boy as a serious player.

Tekst 3

3 What do the speakers not mention about buying goods online?
A You need to return them within fourteen days to get a refund.
B The products must look like they do in the pictures online.
C The information about the products must be sufficient.
D The online descriptions must be accurate.

4 The expert suggests considering an existing appliance in order to
A decide whether buying a new one is necessary.
B see whether you can claim for it on insurance.
C compare its functions with a newer one.
D predict the reliability of a new product.

5 If you buy an item on a credit card and the retailer goes out of business, the credit card company will
A always refund you in full.
B offer you additional insurance.
C protect purchases over a certain value.
D help you return an item free of charge.

6 The purpose of this podcast is to
A ensure customers understand how insurance works.
B make consumers more aware of their rights.
C advise customers to watch out for misleading advertising.
D reassure people about the advantages of shopping online.

Materials
Classroom presentation tool
Class audio, tracks 059–060
Online practice

Exercise 2
1 B 2 F 3 A 4 C 5 E

Warm up
• Ask students to say what type of things they like to buy online and if they enjoy using second-hand shops.

Exercise 1
• As a class, find which answer is the most popular for each question.

Exercise 2 059
Audio script page 254

Exam tip
Remind students that this task doesn't require listening for specific information, so they don't need to understand every word to complete it.

Exercise 4 060
Audio script page 254
• Focus on item 3. Remind students that they have to listen out for an option that is not raised in the dialogue. The best way to do this is for students to tick what they hear as the audio is played.

Differentiation
Go through each question and ask students to say what key words they expect to hear in each situation.

7 Rozumienie tekstów pisanych

Materials
Classroom presentation tool

Exercise 2
1 You can bring some clothes that you don't want and exchange them for something that someone else has brought.
2 Because a lot of her clothes don't suit/excite her anymore, and she needs something to wear to her aunt's wedding.
3 They no longer fit them.
4 She's happy to pay for altering clothes so they fit her better.

Dobieranie zdań do części tekstu / Tekst z lukami





1 **Pracujcie w parach. Opiszcie ilustracje 1 i 2 oraz odpowiedzcie na poniższe pytania.**
1 How often do you sort through your clothes and get rid of things?
2 Do you wear all of your clothes? If not, why not?
3 What do you do with clothes that you don't wear?
4 What do you think a *clothes swap party* is? Does it sound like a good idea to you?

2 **Przeczytaj teksty A–D znajdź w nich odpowiedzi na poniższe pytania.**
1 What can you do at a clothes swap party?
2 Why does Sherry want to go to the party?
3 What is the reason why most people decide to get rid of some of their clothes?
4 What is Georgia happy to pay for at the party?

3 **Przeczytaj teksty A–D i zdania 1–3. Dopasuj do każdego zdania właściwy tekst (A–D). Jeden tekst nie pasuje do żadnego zdania.**
1 This text discusses introducing an improvement to an event. D
2 This text mentions a special occasion that someone needs new clothes for. B
3 This text encourages people to attend an event. A

Tekst A

Clothes SWAP

Date: 17th June
Venue: Millbank School Hall

Have you got clothes in your wardrobe that you don't wear anymore?

Are you bored of wearing the same things all the time?

Instead of going to the shops and buying brand new clothes, come to our clothes swap party! You could find treasure amongst the clothes that other people are getting rid of.

The idea is simple: bring some clothing that you don't want and exchange your items for something that someone else has brought to the party.

There's a changing room to try things on so you can see if they suit and fit you.

It's a great social occasion, so bring your friends and enjoy a selection of drinks and snacks (for a small charge that will be donated to charity).

Tekst B

Send

Hi Gina,

Have you seen the advert for the clothes swap party? I think it's a great idea. I have a lot of clothes that I don't wear. Most of them don't suit me anymore. I'd really like to get something I could wear to my aunt's wedding in August and a few other things, because most of my clothes just don't excite me anymore. How about you? I hope you're free that day, and I think we should try to get Mike and Tasha to come, too.

Sherry x

Warm up
• Ask students what their favourite clothes are. Do they wear them repeatedly or like to buy new ones frequently?

Exercise 1

Optional activity
Have a class discussion on the problems that fast fashion is causing the environment, and whether events like clothes swapping might help ease these problems.

Exercise 3
• After reading the texts, ask students if they would like to attend a clothes swap party and, if so, what clothes they would take there. Encourage students to give reasons.

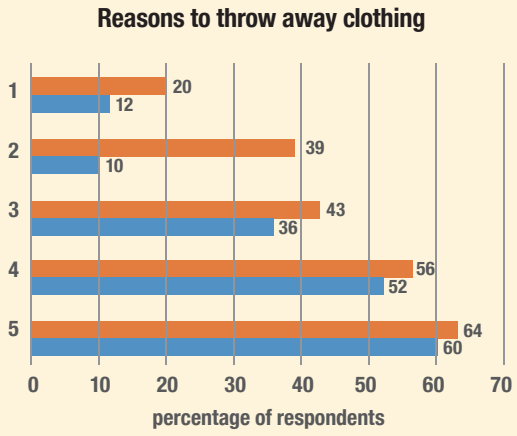
Differentiation
Ask students to work in pairs and discuss what each text talks about before completing the exercise.

Optional activity
Refer to Text C and have students say which category they think they fall into.

Tekst C

FAST FASHION

The chart below shows the reasons why people in two different age groups dispose of clothing.



1 I'm bored of wearing it
2 It is not fashionable anymore
3 It has developed a fault
4 It's damaged
5 It no longer fits me

Tekst D

DOM: I loved the clothes swap party in May. Have you seen the advert for the next one?

SIMON: Yes, I'm definitely going. I was shocked by the chart we looked at in class about the reasons why people get rid of clothes they no longer require.

GEORGIA: @Simon Me, too. Many things are thrown away because they're damaged or broken, so wouldn't it be good if we could repair these at the party?

GINA: @Georgia Great idea! I've got a sewing machine so I can do that. I could also alter things if the size isn't right.

GEORGIA: @Gina That's amazing. I think you should charge a little for that service, though. I'd definitely pay!

4 **Przeczytaj wiadomość Giny do przyjaciółki. Uzupełnij luki 1–4 zgodnie z treścią tekstów A–D, tak aby jak najbardziej precyzyjnie oddać ich sens. Luki należy uzupełnić w języku angielskim. W każdą lukę można wpisać maksymalnie trzy wyrazy.**

Send

Hi Tasha,

I'd really like you to come to the clothes swap party on 17th June. It's a party where you bring along clothes that you don't want anymore and swap them for other clothes.

It's a great way to save money and to help the environment. I read a report that said the main reason people throw things away is because the clothes [1]_____ them. Interestingly, it's people aged [2]_____ who are more likely to throw clothing away.

Anyway, exchanging clothes is great because one person's unwanted clothes may be someone else's [3]_____. You never know!

As I'm good at sewing, I'm going to offer to fix clothes that are faulty at the party and [4]_____ items that are too big.

I hope you can come.

Gina

WORDPOWER

Styl wypowiedzi

5 **Znajdź w tekstach A–D synonimy do poniższych wyrażeń. Czy jest między nimi różnica w nacechowaniu?**

1 swap
2 get rid of
3 go wrong
4 a special event
5 give (to charity)
6 not need anymore

6 **Popraw poniższe teksty tak, aby były spójne stylistycznie.**

A

CHARITY SHOP NOTICE

We do not swap items you don't need in this store.

B

Hi Ben,
Have you got any spare time this weekend? My fridge has developed a fault and I need to dispose of it. It'd be great if you could give me a hand.
Thanks,
Bella

Exercise 4
Suggested answers:
1 don't fit / no longer fit
2 between 16 and 34
3 treasure
4 alter / change / adjust

Exercise 5
1 exchange
2 dispose of
3 develop a fault
4 a special occasion
5 donate
6 no longer require

The phrases in the text are more formal.

Exercise 6
Suggested answers:
A We do not exchange unwanted items in this store.
B My fridge has gone wrong and I need to get rid of it.

Exercise 4

Optional activity
Students can write a reply to Gina explaining why they would rather not attend the party.

Exercise 5
- Students can complete the exercise in pairs.
- Go through each item and give examples, e.g. *you can swap clothes, books, games; birthdays and wedding anniversaries are special events.*

Differentiation
Students can translate items 1–6 before completing the exercise.

Exercise 6
- Have students write a short text like the ones presented here for their partner to rewrite using the other register.

7 Rozumienie tekstów pisanych

POWERUP

Dobieranie zdań do luk w tekście

7 **Przeczytaj tekst, z którego usunięto cztery zdania. W każdą lukę (1–5) wpisz literę, którą oznaczono brakujące zdanie (A–F), tak aby otrzymać spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.**

A Offering more than pure escapism, it has also been praised for its educational value.

B The impetus for this change came from the players, who demanded a new type of game.

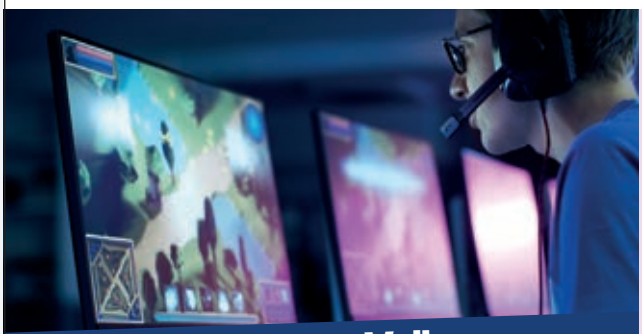
C It created a rather unique situation – Polish developers had a market ready for their games and no competitors.

D However, in the midst of all this fallout caused by market readjustment, one form of entertainment media is booming.

E With around 440 studios developing some 500 games a year, there is great scope for innovation.

F Instead, they often look much closer to home for inspiration.





Goodbye Silicon Valley, Hello … Poland!

Music sales are plummeting due to the popularity of free streaming services. Similarly, film studios are also suffering, because old forms of distribution, such as DVDs, no longer appeal to the younger generation. [1] ___D___ The computer games industry is going from strength to strength. Indeed, computer games sales in 2020 grew to $56.9 billion in the US alone, which is more than films and music *combined*. It seems that the possibilities are endless for those who are in touch with the needs and desires of the new generation of gamers, which is very promising news for one of the current centres of game design worldwide. We're not talking about the legendary software hub of California's Silicon Valley, though. In fact, a huge number of top coders and game designers today are based in Poland.

While being fairly new, the Polish video games industry has long reached the level where it has become a serious business. However, there's still room for fresh ideas, and budding developers have plenty of opportunity to find a producer if they have a brainwave and want to develop their idea into a marketable video game. [2] ___E___ Furthermore, there are programmes which can provide support to coders trying to kick off their careers. Some universities work with established studios to seek out new talent. High school graduates can submit their ideas, and the best ones are given places at the university as well as technical support to help them put the finishing touches to their work.

Anyone analysing Poland's success will be struck by the fact that the developers haven't tried to copy American or Japanese ideas when seeking engaging subject matter. [3] ___F___ One of the hottest games in recent history has turned out to be *The Witcher*. It is based on novels by Polish author Andrzej Sapkowski, which were given a new lease of life as a computer game series. In the same way, the game *Warsaw* takes place during the events of the 1944 Warsaw Uprising during the Second World War. [4] ___A___ The game's designers have touched on something important here: the universal need of gamers worldwide to learn about the real events of the past through their favourite entertainment medium.

The past is also where we need to look to understand how the Polish games industry got the Midas touch. After the fall of communism, there were very few modern personal computers available, as Poles mostly had 8-bit machines which were already outdated. Foreign companies weren't interested in making products for these older computers. [5] ___C___ The enormous demand gave them a chance to learn their trade and grow. When up-to-date computers finally became available in Poland at the beginning of the 1990s, Polish coders were able to adapt quickly and started working their magic writing games for this new wave of PCs. Within a year, Polish programmers had released *Electro Man*, one of the first Polish games to be exported to the US. From that small start, the Polish computer games industry has grown into the behemoth that it is today.

Exercise 7
- Ask students to look at the title and images and ask what they think the text will be about. Then refer students to options A–F and discuss what further information they can gather about the text.

Exam tip
After reading the text as a whole, students can look at the sentences before and after the gaps and find the reference words to decide how they are linked to sentences A–F.

Optional activity
Ask students what books or comics they have read which they think would make great video games. Encourage students to discuss the plot and what the video game version might offer.

Mówienie

Opis ilustracji i odpowiedzi na trzy pytania

Po opisaniu zdjęcia i udzieleniu odpowiedzi na pytanie bezpośrednio go dotyczące, zostaniesz poproszony/poproszona o odpowiedź na dwa kolejne pytania. Pierwsze z nich jest luźno związane z tematyką ilustracji i dotyczy twoich opinii, nawyków i preferencji. Opisując swoje przyzwyczajenia i upodobania, używaj odpowiednich czasów gramatycznych i typowych dla nich zwrotów.

1 **061** **Wysłuchaj nagrania i dopasuj poniższe pytania do odpowiedzi uczniów.**

A What are your favourite shops? Why? 4
B Which do you prefer: buying online or in traditional shops? Why? 1
C Do you get excited about sales and discounts? Why? / Why not? 2
D Which do you think is the best way to pay: in cash or by card? 3

2 **061** **Wysłuchaj nagrania ponownie. Które zwroty wyróżnione w ramce poniżej zostały wykorzystane w nagraniu?**

Opisywanie swoich preferencji i upodobań

I like/love buying books.
I can't stand/hate running from shop to shop.
I'm really keen on electronic gadgets.
I prefer to buy groceries in a traditional shop rather than online.
I prefer buying things online to traditional shopping.
I wouldn't like to work in advertising.
I would never buy a real leather jacket.

Więcej przydatnych zwrotów na s. 240

3 **Odpowiedzcie w parach na pytania z ćwiczenia 1.**

4 **Opisz ilustrację i odpowiedz na pytania ze s. 241.**



Rozmowa na podstawie materiału stymulującego

Ilustracje i zdjęcia w materiale stymulującym często zawierają elementy tekstowe. Odnieś się do nich, aby uzasadnić swój wybór, ale nie przedstawiaj ich jako swoich argumentów.

5 **062** **Organizujesz w szkolną kampanię na rzecz świadomych zakupów i szukasz odpowiedniej ilustracji. Popatrz na przedstawione niżej ilustracje i wysłuchaj przykładowej wypowiedzi ucznia. W jaki sposób odniósł się do elementów tekstowych na obrazkach?**



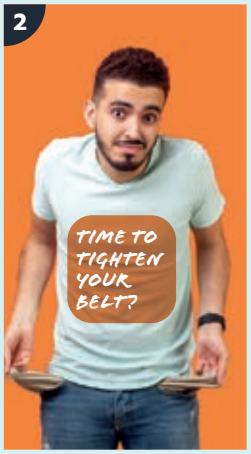


6 **Wykonajcie w parach poniższe zadanie.**

Organizujesz szkolną kampanię na rzecz świadomych zakupów. Szukasz grafiki, która najlepiej odzwierciedli potrzebę ograniczenia konsumpcji i kontrolowania wydatków.

- Wybierz tę propozycję, która wydaje ci się najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.







Odpowiedz na poniższe pytania.

1 How are buying trends changing nowadays? What makes you think so?
2 What can you do to save and spend your money wisely?

Materials
Classroom presentation tool
Class audio, tracks 061–062
Online practice

Exercise 5
'To buy or not to buy?' is the question we should always have in mind when making shopping decisions.
I wouldn't choose option number two, because the idea of the 'Buy Nothing Day' doesn't solve the problem.

Warm up
• Ask students to give three advantages and three disadvantages of shopping online. Ask them if they think the advantages outweigh the disadvantages.

Exercise 1 **061**
Audio script page 254

Exercise 2 **061**
Audio script page 254

• After completing the exercise, ask students to make their own sentences using the phrases, e.g. *I love buying clothes. I can't stand long queues.*

Exercise 4

Exam tip
Before students do the exercise, ask them to note as many words as they can to describe the picture, thinking about the thoughts, feelings and expressions of each person.

Exercise 5 **062**
Audio script page 254

Exercise 6

Differentiation
Before the exercise, discuss common buying trends and different methods of saving and spending money. Ask students to look briefly at the picture captions and how they can help them interpret the meaning of each picture.

7 Znajomość środków językowych

Materials
Classroom presentation tool
Online practice
Short test

Exercise 2
1 are thrown away
2 be recycled / have been recycled
3 hire
4 offer
5 are delivered
6 drop
7 is cleaned
8 is sent

Exercise 3
1 have/get our car washed
2 had/got their wedding photos taken
3 did you have/get it done
4 has had his house redecorated
5 am having/getting some curtains made

GRAMMAR IN USE

Strona bierna; *have something done*

1 **Wybierz poprawne uzupełnienia zdań.**

1 Books ordered before 1 p.m. are *deliver* / *(delivered)* the next day.
2 Has our flight *be* / *(been)* cancelled?
3 I ordered a blue skirt online, but they *(sent)* / *were sent* a black one.
4 When will your new cable TV be *(installed)* / *installing*?
5 Many complaints *(have been received)* / *have received* about the quality of their service.
6 Another type of electric car *will produce* / *(will be produced)* in a few years' time.
7 An old tree in our street *was cutting down* / *(was cut down)* last week.

2 **Uzupełnij tekst czasownikami z nawiasów we właściwej formie.**

Many of us love fashion but are also aware of the impact it has on the environment. We know that millions of tonnes of clothing [1]_____ (throw away) each year and that much of it could [2]_____ (recycle). One solution to this problem is to buy second-hand clothes, and another is to rent clothes instead of buying them. You can [3]_____ (hire) a designer-label dress and handbag for a week, for as little as 10% of what it would cost to buy it. And a growing number of companies now [4]_____ (offer) a rental service of children's clothes, aiming to save parents the bother of constantly buying new clothes for their growing children. For a monthly fee, you can rent clothes which [5]_____ (deliver) to your home. When you want to return them, you [6]_____ (drop) them off at a local pick-up spot. Each item [7]_____ (clean) before it [8]_____ (send) to the next customer.

3 **Uzupełnij zdania odpowiednimi formami *have/get* oraz wyrazami podanymi w nawiasach.**

1 We _____ (our car/wash) every couple of weeks.
2 They _____ (their wedding photos/take) by a professional photographer, but they weren't very pleased with them.
3 Your leaflet looks beautiful! Where _____ (you/it/do)?
4 He _____ (his house/redecorate) because he wants it to look good before he puts it on the market.
5 I _____ (some curtains/make) for the sitting room, which should be ready next week.

Więcej gramatyki na s. 219

Set leksykalny

4 **Wpisz wyraz, który poprawnie uzupełnia obydwa zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.**

1 I had my *nails* done at a new beauty salon and I'm very happy with them. The colour's very pretty.
We need some *nails* to hang our pictures on.
2 In order to access the website, please *enter* the security code we will send you.
I've decided to *enter* this short story competition and see what happens.
3 I thought the price she was asking for her motorbike was *fair* so I agreed to it.
It's not *fair* that my brother gets more pocket money than I do.
4 I keep a *store* of paper and art materials in my room.
We don't sell printer ink at this branch, but our larger *store* in the town centre has some.
5 The sale's started and there's 50% *off* all the shoes and sandals.
Emily spoke angrily to us and then walked *off* without looking back.

Tłumaczenie (zadanie zamknięte)

5 **Spośród podanych opcji wybierz tę, która jest tłumaczeniem fragmentu podanego w nawiasie poprawnie uzupełniającym lukę w zdaniu.**

1 I quickly (*ubrałam się*) _____, put on some make-up and left the house.
A had dressed **(B)** got dressed **C** was dressed
2 A large sum of money (*została wypłacona*) _____ of my bank account by someone I didn't know.
(A) was taken out **B** took out **C** was taking out
3 The college (*instaluje nowy sprzęt*) _____ in the science labs right now.
A has installed new equipment
B gets new equipment installed
(C) is having new equipment installed
4 The opening date of the new shopping centre (*zostanie podana*) _____ in January.
A is going to launch
(B) will be announced
C has been promoted
5 (*Ile kosztowało*) _____ to get your coat altered?
A What was the price
B How did you afford
(C) How much did it cost

Warm up
• Write *Active* / *Passive* on the board. Ask students to say a verb tense in the active and its form in the passive. Write answers on the board in the correct column.

Exercise 1
• As a class, have students change the sentences from passive to active using *they* or *you* as the subject, e.g. *1 They deliver the books you order before 1 p.m. the next day.*

Exercise 3

Mixed ability
On the board write the structure for the causative form. Remind students that they should use the correct form of the verb *have* and that the main verb is always in the past participle form, e.g. *I am having my bike repaired. We had our house painted.*

Exercise 5

Mixed ability
In pairs, students can try to translate the phrases in brackets first before they look at the answer options.

Gramatykalizacja / struktury gramatyczne

6 **Uzupełnij zdania 1–5. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.**

1 Most items _____ (can/exchange) others as long as they are still in their original packaging.
2 Her hair always looks great because she _____ (get/cut) every six weeks.
3 Their advertising campaign wasn't very successful although it _____ (had/develop) a top agency.
4 We _____ (have/carpets/clean) a few months ago and we were pleased with the results.
5 The teacher finished the lesson and the students _____ (allow/leave) the classroom.

Zadanie z lukami

7 **Przeczytaj tekst. Uzupełnij każdą lukę (1–5) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna uzupełnionych zdań.**

You decide to go to the supermarket to pick up a few things. You're [1]_____ your online order delivered the day after tomorrow, but you need some tinned tomatoes, bread and milk. It will only take ten minutes, you think. But in the entrance you notice some special offers and you slow down. Those packs of apples are very good value [2]_____ money! You pick one up and continue down the aisles, looking for tinned tomatoes. They're not in their usual place – the tinned vegetables have [3]_____ moved somewhere else! While you're looking for them, you see a *2 for 1* offer on pasta sauce and pick up a couple of jars. Eventually you find the tomatoes, and then go to the bakery section. It [4]_____ filled with the delicious smell of fresh bread and you buy a slightly expensive loaf because it looks so good. Then you get the milk and go to the checkout. You've spent more than half an hour here, but the apples and pasta sauce were good bargains, [5]_____ you're happy that you've saved some money!

POWERUP

Wybór wielokrotny

8 **Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst.**



Covent Garden in London is a vibrant neighbourhood that [1]_____ a large piazza and nine streets. Shoppers and tourists flock there, attracted by the [2]_____ shops and free entertainment. There are always plenty of people walking around, eating in the open-air cafés and watching whoever [3]_____ in the piazza. It's a really fun place to be.

Its history as a commercial hub began in the 17th century, when the piazza was created and wealthy families moved in. Markets began gathering there and two theatres were built and, [4]_____, it soon became too busy and noisy for the upper classes. They started to move out, and by the end of the 18th century, most of their houses [5]_____ into shops and coffee houses. In 1830, the piazza became a huge fruit and vegetable market, which remained until 1974. Then it, too, moved out and a battle over Covent Garden's future began. Local residents wanted their community and the historical buildings [6]_____, and fortunately that happened. Thanks to them, visitors can still admire the buildings and enjoy the buzz of the piazza.

1 **A** is encompassed
B encompasses
C is being encompassed
D is encompassing

2 **A** high-volume
B high-visibility
C high-end
D high-income

3 **A** is being performed
B has been performing
C is performing
D has performed

4 **A** in the meantime
B as a result
C for this purpose
D at the start

5 **A** had converted
B have converted
C have been converted
D had been converted

6 **A** to be preserved
B being preserved
C will be preserved
D should be preserved

Exercise 6
1 can be exchanged for
2 gets it cut
3 had been developed by
4 had our/the carpets cleaned
5 were allowed to leave

Exercise 7
1 having / getting
2 for
3 been
4 is
5 so / and

Exercise 7
• Ask students to note the first word that comes to mind for each gap as they go through the exercise, and then read again to complete the gaps. Ask if the words they first noted were the ones that completed the gap.

Exam tip
If students are having problems finding the correct word to complete the gap, ask them to translate the sentences with the missing word into Polish to help them find the word in English.

Exercise 8
• As a class, go through each option first and define it or say what tense the verb is in. Make sure you explain why each answer is correct while giving feedback.

7 Wypowiedź pisemna

Materials
Classroom presentation tool
Online practice

Exercise 1
1 B 2 C 3 – 4 A

Exercise 2
Item 3

Wpis na blogu

W swojej wypowiedzi możesz odnosić się do podpunktów polecenia w dowolnej kolejności. Pamiętaj jednak, że ten sam fragment tekstu nie może być traktowany jako zaliczenie dwóch różnych podpunktów. Budując swoją wypowiedź zgodnie z porządkiem narzuconym przez polecenie, będziesz miał/miała pewność, że odniosłeś/odniosłaś się do każdego podpunktu i odpowiednio go rozwinąłeś/rozwinęłaś.

1 Przeczytaj zadanie i przykładową wypowiedź. Uporządkuj akapity (A–C) zgodnie z kolejnością podpunktów w poleceniu.

Umówiłeś się / Umówiłaś się ze znajomymi na spotkanie w centrum handlowym. Na swoim blogu:
- wyjaśnij, dlaczego spotkaliście się w centrum handlowym
- zrelacjonuj niefortunną sytuację, która miała miejsce podczas spotkania
- zaprezentuj zalety centrów handlowych
- przedstaw ich wady.

Hi everybody,

Yesterday I went with a bunch of friends to the biggest shopping centre in town.

A I understand those who don't like shopping centres. They are usually crowded and noisy. White artificial light and Muzak make you tired. As a result, you spend too much money on things you don't need.

B We met in the shopping centre because, besides shops, it offers all kinds of entertainment. We wanted to go to the cinema, and then to a bowling alley. Those places are close to each other so it was convenient.

C We were having fun bowling when Karolina realized she didn't have her mobile phone. We came back to the cinema and the phone was waiting for her at the ticket office. Someone found it and gave it back to the checkout assistants.

2 Przeczytaj ponownie wypowiedź z ćwiczenia 1. Do którego podpunktu polecenia autor się nie odniósł?

3 Z poniższych fragmentów wybierz ten, który najlepiej uzupełni wypowiedź z ćwiczenia 1.

1 I like shopping centres. I live in a big city so there are a few of them. Most often I go there with my parents, but sometimes I go on my own, just to do window shopping. It's also my favourite place to spend free time with friends.

2 I like shopping centres. You can buy everything under one roof. And when you have finished shopping, you can go to a restaurant or café. You can spend time in sports clubs, enjoy cinemas or museums, so it's a place where everybody can have fun.

4 Napisz tekst (100–150 wyrazów, nie licząc słów już podanych), w którym rozwiniesz każdy z czterech podpunktów.

W twojej okolicy niedawno otwarto wielkie centrum handlowe. We wpisie na swoim blogu:
- wyjaśnij, dlaczego jesteś zadowolony/zadowolona ze zbudowania tego centrum
- opisz, jakie atrakcje ono oferuje
- zrelacjonuj, jak wyglądało jego uroczyste otwarcie
- zapytaj czytelników, czy lubią spędzać czas w centrach handlowych i zachęć do odwiedzenia tego w twojej okolicy.

Hi everybody,
A huge shopping centre has just opened in my neighbourhood.

Wyjaśnienie
I am glad it was opened because …
Moreover, …
Opis atrakcji
The shopping centre offers many attractions, for example …
You can also …
Relacja z otwarcia
They held a celebration to mark the opening.
There was a performance by …
Wyrażenie zachęty
Come and see for yourself!
Visit our shopping centre and …

Więcej przydatnych zwrotów n s. 243

POWERUP

Rozprawka

5 Napisz tekst składający się z 200–250 wyrazów.

W twojej okolicy planowana jest budowa centrum handlowego. Napisz rozprawkę, w której przedstawisz swoją opinię na ten temat, uwzględniając argumenty odnoszące się do wpływu tej inwestycji na sytuację ekonomiczną oraz jakość życia lokalnej społeczności.

Przydatne zwroty na s. 246

Warm up
- Ask students what they think about shopping centres and if what they offer can be seen as an advantage or a disadvantage.

Exercise 1

Optional activity
In pairs, students write a paragraph about a visit to a shopping mall but not in chronological order. They swap with another pair who has to put the sentences in order.

Exercise 3
- In pairs, ask students to come up with another alternative to complete the text in exercise 1.

Exercise 4
- Ask students to work in pairs. They complete the sentences in the Writing box with their own ideas so they can be used in their text.
- Set the writing task as homework.

Exam tip
Students should first make brief notes on what each paragraph of their blog post will contain before they start writing.

Optional activity
Students can assess each other's ideas and plans before they start writing and give constructive feedback.

Bank zadań Wypowiedź ustna

Materials
Classroom presentation tool

2 minuty

Rozmowa wstępna

Odpowiedz na pytania.

1 What do you usually have for dinner?
2 What's your favourite foreign food?
3 Do you look for bargains when you go shopping? Why? / Why not?
4 Which do you think is the best day to go shopping? Why?

4 minuty

Zadanie 1

Rozmowa z odgrywaniem roli

Zamówiłeś/Zamówiłaś prezent urodzinowy dla kolegi w sklepie internetowym. Niestety, produkt i obsługa nie spełniły twoich oczekiwań. W rozmowie telefonicznej z kierownikiem sklepu omów poniższe kwestie.

- jakość produktu
- czas realizacji zamówienia
- kontakt z pracownikami sklepu
- warunki przyjęcia reklamacji

(Rozmowę rozpoczynasz ty).

3 minuty

Zadanie 2

Opis ilustracji i odpowiedzi na trzy pytania

Opisz poniższe zdjęcie i odpowiedz na pytania.



Pytania znajdziesz na s. 242

5 minuty

Zadanie 3

Rozmowa na podstawie materiału stymulującego

Popatrz na ilustracje 1 i 2. Przygotowujesz artykuł na temat zrównoważonej diety do gazetki szkolnej. Wyraź swoje zdanie na temat poniższych propozycji zdjęć do umieszczenia w artykule.

- Wybierz tę ilustrację, która twoim zdaniem będzie bardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.

1



2



Odpowiedz na pytania.

1 Why is eating a balanced diet so important?
2 Why do some people become vegetarians or vegans?
3 How can people be encouraged to eat more wisely?
4 Is it a good idea to trust food advertisements? Why? / Why not?

Warm up
• Place students in small groups. Tell them they have to talk for two minutes on one interesting topic they covered in the unit.

Rozmowa wstępna

Mixed ability
Ask students to read through the questions and think about what key words or phrases they can use from this unit to help them answer.

Zadanie 1
• Do the role-play yourself first with a confident student before having students work in pairs. Ask the class to note any vocabulary they can use in their own conversations.

Exam tip
Remind students that they can talk about the points in the exam task in any order they like.

Zadanie 2
• Before students do the exercise, give them one minute to look at the picture and answer the questions: *Who is in the picture, where are they and what are they doing?*

Zadanie 3
• Give students one minute to look at the pictures and analyse differences and similarities between them. What is each of them trying to express? Ask students to say which of the two images they find more persuasive, and why.

Legenda
Oxford 3000
Oxford 5000
Poziom rozszerzony

Materials
Classroom presentation tool
Class audio, tracks 63.1–066
Online practice
Unit test

63.1 Sklepy

baker's /'beɪkəz/ piekarnia
bookshop /'bʊkʃɒp/ księgarnia
chain store /'tʃeɪn stɔː(r)/ sklep sieciowy
charity shop /'tʃærəti ʃɒp/ sklep organizacji charytatywnej
chemist's /'kemɪsts/ apteka
clothes shop /'kləʊðz ʃɒp/ sklep odzieżowy
cosmetic shop /kɒz'metɪk ʃɒp/ sklep z kosmetykami
deli /'deli/ delikatesy
department store /dɪ'pɑːtmənt stɔː(r)/ dom towarowy
DIY store /ˌdiː aɪ 'waɪ stɔː(r)/ sklep dla majsterkowiczów
electrical shop /ɪ'lektrɪkl ʃɒp/ sklep z artykułami elektrycznymi
fishmonger's /'fɪʃmʌŋgəz/ sklep rybny
flea market /'fliː mɑːkɪt/ pchli targ
florist's /'flɒrɪsts/ kwiaciarnia
furniture shop /'fɜːnɪtʃə ʃɒp/ sklep meblowy
greengrocer's /'griːngrəʊsəz/ warzywniak
grocer's /'grəʊsəz/ sklep spożywczy
jewellery shop /'dʒuːəlri ʃɒp/ jubiler
local shop /ˌləʊkl 'ʃɒp/ sklep lokalny
market /'mɑːkɪt/ rynek, targ
music shop /'mjuːzɪk ʃɒp/ sklep muzyczny
newsagent's /'njuːzeɪdʒənts/ kiosk z gazetami
pet shop /'pet ʃɒp/ sklep zoologiczny
shoe shop /'ʃuː ʃɒp/ sklep obuwniczy
shopping centre /'ʃɒpɪŋ sentə(r)/ centrum handlowe
shopping mall /'ʃɒpɪŋ mɔːl/ centrum handlowe
sports shop /'spɔːts ʃɒp/ sklep z artykułami sportowymi
stationer's /'steɪʃənəz/ sklep z artykułami papierniczymi

63.2 Towary

brand new /ˌbrænd 'njuː/ całkiem nowy
gifts /gɪfts/ podarunki
good quality /ˌgʊd 'kwɒləti/ dobrej jakości
goods /gʊdz/ towary, produkty
nail /neɪl/ gwóźdź
paint /peɪnt/ farba
poor quality /ˌpɔː 'kwɒləti/ kiepskiej jakości
products /'prɒdʌkts/ towary, produkty
second-hand /ˌsekənd 'hænd/ z drugiej ręki, używany
sports gear /spɔːts gɪə(r)/ sprzęt sportowy
stationery /'steɪʃənri/ papeteria
tool /tuːl/ narzędzie
used /juːzd/ używany

63.3 Kupowanie ubrań

blouse /blaʊz/ bluzka
boots /buːts/ buty (ciężkie, zimowe)
bra /brɑː/ biustonosz
cardigan /'kɑːdɪgən/ sweter rozpinany
casual clothes /ˌkæʒuəl 'kləʊðz/ codzienna, zwyczajna odzież
changing room /'tʃeɪndʒɪŋ ruːm/ przymierzalnia
clothes /kləʊðz/ odzież, ubrania
coat /kəʊt/ płaszcz
dress /dres/ sukienka
elegant clothes /ˌelɪgənt 'kləʊðz/ elegancka odzież
fashionable clothes /ˌfæʃnəbl 'kləʊðz/ modna odzież
fit /fɪt/ pasować, być w dobrym rozmiarze
fitting room /'fɪtɪŋ ruːm/ przymierzalnia
flip-flops /'flɪp flɒps/ klapki (japonki)
go with sth /'gəʊ wɪð sʌmθɪŋ/ pasować do czegoś
jacket /'dʒækɪt/ kurtka, marynarka, żakiet
jeans /dʒiːnz/ jeansy
jumper /'dʒʌmpə(r)/ sweter, bluza
large size /ˌlɑːdʒ 'saɪz/ duży rozmiar
medium size /ˌmiːdiəm 'saɪz/ średni rozmiar
put sth on /ˌpʊt sʌmθɪŋ 'ɒn/ zakładać (ubranie)
pyjamas /pə'dʒɑːməz/ piżama
sandals /'sændlz/ sandały
shirt /ʃɜːt/ koszula
skirt /skɜːt/ spódnica
slippers /'slɪpəz/ kapcie
small size /ˌsmɔːl 'saɪz/ mały rozmiar
smart clothes /ˌsmɑːt 'kləʊðz/ elegancka odzież
socks /sɒks/ skarpetki
suit /suːt/ garnitur; kostium, garsonka
suit /suːt/ pasować komuś (o kolorze, kroju)
take sth off /ˌteɪk sʌmθɪŋ 'ɒf/ zdejmować coś (ubranie)
tights /taɪts/ rajstopy
top /tɒp/ bluzeczka, koszulka
trainers /'treɪnəz/ buty sportowe
trousers /'traʊzəz/ spodnie
try sth on /ˌtraɪ sʌmθɪŋ 'ɒn/ przymierzać coś
underwear /'ʌndəweə(r)/ bielizna

63.4 Materiały

cotton /'kɒtn/ bawełna
fabric /'fæbrɪk/ tkanina
leather /'leðə(r)/ skóra
linen /'lɪnɪn/ len
silk /sɪlk/ jedwab
wool /wʊl/ wełna

63.5 Wzory

checked /tʃekt/ w kratkę
dotted /'dɒtɪd/ w kropki
plain /pleɪn/ gładki, jednolity
striped /straɪpt/ w paski

63.6 Dodatki

accessories /ək'sesəriz/ dodatki, akcesoria
belt /belt/ pasek
bracelet /'breɪslət/ bransoletka
earrings /'ɪərɪŋz/ kolczyki
gloves /glʌvz/ rękawiczki
handbag /'hændbæg/ torebka
hat /hæt/ kapelusz
ring /rɪŋ/ pierścionek
scarf /skɑːf/ szalik, chustka, apaszka
sunglasses /'sʌnglɑːsɪz/ okulary przeciwsłoneczne
tie /taɪ/ krawat
watch /wɒtʃ/ zegarek

63.7 Sprzedawanie i kupowanie

afford /ə'fɔːd/ móc sobie pozwolić na coś
buy /baɪ/ kupować
cashier /kæ'ʃɪə(r)/ kasjer/kasjerka
cheap /tʃiːp/ tani/niedrogi
check out /ˌtʃek 'aʊt/ płacić za zakupy (przy kasie)
checkout /'tʃekaʊt/ kasa
choice of goods /ˌtʃɔɪs əv 'gʊdz/ wybór towarów
cost /kɒst/ kosztować
counter /'kaʊntə(r)/ lada sklepowa
customer /'kʌstəmə(r)/ klient/klientka
do the shopping /ˌduː ðə 'ʃɒpɪŋ/ robić zakupy, kupować
expensive /ɪk'spensɪv/ drogi
inexpensive /ˌɪnɪk'spensɪv/ tani/niedrogi
on sale /ɒn 'seɪl/ w sprzedaży
packaging /'pækɪdʒɪŋ/ opakowanie
pocket money /'pɒkɪt mʌni/ kieszonkowe
price /praɪs/ cena
queue /kjuː/ kolejka; stać w kolejce
range of goods /ˌreɪndʒ əv 'gʊdz/ wybór towarów
receipt /rɪ'siːt/ paragon
save money /ˌseɪv 'mʌni/ oszczędzać pieniądze
sell /sel/ sprzedawać
sell-by date /'sel baɪ deɪt/ termin przydatności do spożycia
shop /ʃɒp/ robić zakupy, kupować
shop assistant /'ʃɒp əsɪstənt/ ekspedient/ekspedientka
shop online /ˌʃɒp ɒn'laɪn/ robić zakupy przez internet
shopping bag /'ʃɒpɪŋ bæg/ torba na zakupy
shopping basket /'ʃɒpɪŋ bɑːskɪt/ koszyk na zakupy
shopping list /'ʃɒpɪŋ lɪst/ lista zakupowa
spend money /ˌspend 'mʌni/ wydawać pieniądze
trolley /'trɒli/ wózek na zakupy

63.8 Środki płatnicze

ATM /ˌeɪ tiː 'em/ bankomat
banknote/note /'bæŋkneʊt/ /neʊt/ banknot
cash /kæʃ/ gotówka
cash machine /'kæʃ məʃiːn/ bankomat
change /tʃeɪndʒ/ bilon, reszta
change money /ˌtʃeɪndʒ 'mʌni/ wymieniać pieniądze
coin /kɔɪn/ moneta
credit card /'kredɪt kɑːd/ karta kredytowa
debit card /'debɪt kɑːd/ karta debetowa
enter your PIN /ˌentə jɔː 'pɪn/ wprowadzić PIN
exchange rate /ɪks'tʃeɪndʒ reɪt/ kurs wymiany walut
give change /ˌgɪv 'tʃeɪndʒ/ wydawać resztę
local currency /ˌləʊkl 'kʌrənsi/ lokalna waluta
pay /peɪ/ płacić
pay by card /ˌpeɪ baɪ 'kɑːd/ płacić kartą
pay in cash /ˌpeɪ ɪn 'kæʃ/ płacić gotówką
pay with a credit card /ˌpeɪ wɪð ə 'kredɪt kɑːd/ płacić kartą kredytową
small change /ˌsmɔːl 'tʃeɪndʒ/ drobne (pieniądze)
take out money /ˌteɪk aʊt 'mʌni/ pobierać pieniądze

63.9 Okazje i oferty specjalne

2 for 1 /ˌtuː fə 'wʌn/ dwa w cenie jednego
20% off /ˌtwenti pəsent 'ɒf/ przeceniony o 20%
bargain /'bɑːgən/ okazja
discount /'dɪskaʊnt/ rabat, zniżka
good deal /ˌgʊd 'diːl/ dobra oferta
good value for money /ˌgʊd 'væljuː fə 'mʌni/ dobry stosunek wartości do ceny
half price /ˌhɑːf 'praɪs/ za pół ceny
in the sale /ɪn ðə 'seɪl/ przeceniony, na wyprzedaży
look for a bargain /ˌlʊk fə(r) ə 'bɑːgən/ szukać okazji
outlet /'aʊtlet/ sklep typu outlet
reduced price /rɪˌdjuːst 'praɪs/ obniżona cena
sale /seɪl/ wyprzedaż

63.10 Składanie reklamacji

broken /'brəʊkən/ zepsuty
complain about /kəm'pleɪn əbaʊt/ zareklamować coś, składać reklamację
exchange sth for sth /ɪks'tʃeɪndʒ sʌmθɪŋ fə(r) sʌmθɪŋ/ wymienić coś na coś (w sklepie)
faulty goods /ˌfɔːlti 'gʊdz/ wadliwy towar
fix /fɪks/ naprawić
get your money back /ˌget jɔː 'mʌni bæk/ dostać pieniądze z powrotem
make a complaint /ˌmeɪk ə kəm'pleɪnt/ zareklamować coś, składać reklamację
manager /'mænɪdʒə(r)/ kierownik/kierowniczka
missing /'mɪsɪŋ/ brakujący
not fit /nɒt 'fɪt/ nie wyglądać dobrze, być w nieodpowiednim rozmiarze
not work /nɒt 'wɜːk/ nie działać
refund /rɪ'fʌnd/ (v), /'riːfʌnd/ (n) zwracać pieniądze, zwrot pieniędzy
repair /rɪ'peə(r)/ naprawić
replace /rɪ'pleɪs/ wymienić
return sth to a shop /rɪˌtɜːn sʌmθɪŋ tə ə 'ʃɒp/ zwrócić coś do sklepu
scratched /skrætʃt/ porysowany
take sth back /ˌteɪk sʌmθɪŋ 'bæk/ zwrócić coś
wrong colour/size/style /ˌrɒŋ 'kʌlə(r)/ /ˌrɒŋ 'saɪz/ /ˌrɒŋ 'staɪl/ zły kolor/rozmiar/fason

How to learn vocabulary

- Ask students to choose ten words or phrases from the wordlist that they find interesting or have difficulty learning.
- They work in pairs and swap words with their partner, who has to define the words in English as best they can.
- Students check their answers in pairs and then make sentences with the words.

Brainpower

- Students work in pairs. They choose three words from the wordlist and make sentences using words that begin with the letters used to spell the words they chose from the wordlist.

Sprawdź się!

Optional activity
Ask students to make similar sentences containing an extra word for their partner to identify.

63.11 Korzystanie z usług

alter sb's clothes /'ɔ:ltə(r) sʌmbədiz 'kləʊðz/ przerabiać ubrania
barber /'bɑ:bə(r)/ fryzjer męski
beautician /bju:'tɪʃn/ kosmetyczka
beauty salon /'bju:ti sælɒn/ salon piękności
book an appointment /ˌbʊk ən ə'pɔɪntmənt/ umówić spotkanie, wizytę
car wash /'kɑ: wɒʃ/ myjnia samochodowa
caterer /'keɪtərə(r)/ osoba zajmująca się zaopatrzeniem gastronomicznym
deliver packages /dɪˌlɪvəri 'pækɪdʒɪz/ dostarczać paczki
do sb's make-up /ˌdu: sʌmbədiz 'meɪk ʌp/ robić komuś makijaż
dry cleaner's /ˌdraɪ 'kli:nəz/ pralnia chemiczna
financial adviser /faɪˌnænʃl əd'vaɪzə(r)/ doradca finansowy
fix water pipes /ˌfɪks 'wɔ:tə paɪps/ naprawiać rury
garage /'gærɑ:ʒ/ warsztat naprawczy
hairdresser /'heədresə/ fryzjer/ fryzjerka
interior designer /ɪnˌtɪəriə dɪ'zaɪnə(r)/ dekorator/ dekoratorka wnętrz
IT service engineer /ˌaɪ ˌti: 'sɜ:vɪs endʒɪnɪə(r)/ serwisant komputerowy
make sb's clothes /ˌmeɪk sʌmbədiz 'kləʊðz/ szyć ubrania
petrol station /'petrəl steɪʃn/ stacja benzynowa
plumber /'plʌmə(r)/ hydraulik
postman /'pəʊstmən/ listonosz
postwoman /'pəʊstwʊmən/ listonoszka
provide food for a party /prəˌvaɪd ˌfu:d fə(r) ə 'pɑ:ti/ dostarczać jedzenie na przyjęcie
seamstress /'si:mstrəs/ szwaczka, krawcowa
serve sb /'sɜ:v sʌmbədi/ obsługiwać kogoś
service /'sɜ:vɪs/ usługa; obsługa
tailor /'teɪlə(r)/ krawiec
travel agent's /'trævl eɪdʒənts/ biuro podróży

63.12 Reklama

ad/advert/advertisement /æd/ /'ædvɜ:t/ /əd'vɜ:tɪsmənt/ reklama
advertise /'ædvətaɪz/ reklamować
advertising /'ædvətaɪzɪŋ/ reklama, branża reklamowa
advertising agency /'ædvətaɪzɪŋ eɪdʒənsi/ agencja reklamowa
appeal to consumers /ə,pi:l tə kən'sju:məz/ podobać się konsumentom
attract attention /ə,trækt ə'tenʃn/ przyciągać uwagę
brand /brænd/ marka (produktu)
campaign /kæm'peɪn/ kampania reklamowa
classified ads /ˌklæsɪfaɪd 'ædz/ ogłoszenia drobne
commercial /kə'mɜ:ʃl/ reklama (w radiu lub telewizji)
effective /ɪ'fektɪv/ skuteczny
flyer /'flaɪə(r)/ ulotka
latest /'leɪtɪst/ najnowszy
launch a campaign /ˌlɔ:ntʃ ə kæm'peɪn/ rozpoczynać kampanię
leaflet /'li:flət/ ulotka
logo /'ləʊgəʊ/ logo
persuade sb to do sth /pəˌsweɪd sʌmbədi tə 'du: sʌmθɪŋ/ przekonywać, namawiać kogoś do zrobienia czegoś
promote a new product /prəˌməʊt ə nju: 'prɒdʌkt/ promować nowy produkt
slogan /'sləʊgən/ slogan, hasło reklamowe
sponsor someone /'spɒnsə(r) 'sʌmwʌn/ sponsorować kogoś
target consumer /ˌtɑ:gɪt kən'sju:mə(r)/ docelowy klient
technique /tek'ni:k/ technika, metoda
the latest model /ðə ˌleɪtɪst 'mɒdl/ najnowszy model
try out a new product /ˌtraɪ aʊt ə nju: 'prɒdʌkt/ testować nowy produkt
TV commercial /ˌti: 'vi: kəmɜ:ʃl/ reklama telewizyjna

63.13 Prawa konsumenta

consumer /kən'sju:mə(r)/ konsument
dispute /'dɪspju:t/ spór
durable goods /'djʊərəbl ˌgʊdz/ produkty trwałe
guarantee /ˌgærən'ti:/ gwarancja
liable /'laɪəbl/ odpowiedzialny
mediation /ˌmi:di'eɪʃn/ mediacja
protection /prə'tekʃn/ ochrona
retailer /'ri:teɪlə(r)/ sprzedawca detaliczny
statutory rights /'stætʃətri ˌraɪts/ prawa ustawowe

63.14 Wordpower s. 95

develop a fault /dɪˌveləp ə 'fɔ:lt/ zepsuć się
dispose of /dɪ'spəʊz əv/ pozbyć się czegoś, wyrzucić
donate /dəʊ'neɪt/ podarować, ofiarować
exchange /ɪks'tʃeɪndʒ/ wymienić
no longer required /nəʊ ˌlɒŋgə rɪ'kwaɪəd/ niepotrzebny
special occasion /ˌspeʃl ə'keɪʒn/ specjalna okazja

BRAINPOWER

Ułóż zdanie lub wyrażenie składające się z wyrazów zaczynających się od poszczególnych liter nowego słowa. Przykładowo: zdanie *Ted opened our locker* może pomóc w zapamiętaniu słowa *tool*, szczególnie jeżeli wyobrazimy sobie Teda otwierającego szafkę za pomocą jakiegoś narzędzia.

Sprawdź się!

1 W każdym zdaniu wskaż jeden wyraz, który został podany dodatkowo.

1 They prepared most of the food themselves so a lot of money was ~~being~~ saved.
2 Jamie doesn't usually keep ~~up~~ his receipts – he just throws them away.
3 Gina ~~was~~ got rid of her old car at last and bought a new one.
4 Jennifer had her wedding dress ~~been~~ made in Paris.
5 Mark failed ~~on~~ a few tests and his parents have to come to school.
6 Many people prefer chatting ~~out~~ to friends online to going out with them.
7 For your starter ~~meal~~, I would recommend the crab salad.
8 Jake is out of ~~the~~ work because his company went bankrupt.
9 Her classmates were bullying ~~on~~ her so she reported them to the headmaster.
10 Mike has a degree in Maths and he works ~~for~~ as a teacher.

Wymowa

1 064 Wysłuchaj nagrania i powtórz poniższe słowa.

brands books boxes dresses gloves
matches nails places prices receipts
rings shoes ties trousers

2 065 Uzupełnij tabelę wyrazami z ćwiczenia 1 w zależności od wymowy końcówki liczby mnogiej. Wysłuchaj nagrania i sprawdź odpowiedzi.

końcówka *-s* wymawiana /s/	końcówka *-s* wymawiana /z/	końcówka *-s* wymawiana /ɪz/

3 066 Wysłuchaj nagrania. Następnie zanotuj z pamięci jak najwięcej wymienionych rzeczy. Odczytaj i porównaj swoje odpowiedzi z odpowiedziami kolegi lub koleżanki.

Wymowa Exercise 2
/s/: books, receipts
/z/: brands, gloves, nails, shoes, rings, ties, trousers
/ɪz/: boxes, dresses, matches, places, prices

Wymowa

Exercise 1 064

Audio script page 255

- Play the recording with pauses for students to repeat.

Exercise 2 065

Audio script page 255

- If students have problems completing the exercise, play the recording again with pauses.
- Have students add their own words to the columns when they finish.

Optional activity
Have students practise saying the words to each other with the correct pronunciation. They can record themselves and then play back their recordings to listen for any incorrect pronunciation.

Exercise 3 066

Audio script page 255

- Play the recording again after students finish the exercise for them to see what items they didn't manage to note from memory.

8 Podróżowanie i turystyka

Materials
- Classroom presentation tool
- Class audio, track 067
- Online practice
- Short test

Exercise 2
Possible answers:
1 go sightseeing, take photos
2 go snorkelling, go swimming, sunbathe
3 go backpacking, go hitchhiking, go kayaking, go quad biking, go trekking
4 go backpacking, go hitchhiking, go trekking, set up camp, sleep in a tent
5 take photos, watch the wildlife
6 go sightseeing, go snorkelling, go swimming, sunbathe

Exercise 3
1 campsite
2 villa
3 chalet
4 five-star hotel
5 self-catering apartment
6 youth hostel
7 bed and breakfast
8 caravan

Exercise 4
1 book a room
2 double
3 en suite
4 check in
5 room service







Słownictwo

Wakacje

1 **Pracujcie w parach. Opiszcie zdjęcia i odpowiedzcie na poniższe pytania.**
Which of these places would you most like to visit? Why?

2 **Co można robić na wakacjach? Dopasuj aktywności z ramki do typów wyjazdów wakacyjnych (1–6) i dodaj własne pomysły.**

go backpacking go hitchhiking go kayaking
go quad biking go sightseeing go snorkelling
go swimming go trekking set up camp
sleep in a tent sunbathe take photos
watch the wildlife

1 a city break
2 a beach holiday
3 an activity holiday
4 a camping holiday
5 a safari
6 a package holiday

Zakwaterowanie

3 **Dopasuj podane nazwy miejsc, w których spędza się wakacje, do ich definicji.**

bed and breakfast campsite caravan chalet
five-star hotel self-catering apartment villa
youth hostel

1 a place where you can stay in a tent
2 a large house in the country, especially in southern Europe
3 a wooden house, especially one built in a mountain area
4 a luxury place to stay where you have a room, an en-suite bathroom and many other facilities
5 a flat where you can cook for yourself, especially popular with families
6 a cheap, simple hotel, especially for young people when they are travelling
7 a private house or a small hotel that provides a room for the night and one meal
8 a large vehicle that is pulled by a car, in which you can sleep, cook, etc.

W hotelu

4 **Uzupełnij dialog wyrazami i wyrażeniami z ramki. Trzy z nich zostały podane dodatkowo.**

book a room check in check out double
en-suite five-star room service single

Woman I'd like to [1]_____, please, for this weekend, for two nights.
Receptionist Yes, of course, madam. Would you like a single or a double room?
Woman It's for me and my husband, so a [2]_____, please. Are all your rooms [3]_____?
Receptionist Yes, they are. All our rooms have luxury bathrooms.
Woman That's excellent.
Receptionist What time do you estimate you will [4]_____ on Friday evening?
Woman At around nine o'clock, depending on the traffic. Will the restaurant still be open?
Receptionist Yes, it will, madam. But you can also order [5]_____ if you prefer.

5 067 **Wysłuchaj nagrania i sprawdź odpowiedzi z ćwiczenia 4.**

Warm up
- Ask students if they enjoy travelling and, if so, how they travel, where they usually go, and what places they would like to visit in the future, and why.

Exercise 1
- Before students answer the questions, ask them to look at the pictures and describe them as best they can. Can they guess the countries shown in the pictures? *(1 – Mexico, 2 – Maldives, 3 – Peru)*

Exercise 2

Mixed ability
Ask students to define the items in the box as best they can in English. Less confident students can refer to the wordlist on pages 116–117.

Optional activity
Ask students to say which of these type of holidays they have been on and which of them they find appealing, and why.

Exercise 5 067

Audio script page 255

Optional activity
Once students have completed the dialogue, they can role-play it with a partner, changing selected items to differ from the original exercise.

Orientacja w terenie

6 **Uzupełnij wypowiedzi wyrazami z ramek.**

along cross get past

How do I get to the campsite?

You need to walk [1] along the river, then [2] cross the bridge on your left. Then, go straight on [3] past the caravan park on your left, and the campsite is just after it. Ring me if you [4] get lost.

around on towards turning

Can you show me the way to the Grand Hotel?

Sure. Walk north down the street here [5] towards the shopping centre. Then take the second [6] turning on the left – it's called Parker Street. [7] On the corner you'll see the Grand Hotel. If you turn [8] around you can also see the river behind you.

7 **Odegrajcie w parach poniższe scenki. Jedno z was planuje pobyt w hotelu, a druga osoba z pary jest pracownikiem recepcji hotelu.**

1 You and your friend are planning to spend a weekend in London. You'd like a twin room with a bathroom. Ask about a fitness room and sauna.

2 You are planning a holiday in a hotel on the beach in Cyprus. You'd like two rooms with air conditioning and a sea view. Ask about satellite TV and Polish channels.

Środki transportu

8 **Dopasuj poniższe wyrazy do właściwych kategorii.**

airport boarding pass captain coach driver ferry helicopter hot-air balloon luggage passengers passport pilot platform rucksack single/return ticket station suitcase taxi rank yacht

Forms of transport	
Places	
Things you need	
People	

9 **Dopasuj czasowniki z ramki do poniższych wyrazów i wyrażeń, tak aby utworzyć zwroty dotyczące podróżowania.**

arrive drive fly go go by miss ride travel

1 drive: a car a taxi a coach a lorry a minibus
2 fly: an aeroplane an aircraft on an aeroplane
3 go: on a cruise for a ride on an excursion on foot
4 miss: the train your flight your plane the last bus
5 go by: plane taxi sea rail boat
6 ride: a camel a bike a horse a motorbike
7 travel: around the world across Poland by bus
8 arrive: at the airport at the bus station in London

POWERUP

10 **Wybierz właściwe uzupełnienia zdań.**

1 (Book) / *Catch* a low-cost airline ticket but, if necessary, pay extra for a (window) / *aisle* seat if you like to enjoy the views.
2 Set off a couple of hours early to avoid getting (stuck) / *stopped* in traffic. Use the (priority) / *special* check-in service once you reach the airport to collect your boarding card.
3 Go through security and (customs) / *immigration* and then browse the (duty-free) / *tax-free* zone before you have a coffee in the departure lounge.
4 (Board) / *Visit* the plane after waiting in a queue. Put your *suitcase* / (hand luggage) in the overhead locker.
5 Sit down and (fasten) / *fix* your seatbelt. Say hello to the (passenger) / *flyer* in the seat next to you if you feel like having someone to chat to.
6 Jet (off) / *lag* into the sky. Wait for the *on-board* / *outbound* food service to begin.
7 If it's a bumpy ride, the (turbulence) / *itinerary* might make you feel nervous.
8 Arrive at your (destination) / *location* a few hours later. *Return* / (Disembark) from the plane and go to the baggage collection area to look for your luggage.



Exercise 8
Forms of transport: coach, ferry, helicopter, hot-air balloon, yacht
Places: airport, platform, station, taxi rank
Things you need: boarding pass, luggage, passport, rucksack, single/return ticket, suitcase
People: captain, driver, passengers, pilot

Exercise 6

Optional activity
Have students say how to get to different places in their neighbourhood or town/city. Students can role-play their answers in front of the class.

Exercise 7
• As students work, monitor and assist as necessary.

Differentiation
Ask selected pairs to role-play the situations for the class. Help them with pronunciation and intonation, if necessary.

Exercise 8
• Students can add more words to each category with the help of a dictionary.

Optional activity
Students can define a word from the word box for their partner to guess and say what category it falls into.

Exercise 10
• After checking answers, have students say why the alternative answer option could not be used in each sentence.

Ruch uliczny

11 **Uzupełnij luki w zdaniach wyrażeniami z ramki.**

bike lanes one-way parking space
pedestrian zone road signs rush hour
stop light traffic jam traffic lights
zebra crossings

1 During the _____ there's a lot of traffic congestion and usually a long _____, with lines of cars slowly moving forward.
2 My house is on a _____ street and it's hard to find a _____. If you miss one, you have to drive all the way round again.
3 In our town, drivers don't always stop for pedestrians at _____ and they often ignore the _____ that say 'no parking'. I'm surprised there aren't more road accidents.
4 The centre of town is a _____. No cars are allowed but you can still ride your bike.
5 The _____ changed really quickly and I had to brake hard not to go through the _____.
6 I'm tired of cyclists riding on the pavement – there should be more _____ for them to ride on.

Awarie i wypadki w podróży

12 **W parach wyjaśnijcie znaczenie wyróżnionych wyrazów. Następnie dopasujcie zdania 1–9 do zdań o zbliżonym znaczeniu (a–i).**

1 'The plane left three hours late.' *c*
2 'I felt ill after eating some fish from a market stall.' *h*
3 'I fell off my bike when I was hit by a speeding car.' *d*
4 'The hotel had given our room to somebody else.' *e*
5 'I didn't feel very well on the boat to France.' *f*
6 'The flight never took off.' *a*
7 'The helicopter had technical problems, so the pilot had to make a sudden landing in a nearby field.' *i*
8 'The brakes failed and the car swerved across the road.' *b*
9 'We arrived late and watched our train pull out of the station.' *g*

a There was a **cancellation**.
b The driver **lost control of** his vehicle.
c There was a **delay**.
d I was **knocked down**.
e It was **double-booked**.
f I was **seasick**.
g We **missed** it.
h I had **food poisoning**.
i It made a **crash landing**.

13 **Odpowiedzcie w parach na poniższe pytania.**

1 Which do you prefer: winter holidays or summer holidays? Why?
2 Talk about a memorable journey that you went on.
3 Can you tell me the directions to your favourite place in your town from here?
4 Which type of accommodation would you choose for a holiday with friends?
5 Where would you like to go for a holiday if you could go anywhere?
6 What would you pack if you went camping?

POWERUP

Bezpieczeństwo w podróży

14 **Uzupełnij luki w tekście wyrazami z ramki.**

belongings cash documents information
repellent scams sunstroke vaccinations

TEN tips

to keep you safe in a foreign country

First of all, travel insurance should not be considered optional when you travel abroad. The possible dangers are plenty: you might lose your travel [1]_____ or even get a tropical disease!

- Look up medical advice on any [2]_____ you may need to have before leaving. If you're going somewhere hot then take insect [3]_____ for the mosquitos. They transmit malaria and other diseases.
- Take some emergency [4]_____ and hide it well. Also make sure you have your emergency [5]_____ written down on a piece of paper as well as saved on your phone.
- Allow yourself some time to acclimatize to the weather. Stay out of the sun to prevent yourself getting [6]_____.
- If you can't blend in with the locals, be wary. Criminals like to prey on unsuspecting tourists, so keep an eye on your [7]_____. Also look out for [8]_____ where people try to trick you out of your money.



Exercise 11
1 rush hour, traffic jam
2 one-way, parking space
3 zebra crossings, road signs
4 pedestrian zone
5 traffic lights, stop light
6 bike lanes

Exercise 14
1 documents
2 vaccinations
3 repellent
4 cash
5 information
6 sunstroke
7 belongings
8 scams

Exercise 11
- Ask students to explain the meaning of the words in the box before completing the exercise.
- Have students say which of these features are in their area and which ones they often experience, e.g. *Traffic jams are always a problem in my city during rush hour. I always cross at the zebra crossings because it's safer.*

Exercise 12
- Have students give the Polish equivalent of each word in bold before they start doing the exercise.

Exercise 13
- Have students change partners for each question as they answer. Then, once the exercise is completed, have the class share the different answers they received.

Exercise 14
- With books closed, ask students to work in pairs and come up with as many travel tips as they can. Hold a short feedback session.
- After students have completed the exercise, ask them to check if the tips in the text are similar to their ideas.

Rozumienie ze słuchu

Tekst z lukami

1 **Odpowiedzcie w parach na poniższe pytanie.**

What's your favourite form of transport when you travel? Why?

2 **Popatrz na tabelę z ćwiczenia 3. Jakiego rodzaju informacji potrzebujesz, aby uzupełnić poszczególne luki?**

3 068 **Usłyszysz dwukrotnie informacje na temat dojazdu do miejscowości Cabo San Lucas. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w tabeli, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.**



Which transportation service is best for you?

Transport	Time	Cost	Additional information
By [1]_____	19 hours	£75	Travellers often [2]_____
By ferry	[3]_____ in total (ferry + bus transfer)	£80 (boat and bus tickets)	Might see whales and dolphins
By plane	55 minutes' flying time	£100 including [4]_____	High excess luggage fees

WORDPOWER

4 **Dopasuj wyrazy i wyrażenia z ramki do odpowiednich kategorii (1–4).**

budget crossing encounter
excess luggage fee head to mainland
peninsula transfer vineyard voyage

1 travel by sea
2 money
3 location
4 general travel

5 **Uzupełnij luki w tekście wyrazami i wyrażeniami z ćwiczenia 4 w odpowiedniej formie.**

We didn't take the plane to Cabo San Lucas because we hadn't [1]_____ for the [2]_____. We weren't sure what to do but then we [3]_____ a group of travellers who recommended that we [4]_____ to the port and take a ferry. We took their advice. The [5]_____ to the port was simple, and we ended up sailing directly from the [6]_____ to the tip of the [7]_____. It was a short [8]_____ rather than a long [9]_____, but the coastal scenery was beautiful with lovely beaches and a few [10]_____.

POWERUP

Tekst z lukami

6 069 **Usłyszysz dwukrotnie wypowiedź na temat bezpiecznej jazdy skuterem. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w notatce, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.**

MOPED SAFETY

ROAD USE
- Don't position yourself in a driver's [1]_____.
- Check over your shoulder before making maneouvres.
- Be especially careful at junctions and roundabouts.

EQUIPMENT
- Get a brand new helmet with [2]_____.
- Wear leather clothing to [3]_____.
- Get good motorcycle gloves.

LEGALITIES
- Ensure you don't ride in places where [4]_____.
- Make sure your tyres are at the correct pressure and check them for damage.



7 **Wykonajcie w parach poniższe zadanie.**

Using the information above, what safety advice would you give to the rider in the photo?

Materials
Classroom presentation tool
Class audio, tracks 068–069
Online practice

Exercise 3
1 road / car / bus
2 break/split their journey
3 15 hours
4 taxes

Exercise 4
1 travel by sea: crossing, voyage
2 money: budget, excess luggage fee
3 location: mainland, peninsula, vineyard
4 general travel: encounter, head to, transfer

Exercise 5
1 budgeted
2 excess luggage fee
3 encountered
4 head
5 transfer
6 mainland
7 peninsula
8 crossing
9 voyage
10 vineyards

Exercise 6
1 blind spot
2 (highly) visible colours / a chin bar
3 protect yourself/your skin
4 people walk / there are pedestrians

Warm up
- Have a quick class discussion on the different forms of transport people use for different purposes, and what students think is the best form of transport in each case.

Exercise 1
- Encourage students to say which forms of transport they dislike, and why.
- Have a class vote on the most popular type of transport.

Exercise 3 068
Audio script page 255

Differentiation
Before playing the audio, ask students to read the table and guess what words they think could complete the gaps.

Exercise 6 069
Audio script page 255

Exam tip
Ask students to read the form carefully to understand the context. Remind them that they will need to rephrase the information from the recording to fit the gaps.

Exercise 7
- Asks students if they can add more safety notes to the text in exercise 6.

Materials
Classroom presentation tool

8 Rozumienie tekstów pisanych





High and DRY

Dobieranie zdań do luk w tekście

1 **Pracujcie w parach. Popatrzcie na zdjęcie powyżej i odpowiedzcie na pytania.**

1 How good is your sense of direction?
2 Have you ever got completely lost? When? What happened?

2 **Przeczytaj wskazówkę. Następnie przeczytaj tekst z ćwiczenia 3 i odpowiedz na poniższe pytanie.**

Najpierw przeczytaj tekst, żeby dowiedzieć się, czego dotyczy. Streść w myślach każdy akapit i zastanów się, jakiej informacji brakuje w poszczególnych lukach.

Which paragraph is about
1 a rescue? Paragraph 4
2 a weather event? Paragraph 1
3 a surprising meeting? Paragraph 3
4 surviving in the desert? Paragraph 2

3 **Przeczytaj tekst, z którego usunięto cztery zdania. W każdą lukę (1–4) wpisz literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.**

A The Tuareg men later took him to the police.
B Prosperi was unable to explain what had happened to him.
C It provided shelter from the hot desert sun and winds, but no-one came.
D Eight hours later the clouds of sand had passed.
E He called to her for help but by now he looked like a skeleton.

Mauro Prosperi had travelled to Morocco in the Sahara Desert to compete in the Marathon des Sables. Four days into the week-long event he found himself in the middle of a sandstorm. Prosperi lost sight of the other competitors but he believed he could see the trail and continued through the storm. ¹ D . Prosperi climbed to higher ground to search the horizon for the others. But there was no-one in sight and the storm had removed all trace of the trail markings. He was lost and alone in the Sahara Desert.

Before long he saw a rescue helicopter overhead. He was convinced that it had come for him and tried to attract its attention, but it passed by. Hours later he found an abandoned building and hoped someone, a fellow traveller perhaps, would come by eventually. ² C . Several days passed. He had some supplies with him, a little food and a small stove, but finding water was impossible. He managed to stay alive by licking water from the cool rocks each morning, squeezing liquid from the packet of wet tissues he was carrying and eating raw bats and beetles. But in the desert heat it wasn't enough.



Warm up
• Ask students what dangers or problems people can face when travelling to unknown and remote places.

Exercise 2
• Before students complete the exercise, work through items 1–4, asking for key words and ideas they expect to read about for each of the items.

Differentiation
Have students look at the title and images in the text and predict what the text might be about in relation to travel difficulties. Ask if anyone has travelled to the desert and what it was like as an experience.

Exercise 3
• Have students read the text and then close their books. Check understanding of the text by asking them different questions about it.
• Students then complete the exercise. Ask students if, having read the text, they would want to travel through a desert and why / why not.



Prosperi became certain he would not survive at the shelter. He eventually left and continued his desperate search for a human settlement. On day eight he found a puddle of water – a small oasis. His throat was too dry and swollen to drink at first, but he managed to sip a little. Nearby he noticed a trail left by goats and then some human footprints. He followed them and soon saw a girl from a Tuareg tribe. [3] ___E___. The girl, however, was so frightened by his appearance that she ran away.

However, after a while the girl returned with her grandma. They took Prosperi to their camp where he was given a little mint tea. [4] ___A___. The authorities first believed he was a spy and interrogated him, but after a while they accepted his story. He was able to call his family back in Italy and received seven days of medical treatment. During his journey he had walked 180 km, lost 15 kilos and wandered across the border into Algeria. But he had survived, and was welcomed home a hero.



WORDPOWER

4 **Popatrz na poniższe słowa z tekstu. Co mają ze sobą wspólnego słowa w każdym punkcie?**

1 trail / wander
2 trace / footprints
3 lick / sip
4 shelter / supplies
5 settlement / abandon

5 **Uzupełnij zdania parami wyrazów z ćwiczenia 4 użytych w odpowiedniej formie.**

1 The buildings in the _____ had been _____ for centuries.
2 I _____ along a jungle _____.
3 There was no _____ of _____ in the mud.
4 We kept our essential _____ inside the _____.
5 I usually _____ the white froth off my cappuccino first and then _____ the hot coffee.

Rzeczowniki złożone

6 **Dopasuj słowa z ramki A do słów z ramki B, tak aby utworzyć rzeczowniki złożone. W parach wyjaśnijcie ich znaczenie.**

A medical mint rescue sand trail Tuareg

B helicopter markings storm tea treatment tribe

Przymiotnik *lost*

7 **Przeczytaj zdania i dopasuj znaczenie przymiotnika *lost* do synonimów z ramki.**

confused dead missed missing not won unsure of location

1 I didn't speak the language and I felt **lost** without my phrase book.
2 Is this the **lost** treasure?
3 Help! I'm **lost**!
4 We should remember our **lost** soldiers.
5 Our boat's sinking – the race is **lost**!
6 We should have stopped for water in the oasis: it was a **lost** opportunity.

8 **Wykonajcie w parach poniższe zadanie.**

Describe a journey to an imaginary place or a unique place you've visited in real life. In your description include three compound nouns from exercise 6 and three different meanings of the adjective *lost*.

Exercise 4
1 trail / wander – you wander on a trail
2 trace / footprints – words of similar meaning
3 lick / sip – both connected with liquids and the mouth
4 shelter / supplies – both are necessities
5 settlement / abandon – Prosperi found an abandoned settlement

Exercise 5
1 settlement, abandoned
2 wandered, trail
3 trace, footprints
4 supplies, shelter
5 lick, sip

Exercise 6
medical treatment
mint tea
rescue helicopter
sand storm
trail markings
Tuareg tribe

Exercise 7
1 confused
2 missing
3 unsure of location
4 dead
5 not won
6 missed

Exercise 4
- Students might feel more comfortable with the new vocabulary if they translate each item into Polish at this stage.
- Ask students to use the words in sample sentences to check understanding.

Exercise 6
- Before the exercise, have students explain the meaning of each word in the boxes.
- After the exercise, ask students to work in pairs and come up with three more examples of compound nouns.
- Hold a short feedback session and put the best ideas on the board.

Exercise 8
- Ask students to think about the task and say how they would use the different meanings of *lost* in their description.
- Place students in pairs for them to complete the exercise. Monitor for the correct usage of the adjective *lost*.
- Students swap their descriptions with other pairs. Ask selected pairs to read their descriptions to the class.

8 Rozumienie tekstów pisanych

POWERUP

Wybór wielokrotny

9 **Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu: A, B, C albo D.**

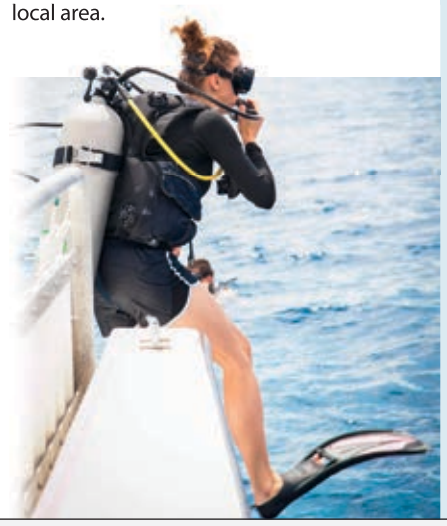
1 What do we learn about the region which the writer is visiting?
- **A** It is currently very busy.
- **B** Accommodation is very scarce.
- **C** Transport from the airport isn't always comfortable.
- **D** It attracts a million visitors each year.

2 How does the author characterize the relationship of dive tourism to nature?
- **A** strained
- **B** dependent
- **C** complex
- **D** changing

3 What opinion does the writer express about his diving experience?
- **A** The training he received wasn't very good.
- **B** The environment underwater is more colourful than the landscape above.
- **C** It's difficult to stop talking about it.
- **D** The sea life has not been well-protected.

4 What is true about illegal fishing?
- **A** It has now completely ended.
- **B** The local people benefit from it.
- **C** Other countries are responsible for it.
- **D** It's still continuing on a small scale.

5 What does the writer think about his holiday overall?
- **A** It isn't as good as he expected.
- **B** He wishes he'd made different choices.
- **C** He feels glad to have come.
- **D** He worries about its impact on the local area.





Dive trip: day 1

I was worried that the waters between these densely forested conical islands would be packed with dive tourists. I'd read that each year a million people qualify to join a formal diving expedition and many head straight here, to the 'coral triangle' of the Philippines, Malaysia and Indonesia. And once I'd made my way from the airport on a tortuous tuk-tuk ride to the coast, I could see why tourists flock here. The sea is blue, the waters are warm and the conditions are perfect for diving. However, I needn't have worried about crowds – since setting sail we've barely seen another tour group.

That's partly because I decided to stay on a 'liveaboard' boat with four others so we could really get off the beaten track. But, as the tour leader was telling us, there are simple reasons why tourism isn't particularly developed here. Sprawling waterfront resorts would only destroy the ribbons of corals and mangrove trees that hug the coastlines, and the propellers of cruise ships would destroy or scare off marine life. So, to maintain the healthy marine ecosystem that diving so clearly relies on, the nature-based tourism that dominates here takes place from various eco-lodges and small sailing vessels, like ours. Apparently there are plenty of small resorts dotted around, but they're spread out amongst Indonesia's 17,000 islands and are well-hidden.

Anyway, I had my first dive this morning and, I can tell you, four weeks' scuba training in swimming pools does nothing to prepare you for the magic of underwater diving here. It completely overwhelms the senses. An array of brightly coloured fish dart in and out of the pristine corals while reef sharks, turtles and manta rays survey the reef from overhead. After the dive, once you regain the power of speech, you'll be chatting about little else.

It wasn't all great, though. Near the beach I saw some shark carcasses that had been de-finned, which was a bit of a shock. The marine life here is officially protected, and protected in practice, too, as far as possible. In fact, some of the money from our dives goes towards paying locals to patrol the beaches and bringing poachers to justice. Lots of volunteers come from abroad, too – especially from Australia – to help out. These efforts have managed to stop a lot of the destructive fishing practices, which have even involved dropping dynamite into water, but there is still a bit of poaching going on.

Anyway, as I sit in this beachfront café enjoying my hot and sour Indonesian prawns, it's kind of good to know that my holiday fee is helping to protect this place, and there's plenty still to look forward to. Tonight, once the prawns have gone down, I'm going to do a night dive, during which a night-shift of sea creatures, like starry octopuses and Spanish dancers (colourful sea slugs), can be seen. I'm beyond excited. Expect lots of photos!

Exercise 9
- Ask students to quietly read the text, then say what it is about and what information they found interesting.

Exam tip
After they have read the text, tell students to read the questions and try to answer them without referring to the multiple choice items. They then read the text again and look at the options given in the task – are any of these similar to their ideas?

Culture note
The Coral Triangle is an area in the western Pacific Ocean between Indonesia, Malaysia, Papua New Guinea, the Philippines, the Solomon Islands and Timor-Leste. The area contains almost 600 species of corals. Over 120 million people live in the Coral Triangle. They rely on the coral reefs for food, income and natural protection from storms.

Mówienie

Rozmowa z odgrywaniem roli

Niektóre z czterech kwestii podanych w poleceniu mogą wymagać rozważenia i omówienia dwóch różnych aspektów sprawy. Należy wtedy odnieść się w wypowiedzi do obu, a szczegółowo skomentować przynajmniej jeden z nich.

1 **070** **Przeczytaj poniższe zadanie i wysłuchaj przykładowej rozmowy. Które kwestie zostały w niej poprawnie rozwinięte?**

Przebywasz w Wielkiej Brytanii. Namawiasz znajomych na wycieczkę po Walii. W rozmowie z kolegą lub koleżanką porusz następujące kwestie:

- cel wyjazdu
- środek transportu i przewidywana trasa
- zakwaterowanie i wyżywienie
- bagaż.

2 **071** **Który z fragmentów A–C najlepiej uzupełniłby wypowiedź z ćwiczenia 1? Wysłuchaj nagrania i sprawdź.**

A I think we should leave some of our luggage at my friend's place here in London, and then collect it on our way home.

B You know I am a rugby fan. It has always been my dream to watch a match at the Principality Stadium in Cardiff.

C I'm sure we can find some nice restaurants that offer lunch specials. Or we could just cook in a hostel kitchen.

3 **072** **Uzupełnij zdania wyrazami i wyrażeniami z ramki. Jeden wyraz został podany dodatkowo. Wysłuchaj nagrania i sprawdź swoje odpowiedzi.**

about don't go idea settled sounds

1 What *about* a tour of Wales?
2 I don't think renting a car is a good *idea*.
3 Why *don't* we visit the coast, too?
4 If you say so. Let's give it a *go*.
5 Great! That's *settled* then.

4 **Wykonajcie w parach poniższe zadanie. Następnie zamieńcie się rolami i wykonajcie zadanie ponownie.**

Gościsz u siebie znajomych z Wielkiej Brytanii. Namawiasz ich na weekendowy wyjazd do jednego z polskich miast. W rozmowie z kolegą lub koleżanką porusz następujące kwestie:

- położenie i ogólna charakterystyka wybranego miasta
- główne atrakcje
- zakwaterowanie i wyżywienie
- koszty wycieczki.

Rozmowę rozpoczynasz ty.

Opis ilustracji i odpowiedzi na trzy pytania

Trzecie pytanie do ilustracji wymaga zrelacjonowania wydarzenia z przeszłości. Sytuacja, którą masz opisać, może być fikcyjna. Chronologię wydarzeń sygnalizuj, używając czasów *past simple*, *past continuous* i *past perfect* oraz odpowiednich określeń czasu. Staraj się wzbogacić swoją relację poprzez opisanie uczuć i emocji.

5 **Uzupełnij poniższą relację poprawnymi formami czasowników podanych w nawiasach.**

It [1] _____ (happen) a few months ago. My friends and I took a city break in Dublin. While we [2] _____ (drive) to the airport, I realized that I didn't have my ID. I [3] _____ (rush) back to the hotel but, unfortunately, I couldn't find it there either. I talked to the receptionist and the hotel manager, but all in vain: the ID [4] _____ (disappear). Fortunately, after an hour or so, it [5] _____ (turn out) that it had got entangled in the bed sheets and ended up in the hotel laundry! Still, it was a very stressful situation.

Relacjonowanie przeszłych wydarzeń

It happened two months ago.
While I was sleeping in a tent, the storm broke out.
First, … / Then, …
Suddenly, …
Finally, … / Eventually, … / In the end, …
Fortunately, … / Unfortunately, …
It turned out that …

Więcej przydatnych zwrotów na s. 240

6 **Opisz ilustrację i odpowiedz na pytania ze s. 241.**



Materials
Classroom presentation tool
Class audio, tracks 070–072
Online practice

Exercise 1
All the items were properly developed except for *zakwaterowanie i wyżywienie*.

Exercise 5
1 happened
2 were driving
3 rushed
4 had disappeared
5 turned out

Warm up
• Ask students to share any unfortunate events they have experienced on a trip.

Exercise 1 **070**
Audio script page 255
• Play the audio a second time for students to check answers. Ask why they think the given item from the task was not properly developed in the conversation.

Exercise 2 **071**
Audio script page 255
• Give students time to read the options before playing the recording. Ask them to vote which fragment is the most suitable and to explain why they reject the others.

Exercise 3 **072**
Audio script page 255

Exercise 4
• In small groups, have students go through each point and discuss how they can address it. Then they complete the exercise in pairs.

Exercise 5

Optional activity
Explain that students have to make up a story in small groups, using the prompts under exercise 5. Each student contributes one sentence per turn to the story, e.g. *1 It happened two months ago. While I was sleeping in a tent, the storm broke out. 2 First, I made sure my tent was OK. 3 Then, I checked my friend's tent.*

8 Znajomość środków językowych

Materials
Classroom presentation tool
Online practice
Short test

Exercise 2
1 had
2 don't win
3 was / were
4 went
5 would
6 reflects
7 wouldn't

Exercise 5
1 He would pay
2 you'll see / you can see
3 If tourists stopped visiting
4 unless the weather gets
5 if we had stayed
6 if there were

GRAMMAR IN USE

Zdania warunkowe (zerowy, pierwszy i drugi tryb warunkowy); *either* i *neither*, *every* i *each*, *both*, *another* i *other*

1 **Wybierz poprawne uzupełnienia zdań.**

1 If it *rains* / *rained* on the beach, there isn't much to do.
2 She'll get sunstroke if she *stays* / *will stay* out in the sun any longer.
3 You *won't* / *wouldn't* have to worry about losing your belongings if you have travel insurance.
4 If I could go anywhere, I think I *would* / *will* visit Australia.
5 You'd get a fine if you *tried* / *try* to travel on the underground without a valid ticket.
6 If I *am* / *were* you, I'd go to London for a city break.

2 **Uzupełnij luki w tekście czasownikami z nawiasów we właściwej formie.**

Where would you go if you could go anywhere?

'If I [1]_____ (have) the money and the time, I'd go on a trek through the jungle in Papua New Guinea. I'll get there one day, even if I [2]_____ (not win) the lottery.' *Manuel*, *Spain*

'If money [3]_____ (is) no problem, then I'd go on a sailing holiday round the Greek islands with my family. It's a beautiful place – you'd love it if you [4]_____ (go) there.' *David*, *United Kingdom*

'I just want to relax, so I [5]_____ (will) go to Marinella on the southern coast of Italy if I could. When the moonlight [6]_____ (reflect) from the sea in the evening, it's perfect.' *Weronika*, *Poland*

'For me, a five-star luxury hotel in a big city like London would be great. I would just go shopping. I [7]_____ (will not) even take a suitcase as long as I had enough money.' *Max*, *France*

3 **Wybierz poprawne uzupełnienia zdań.**

1 I don't like flying and *neither* / *either* does my mother.
2 After the crash *both* / *every* of my parents suffered light injuries.
3 You can *neither* / *either* stay in a self-catering apartment or a caravan.
4 I've visited almost *each* / *every* big island in the Mediterranean.

Więcej gramatyki na s. 221

Minidialogi

4 **Uzupełnij poniższe minidialogi (1–4). Wybierz spośród podanych opcji brakującą wypowiedź.**

1 **X:** When is your father's flight?
Y: _____
X: Oh, OK. Maybe I'll go with you.
A Next week, I'll help him pack.
B At noon, I'm going to take him.
C He's not leaving till next week.

2 **X:** Have you already checked in?
Y: _____
X: Let's find somewhere else to stay.
A Yes, I've got the key to our room here.
B They're busy – they'll need to come back later.
C No, they've double-booked our room.

3 **X:** Could you tell me the way to the museum?
Y: _____
X: Oh, no worries, I'll ask someone else.
A I'm really sorry, I'm not from around here.
B Sure, it's just around the corner.
C Go past the bank and it is on your right.

4 **X:** I'm just calling to say we'll be late. Our car has broken down.
Y: _____
X: We have – they're coming out to help us soon.
A Not to worry, we'll see you next time.
B No problem, we'll drive you to the station.
C You'd better call for assistance, then.

Gramatykalizacja / struktury gramatyczne

5 **Uzupełnij zdania 1–6. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.**

1 _____ (he/pay) a lot less for accommodation if he stayed at the youth hostel.
2 If you walk along the river, _____ (you/see) the hotel on the left-hand side.
3 _____ (tourists/stop/visit) this country, it would impact on a major source of income for the local people.
4 We can't go to the beach _____ (weather/get) better.
5 We wouldn't have to cook our own lunch _____ (we/stay) in a luxury hotel.
6 People wouldn't leave so much litter in the forest _____ (there/be) bins to put their rubbish in.

Warm up
• Give students two minutes to write as many sentences as they can using the first and second conditional. Ask students about the differences in meaning between them, how they are formed, and when they are used.

Exercise 1
• Ask students to look at each item and say which conditional they are in. Then ask them to rewrite the sentences using the other conditional where possible.

Exercise 3
• Go through all the items in the text and have students say which conditional is used in each case.

Exercise 5

Mixed ability
To help less confident students, go through each sentence and revise which conditional it is in before completing the exercise.

Wybór wielokrotny

6 **Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst.**

THE DEATH ROAD

High in the mountains of Bolivia is the Old North Yungas Road, also called the Death Road.

More than 18 cyclists have died on the 64-kilometre road since 1998 but tourists still come to look at the [1]_____ views. It's now more of a cycle track but it's still used by lots of local vehicles.

Why is it so dangerous? It's quite narrow and there are no barriers to stop cars or bikes [2]_____ the side of the mountain. If you [3]_____ too quickly and lost control of your vehicle, you would find yourself going down more than 3,000 metres over the side. You [4]_____ think there could be traffic jams on such a dangerous stretch, but at some points the road is so narrow that only one car can squeeze through! Needless to say, there are also no traffic lights or zebra crossings.

There are lots of companies that offer downhill mountain bike [5]_____ including hiring a bike and the help of a tour guide. If you're prepared to put on your helmet, you can ride 3,500 metres down to the bottom!

1	**A** open	**B** breathtaking	**C** delicious
2	**A** riding around	**B** going through	**C** falling off
3	**A** drive	**B** drove	**C** are driving
4	**A** wouldn't	**B** won't	**C** didn't
5	**A** tickets	**B** packages	**C** packets

Tłumaczenie (zadanie otwarte)

7 **Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 To get to the school, you'll need to walk through the park and then (*minąć kościół*) _____.
2 He (*stracił kontrolę nad*) _____ his motorbike and swerved across the road.
3 You won't be late if you (*nie wyjedziesz w trakcie*) _____ the rush hour.
4 You will get your money back (*chyba że anulujesz swój bilet*) _____ less than 24 hours before the departure.
5 If he was leaving today, I (*odprowadziłbym go*) _____ at the station.

POWERUP

Zadanie z wyrazami w ramce i lukami

8 **Przeczytaj tekst. Uzupełnij każdą lukę (1–4), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna uzupełnionych zdań. Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.**

belong cancel compliment give poison treat

Travel insurance claims

According to a recent survey, 4.5% of travellers make a claim on their travel insurance. By far the largest share of claims (40%) are for trip [1]_____, meaning that travellers are unable to embark on their holiday. 36% of claims are for medical expenses. Most countries are not able to provide free healthcare, so if you needed [2]_____ during a holiday, you could face an extremely expensive bill. Travellers suffer from a wide range of ailments, from tropical diseases to food [3]_____, with the average claim being over £200 and the maximum as much as £150,000! Travel companies pay out on 90% of claims, and travel insurance is fairly inexpensive - in some cases it's offered as a [4]_____ add-on to bank accounts or credit cards. So, how do travel companies make their money? The answer again is in the numbers – the worldwide value of travel insurance is reckoned to be over £13 billion!

Set leksykalny

9 **Wpisz wyraz, który poprawnie uzupełnia wszystkie trzy zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.**

1 There's no rush to get to the airport, we have plenty of time.
I'm leaving, I want to avoid the rush hour.
There was a sudden rush of air when I opened the door.
2 What time do we need to check out tomorrow?
Check the brakes on your bike before you go.
Don't forget to check in with us when you get back.
3 I'm sorry, but there's no way I can help you.
Would you mind telling me the way to the train station?
Could you please direct me to the way out?
4 Air passenger traffic decreased sharply during the pandemic.
This simple tool will help you check the traffic on your website.
Did you get stuck in the traffic jam this morning?

Exercise 7
1 go past the church
2 lost control of
3 do not set off/leave during
4 unless you cancel your/the ticket
5 would see him off

Exercise 8
1 cancellations
2 treatment
3 poisoning
4 complimentary

Exercise 6
• After completing the exercise, ask students to explain why the alternative options were incorrect and to form sample sentences with them.

Mixed ability
Ask more confident students to cover the answer options and try to complete as many gaps as they can with their own ideas.

Exercise 7
• With books closed, ask students to translate the expressions in brackets in nominal form (e.g. *stracić kontrolę, wyjechać w trakcie, anulować bilet*, etc). Write these on the board and remind students that they need to use these in the correct form to complete the sentences.

Exercise 8
• Have students define the words in the box and then say their possible derivatives.
• Ask them to make sentences with the derivatives to check understanding before they start the exercise.

Mixed ability
Give more confident students incorrect answers and have them correct you with an explanation each time.

8 Wypowiedź pisemna

Materials
Classroom presentation tool
Online practice

E-mail

Twoja wypowiedź musi być spójna i logiczna. Zadbaj o to, aby jej początek był naturalną kontynuacją podanego w zadaniu początku wypowiedzi. Zwróć uwagę na zaimki i spójniki, gdyż ich niepoprawne użycie może spowodować, że odbiorca pogubi się, czytając tekst. Informacje kluczowe dla zrozumienia treści powinny być przekazane klarownie. Nie powinny zawierać fragmentów sprzecznych z ogólnie przyjętymi zasadami rozumowania.

1 **Poniżej znajdują się przykłady zdań zawierających usterki co do spójności i logiki. Wskaż te usterki i zapisz poprawione zdania w zeszycie.**

1 She hates sunny weather – that's why she went on holidays to Egypt.
2 Although I lost my boarding pass, I couldn't get on the plane.
3 The guide was a handsome young man. She knew a lot about the places we visited.
4 We decided to go by fairy, but the crossing was rough. It was stormy weather and the fairy was crowded.

2 **Przeczytaj przykładową wypowiedź, w której zaznaczono cztery usterki dotyczące spójności i logiki. Z czego wynikają te usterki?**

Send

Hi Chris,
Guess what! I just came back from a wonderful holiday in the most exotic place I had ever been to!
(1) I'm sorry for not writing to you for so long, but I was on holidays. Imagine a tropical island in the Caribbean Sea – high mountains, green valleys and magnificent waterfalls. Palm trees grow everywhere, but the most beautiful parts are the wide, sandy beaches and blue ocean waters.
(2) Those beaches are fabulous, however I spent most of the time there, sunbathing and snorkelling. I also took a trip to the national park. It is a bay with rocky islands, mangroves and caves which I explored by boat.
I had a great time there and it is thanks to our travel agency. I didn't need to worry about anything. (3) She even found an apartment with a breathtaking view over the bay at my request. They did an amazing job.
After such a holiday I can't stop thinking about the next one already. (4) This time I want to go to Japonia. First I'll spend a few days in the capital, then I'll sightsee the rest of the country. What are your plans for the next holiday?
Best,
Maciej

3 **Zdania z tekstu z ćwiczenia 2 zawierające usterki zastąp zdaniami zamieszczonymi poniżej, tak aby otrzymać spójną i logiczną wypowiedź.**

a Those beaches are so fabulous, that I spent most of the time there, sunbathing and snorkelling.
b This time I want to go to Japan.
c My hotel was conveniently situated next to the beach.
d They even found an apartment with a breathtaking view over the bay at my request.

4 **Napisz tekst (100–150 wyrazów, nie licząc słów już podanych), w którym rozwiniesz każdy z czterech podpunktów.**

Planujesz wakacje i piszesz do kolegi, który odwiedził wiele egzotycznych miejsc. W e-mailu do kolegi:
- napisz, dokąd się wybierasz, i wyjaśnij, dlaczego wybrałeś/wybrałaś to miejsce
- opisz, jak przygotowujesz się do wyjazdu
- opisz emocje związane z wyjazdem
- poproś o wskazówki i obiecaj, że prześlesz mu ciekawe zdjęcia.

Hi Ben,
I decided to follow your example and this year I chose an exotic destination for my holiday.

Wybór miejsca
I want to go to … because …
I chose this place because …
Opis przygotowań
I have already …
I've bought …
Opis emocji
I feel excited about this trip because …
I am also a bit worried because …
Prośba o poradę
What tips could you give me?
Do you have any suggestions for … ?

Więcej przydatnych zwrotów na s. 243

POWERUP

Rozprawka

5 **Napisz tekst składający się z 200–250 wyrazów.**

„Tailor-made holidays," czyli „wakacje szyte na miarę", to forma wyjazdów organizowanych przez biura podróży, których każdy aspekt jest dopasowany do indywidualnych upodobań klienta. Napisz rozprawkę, w której przedstawisz swoją opinię na ten temat oraz odniesiesz się do powodów wyboru takiej formy wypoczynku i wyzwań stojących przed biurem podróży.

Przydatne zwroty na s. 246

Exercise 1
Suggested answers:
1 She ~~hates~~ **loves** sunny weather – that's why she went on holidays to Egypt.
2 ~~Although~~ **Because** I lost my boarding pass, I couldn't get on the plane.
3 The guide was a ~~handsome~~ **knowledgeable** young ~~man~~ **woman**. She knew a lot about the places we visited.
4 We decided to go by ~~fairy~~ **ferry**, but the crossing was rough. It was stormy weather and the ~~fairy~~ **ferry** was crowded.

Exercise 2
1 Repetition of the information already given above.
2 Wrong linking word: however
3 Wrong subject: She
4 Polish word used instead of the English one: *Japonia*

Exercise 3
1 c 2 a 3 d 4 b

Warm up
• Ask students when was the last time they wrote an email and what it was about. Then ask how often they use emails to communicate.

Exercise 1

Optional activity
Ask students to work in pairs and write similar sentences for another pair to correct.

Exercise 2
• Ask students how the faulty sentences could be corrected before moving on to exercise 3.

Exercise 4
• Ask students to work in pairs to brainstorm ideas and vocabulary they can use to complete the task.
• Remind them to use the phrases from the Writing box in their writing.
• Set the writing task as homework.

Exam tip
Remind students to make use of set phrases for starting and finishing their emails.

Optional activity
Work through the phrases in the Writing box and ask students to complete them with their own ideas. Ask students to say what other expressions they can add to the list.

Cumulative Revision Units 1–8

1 Przeczytaj tekst z lukami. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst.

A Spirit of Adventure

We might think we're adventurous, but most of our exploits seem pretty [1]_____ compared to those of Aleksander Doba. He was a Polish kayaker who was known primarily for his long [2]_____ crossing the Atlantic. After [3]_____ from Senegal to Brazil he repeated the feat three years later, this time across the widest section of the Atlantic. [4]_____ trips broke records for being the longest open-water kayak journey ever made. When he arrived after the first, he [5]_____ 14 kg. After a short rest he opted [6]_____ on a journey down the Amazon River. He [7]_____ it, too, if he hadn't been attacked and robbed twice in Brazil. Not surprisingly, he [8]_____ 2015 Adventurer of the Year by National Geographic magazine. Sadly, he died in 2021 while climbing Kilimanjaro.

1 **A** intolerant
B unambitious
C irresponsible
D quiet

2 **A** voyages
B journeys
C expeditions
D transfers

3 **A** paddled
B paddle
C paddling
D paddles

4 **A** Each
B Both
C Every
D Either

5 **A** had lost
B has lost
C lost
D was losing

6 **A** going
B to go
C go
D for going

7 **A** would have done
B will do
C would do
D had done

8 **A** named
B was naming
C was named
D was being named

2 Wykorzystując wyrazy podane dużymi literami, uzupełnij lukę w każdym zdaniu, tak aby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając w to wyraz już podany. Nie zmieniaj formy podanych wyrazów.

1 Everything here has been previously owned. **SECOND**
Everything here _____.

2 Is it possible to get this shirt in a medium? **EXCHANGE**
Can I _____ a medium?

3 This jacket isn't my size. **FIT**
This jacket _____ me.

4 I'm going to return this bag to the shop. **TAKE**
I'll _____ to the shop.

5 Hop in, we'll drive around the countryside. **RIDE**
Hop in, we'll _____ around the countryside.

3 Wpisz wyraz, który poprawnie uzupełnia wszystkie trzy zdania.

1 **A** Can you *have* someone drive you to the airport?
B Should you *have* a relationship with someone you met on holiday?
C You *have* to try these chips. They're the tastiest I've ever eaten.

2 **A** Does this drinks machine *give* change?
B My partner and I plan to *give* up our jobs and travel around Asia.
C Anita has to *give* a presentation about her country.

3 **A** I think we've driven past it. Maybe we should *turn* around at the next exit.
B I wish they would *turn* down the heat in this room.
C When travelling, never *turn* down a free meal!

4 **A** I think we should *set* up camp by the stream.
B Don't forget to *set* your clock to local time.
C My favourite film was *set* in this city.

4 Uzupełnij każdą lukę (1–7) słowem utworzonym od wyrazu podanego w nawiasie, tak aby powstał spójny i logiczny tekst.

Send

This is so exciting. We've just checked in at a very [1]_____ (**FASHION**) London hotel just off Leicester Square. I love my room! It isn't the most [2]_____ (**SPACE**) but I think the décor is really stylish, especially the [3]_____ (**STRIPE**) soft furnishings. Anyway, we're about to head out and explore. The lovely [4]_____ (**RECEPTION**) has given us lots of tips for [5]_____ (**SIGHT**) in the local area. This district is the [6]_____ (**ENTERTAIN**) capital of London! Getting around will be easy, too, as there's an [7]_____ (**GROUND**) station right outside!

5 Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać logiczne i gramatycznie poprawne zdania.

1 We stayed in a (*mieszkanie z wyżywieniem we własnym zakresie*) _____ close to the coast.

2 In our halls of residence there's a/an (*pokój z łazienką*) _____ in each bedroom.

3 The total price for the room is £85 (*zawierający śniadanie w cenie*) _____.

4 Do you prefer to visit (*zatłoczone plaże*) _____ or get off the beaten track?

5 I suffered from (*zatrucie pokarmowe*) _____ – the prawns I ate had passed their sell-by date.

Materials
Classroom presentation tool
Cumulative test

Exercise 2
1 is second hand
2 exchange this shirt for
3 doesn't fit
4 take this bag back
5 go for a ride

Exercise 4
1 fashionable
2 spacious
3 striped
4 receptionist
5 sightseeing
6 entertainment
7 Underground

Exercise 5
1 self-catering apartment
2 en-suite bathroom
3 including breakfast
4 crowded beaches
5 food poisoning

Warm up
- Ask students to say three new words they have learnt in this unit for their partner to make sample sentences with.

Exercise 1
- Before completing the exercise, go through items 1, 2 and 4 and have students define the options as best they can in English.
- Then go through the other items and have students name the grammar forms.

Exercise 2

Differentiation
Have students check their answers in pairs and explain any incorrect answers to each other.

Optional activity
Ask students to make their own sentences with the words in bold.

Exercise 4

Optional activity
In pairs, students think of other words to complete the gaps, making sure the text still makes sense.

Legenda
Oxford 3000
Oxford 5000
Poziom rozszerzony

Materials
Classroom presentation tool
Class audio, tracks 73.1–075
Online practice
Unit test

73.1 Wakacje

activity holiday /æk'tɪvəti ˈhɒlədeɪ/ wakacje ze zorganizowanymi zajęciami
beach holiday /ˈbiːtʃ hɒlədeɪ/ wakacje na plaży
breathtaking view /ˌbreθteɪkɪŋ ˈvjuː/ widok zapierający dech
camping holiday /ˈkæmpɪŋ hɒlədeɪ/ wakacje pod namiotem
city break /ˈsɪti breɪk/ krótkie wakacje spędzane w mieście
crowded beaches /ˌkraʊdɪd ˈbiːtʃɪz/ zatłoczone plaże
cruise /kruːz/ rejs wycieczkowy
delicious food /dɪˌlɪʃəs ˈfuːd/ pyszne jedzenie
downside /ˈdaʊnsaɪd/ wada, minus
fine weather /ˌfaɪn ˈweðə(r)/ ładna, bezdeszczowa pogoda
foreign travel /ˌfɒrən ˈtrævl/ podróże zagraniczne
go backpacking /ˌgəʊ ˈbækpækɪŋ/ jechać na wakacje z plecakiem
go hitchhiking /ˌgəʊ ˈhɪtʃhaɪkɪŋ/ podróżować autostopem
go kayaking /ˌgəʊ ˈkaɪækɪŋ/ jechać na kajaki
go on holiday /ˌgəʊ ɒn ˈhɒlədeɪ/ jechać na wakacje
go sightseeing /ˌgəʊ ˈsaɪtsiːɪŋ/ zwiedzać
go snorkelling /ˌgəʊ ˈsnɔːkəlɪŋ/ nurkować z rurką do oddychania
go swimming /ˌgəʊ ˈswɪmɪŋ/ pływać
go trekking /ˌgəʊ ˈtrekɪŋ/ wędrować
highlight /ˈhaɪlaɪt/ najlepsze wydarzenie
hike /haɪk/ piesza wędrówka; wędrować
holiday resort /ˈhɒlədeɪ rɪzɔːt/ kurort
journey /ˈdʒɜːni/ podróż (z jednego miejsca do drugiego)
lose /luːz/ zgubić
memory /ˈmeməri/ wspomnienie
package holiday /ˈpækɪdʒ hɒlədeɪ/ wczasy zorganizowane
pebble beach /ˌpebl ˈbiːtʃ/ kamienista plaża
pollution /pəˈluːʃn/ zanieczyszczenie
safari /səˈfɑːri/ safari
sandy beach /ˌsændi ˈbiːtʃ/ piaszczysta plaża
sea view /ˌsiː ˈvjuː/ widok na morze
see sb off /ˌsiː sʌmbədi ˈɒf/ odprowadzać kogoś
set up camp /ˌset ʌp ˈkæmp/ rozbijać obóz
sleep in a tent /ˌsliːp ɪn ə ˈtent/ spać w namiocie
souvenir /ˌsuːvəˈnɪə(r)/ pamiątka
sunbathe /ˈsʌnbeɪð/ opalać się
sunny weather /ˌsʌni ˈweðə(r)/ słoneczna pogoda
take photos /ˌteɪk ˈfəʊtəʊz/ robić zdjęcia
tourism /ˈtʊərɪzəm/ turystyka
travel /ˈtrævl/ podróż; podróżowanie (ogólnie)
trip /trɪp/ wycieczka, krótka lub dłuższa podróż (w interesach, dla przyjemności)
upside /ˈʌpsaɪd/ zaleta, plus
visitor /ˈvɪzɪtə(r)/ zwiedzający, gość
watch the wildlife /ˌwɒtʃ ðə ˈwaɪldlaɪf/ obserwować dziką przyrodę
weather /ˈweðə(r)/ pogoda

73.2 Zakwaterowanie

accommodation /əˌkɒməˈdeɪʃn/ zakwaterowanie
B&B /ˌbiː ən ˈbiː/ pokoje gościnne ze śniadaniem
bed and breakfast /ˌbed ən ˈbrekfəst/ pokoje gościnne ze śniadaniem
campsite /ˈkæmpsaɪt/ pole kempingowe
caravan /ˈkærəvæn/ przyczepa kempingowa
chalet /ˈʃæleɪ/ domek letniskowy
family-run hotel /ˌfæməli rʌn həʊˈtel/ rodzinny hotel
five-star hotel /ˌfaɪv stɑː həʊˈtel/ hotel pięciogwiazdkowy
guest house /ˈgest haʊs/ pensjonat
luxury hotel /ˌlʌkʃəri həʊˈtel/ luksusowy hotel
self-catering apartment /ˌself ˌkeɪtərɪŋ əˈpɑːtmənt/ mieszkanie z wyżywieniem we własnym zakresie
tent /tent/ namiot
villa /ˈvɪlə/ letni dom do wynajęcia
youth hostel /ˈjuːθ hɒstl/ schronisko młodzieżowe

73.3 W hotelu

air conditioning /ˈeə kəndɪʃənɪŋ/ klimatyzacja
book a room /ˌbʊk ə ˈruːm/ rezerwować pokój
check in /ˌtʃek ˈɪn/ zameldować się w hotelu
check out /ˌtʃek ˈaʊt/ wymeldować się z hotelu
double room /ˌdʌbl ˈruːm/ dwuosobowy pokój
en-suite bathroom /ˌɒ̃ swiːt ˈbɑːθruːm/ pokój z łazienką
guest /gest/ gość (hotelowy)
including breakfast /ɪnˌkluːdɪŋ ˈbrekfəst/ zawierający śniadanie w cenie
reception /rɪˈsepʃn/ recepcja
room service /ˈruːm sɜːvɪs/ obsługa pokojowa
single room /ˌsɪŋgl ˈruːm/ jednoosobowy pokój
stay at a hotel /ˌsteɪ ət ə həʊˈtel/ zatrzymać się w hotelu
twin room /ˌtwɪn ˈruːm/ dwuosobowy pokój z dwoma łóżkami
vacancy /ˈveɪkənsi/ wolny pokój
Wi-Fi /ˈwaɪ faɪ/ internet bezprzewodowy

73.4 Orientacja w terenie

across the street /əˌkrɒs ðə ˈstriːt/ przez ulicę
along the river /əˌlɒŋ ðə ˈrɪvə(r)/ wzdłuż rzeki
ask the way /ˌɑːsk ðə ˈweɪ/ zapytać o drogę
show the way /ˌʃəʊ ðə ˈweɪ/ pokazać drogę
cross the bridge /ˌkrɒs ðə ˈbrɪdʒ/ przejść przez most
get lost /ˌget ˈlɒst/ zgubić się
go north /ˌgəʊ ˈnɔːθ/ iść na północ
go south /ˌgəʊ ˈsaʊθ/ iść na południe
go east /ˌgəʊ ˈiːst/ iść na wschód
go west /ˌgəʊ ˈwest/ iść na zachód
go past /ˌgəʊ ˌpɑːst/ przejść obok
go straight /ˌgəʊ ˈstreɪt/ iść prosto
in the north /ɪn ðə ˈnɔːθ/ na północy
in the south /ɪn ðə ˈsaʊθ/ na południu
in the east /ɪn ði ˈiːst/ na wschodzie
in the west /ɪn ðə ˈwest/ na zachodzie
on the corner /ɒn ðə ˈkɔːnə(r)/ na rogu
on your left/right /ɒn jɔː ˈleft/ /ɒn jɔː ˈraɪt/ po lewej/prawej
take the second turning on the left /ˌteɪk ðə ˈsekənd tɜːnɪŋ ɒn ðə ˈleft/ skręcić w drugą ulicę w lewo
towards /təˈwɔːdz/ w kierunku
turn left/right /ˌtɜːn ˈleft/ /ˌtɜːn ˈraɪt/ skręcić w lewo/prawo
turn round /ˌtɜːn ˈraʊnd/ zawrócić

73.5 Środki transportu

airport /ˈeəpɔːt/ lotnisko
aisle seat /ˌaɪl ˈsiːt/ miejsce przy przejściu
arrival /əˈraɪvl/ przyjazd, przylot
arrive at the airport /əˌraɪv ət ði ˈeəpɔːt/ przyjechać na lotnisko
arrive in London /əˌraɪv ɪn ˈlʌndən/ przyjechać do Londynu
backpack /ˈbækpæk/ plecak
baggage collection area /ˈbægɪdʒ kəˈlekʃn ˈeərɪə/ odbiór bagażu
board the plane /ˌbɔːd ðə ˈpleɪn/ wejść na pokład samolotu
boarding pass /ˈbɔːdɪŋ pɑːs/ karta pokładowa
book a low-cost ticket /ˌbʊk ə ləʊ kɒst ˈtɪkɪt/ zarezerwować lot tanimi liniami
catch a flight /ˌkætʃ ə ˈflaɪt/ polecieć
depart from /dɪˈpɑːt frəm/ odjeżdżać z, wyruszać z
departure /dɪˈpɑːtʃə(r)/ odjazd, odlot
destination /ˌdestɪˈneɪʃn/ miejsce docelowe
disembark /ˌdɪsɪmˈbɑːk/ zejść z pokładu
drive a coach /ˌdraɪv ə ˈkəʊtʃ/ prowadzić autokar
drive a lorry /ˌdraɪv ə ˈlɒri/ prowadzić ciężarówkę
driver /ˈdraɪvə(r)/ kierowca
duty-free zone /ˌdjuːti ˈfriː ˌzəʊn/ strefa bezcłowa
fare /feə(r)/ opłata za przejazd
fasten your seatbelt /ˈfɑːsn jɔː ˈsiːt belt/ zapiąć pasy
ferry /ˈferi/ prom
fly a plane /ˌflaɪ ə ˈpleɪn/ pilotować samolot
fly on a plane /ˌflaɪ ɒn ə ˈpleɪn/ lecieć samolotem
get off the plane /ˌget ɒf ðə ˈpleɪn/ wysiadać z samolotu
get on the plane /ˌget ɒn ðə ˈpleɪn/ wsiadać do samolotu
get stuck in traffic /ˌget ˌstʌk ɪn ˈtræfɪk/ utknąć w korku
go by boat /ˌgəʊ baɪ ˈbəʊt/ płynąć łodzią
go by bus /ˌgəʊ baɪ ˈbʌs/ jechać autobusem
go by plane /ˌgəʊ baɪ ˈpleɪn/ lecieć samolotem
go by rail /ˌgəʊ baɪ ˈreɪl/ podróżować koleją/pociągiem
go by sea /ˌgəʊ baɪ ˈsiː/ podróżować drogą morską
go by train /ˌgəʊ baɪ ˈtreɪn/ podróżować koleją/pociągiem
go for a ride /ˌgəʊ fə(r) ə ˈraɪd/ wybrać się na przejażdżkę
go on a cruise /ˌgəʊ ɒn ə ˈkruːz/ wyruszyć w rejs
go on an excursion /ˌgəʊ ɒn ən ɪkˈskɜːʃn/ wybrać się na wycieczkę
go on foot /ˌgəʊ ɒn ˈfʊt/ iść pieszo
go through customs /ˌgəʊ θruː ˈkʌstəmz/ przejść odprawę celną
hand luggage /ˈhænd lʌgɪdʒ/ podręczny bagaż
itinerary /aɪˈtɪnərəri/ trasa, lista miejsc do odwiedzenia
jet off /ˈdʒet ɒf/ odlecieć
jet lag /ˈdʒet læg/ zmęczenie spowodowane zmianą stref czasowych podczas podróży
land /lænd/ lądować
luggage /ˈlʌgɪdʒ/ bagaż
means of transport /ˌmiːnz əv ˈtrænspɔːt/ środek transportu
miss the bus/train /ˌmɪs ðə ˈbʌs/ /ˌmɪs ðə ˈtreɪn/ spóźnić się na autobus/pociąg
miss the flight/plane /ˌmɪs ðə ˈflaɪt/ /ˌmɪs ðə ˈpleɪn/ spóźnić się na lot/samolot
on-board service /ˌɒn ˈbɔːd ˈsɜːvɪs/ obsługa na pokładzie samolotu
overhead locker /ˌəʊvəˈhed ˈlɒkə(r)/ szafka pod sufitem samolotu
passenger /ˈpæsɪndʒə(r)/ pasażer/pasażerka
passport /ˈpɑːspɔːt/ paszport
pilot /ˈpaɪlət/ pilot
platform /ˈplætfɔːm/ peron
priority check-in /praɪˌɒrəti ˈtʃek ɪn/ odprawa priorytetowa
return ticket /rɪˌtɜːn ˈtɪkɪt/ bilet w obie strony
ride a bike /ˌraɪd ə ˈbaɪk/ jeździć rowerem/motocyklem
rucksack /ˈrʌksæk/ plecak
single ticket /ˌsɪŋgl ˈtɪkɪt/ bilet w jedną stronę
station /ˈsteɪʃn/ stacja, dworzec
suitcase /ˈsuːtkeɪs/ walizka
take off /ˌteɪk ˈɒf/ startować
taxi rank /ˈtæksi ræŋk/ postój taksówek
ticket office /ˈtɪkɪt ɒfɪs/ kasa biletowa
timetable /ˈtaɪmteɪbl/ rozkład jazdy, rozkład lotów
tourist guide /ˈtʊərɪst gaɪd/ przewodnik/przewodniczka
travel around the world /ˌtrævl əraʊnd ðə ˈwɜːld/ podróżować dookoła świata
travel by boat /ˌtrævl baɪ ˈbəʊt/ płynąć łodzią
travel by bus /ˌtrævl baɪ ˈbʌs/ jechać autobusem

How to learn vocabulary

- Give students a few minutes to remind themselves of the categories in the wordlist.
- With books closed, students write two words that they can remember from each category for their partner to use to write sentences with.
- In pairs, students check that they have used the words correctly in their sentences.

Brainpower

- Ask students to choose three words or phrases that they will try to learn at home using the memory palace technique. During the next class, ask them if they have found this technique useful.

Sprawdź się!

Optional activity
Ask students to make their own sentences with Polish phrases for their partner to translate.

travel by plane /ˌtrævl baɪ 'pleɪn/ lecieć samolotem
travel by rail/train /ˌtrævl baɪ 'reɪl/ /ˌtrævl baɪ 'treɪn/ podróżować koleją/pociągiem
travel by sea /ˌtrævl baɪ 'siː/ podróżować drogą morską
turbulence /'tɜːbjələns/ turbulencje
underground /'ʌndəgraʊnd/ metro
van /væn/ furgonetka
vehicle /'viːəkl/ pojazd
window seat /'wɪndəʊ ˌsiːt/ miejsce przy oknie

73.6 Ruch uliczny

brake /breɪk/ hamować
lane /leɪn/ pas jezdni
one-way street /ˌwʌn weɪ 'striːt/ ulica jednokierunkowa
parking space /'pɑːkɪŋ speɪs/ miejsce parkingowe
pavement /'peɪvmənt/ chodnik
pedestrian /pə'destriən/ pieszy
pedestrian zone /pə'destriən zəʊn/ strefa ruchu pieszego
road signs /'rəʊd saɪnz/ znaki drogowe
rush/peak hour /'rʌʃ aʊə(r)/ /'piːk aʊə(r)/ godziny szczytu
speed limit /'spiːd lɪmɪt/ ograniczenie prędkości
stop light /'stɒp laɪt/ czerwone światło
traffic congestion /ˌtræfɪk kən'dʒestʃən/ natężenie ruchu
traffic jam /'træfɪk dʒæm/ korek uliczny
traffic lights /'træfɪk laɪts/ sygnalizacja świetlna
traffic /'træfɪk/ ruch uliczny
zebra crossing /ˌzebrə 'krɒsɪŋ/ przejście dla pieszych

73.7 Awarie i wypadki w podróży

be knocked down /biː ˌnɒkt 'daʊn/ zostać potrąconym
be seasick /biː 'siːsɪk/ mieć chorobę morską
break down /ˌbreɪk 'daʊn/ zepsuć się
cancel a flight /ˌkænsl ə 'flaɪt/ odwołać lot
cancellation /ˌkænsə'leɪʃn/ odwołanie (lotu)
car crash /'kɑː kræʃ/ wypadek samochodowy
train crash /'treɪn kræʃ/ wypadek kolejowy
delayed /dɪ'leɪd/ opóźniony
double-booked /ˌdʌbl 'bʊkt/ podwójnie zarezerwowany
fall off a bike /ˌfɔːl ɒf ə 'baɪk/ spaść z roweru
food poisoning /'fuːd pɔɪzənɪŋ/ zatrucie pokarmowe
have technical problems /hæv 'teknɪkl prɒbləmz/ mieć problemy techniczne
lose control of a vehicle /ˌluːz kən'trəʊl əv ə 'viːəkl/ stracić kontrolę nad pojazdem
road accident /'rəʊd æksɪdənt/ wypadek drogowy
sink /sɪŋk/ tonąć
swerve across the road /ˌswɜːv əkrɒs ðə 'rəʊd/ gwałtownie zjechać z drogi

73.8 Bezpieczeństwo w podróży

keep an eye on your belongings /kiːp ən ˌaɪ ɒn jɔː bɪ'lɒŋɪŋz/ pilnować bagażu
emergency cash /ɪ'mɜːdʒənsi kæʃ/ pieniądze na wypadek sytuacji awaryjnej
lose travel documents /luːz 'trævl ˌdɒkjumənts/ zgubić dokumenty podróżne
emergency information /ɪ'mɜːdʒənsi ˌɪnfə'meɪʃn/ dane kontaktowe w razie sytuacji awaryjnej
insect repellent /'ɪnsekt rɪ'pelənt/ środek na owady
scam /skæm/ przekręt
sunstroke /'sʌnstrəʊk/ udar słoneczny
vaccinations /væksɪ'neɪʃnz/ szczepienia

73.9 Wordpower s. 107

budget /'bʌdʒɪt/ planować (finanse)
crossing /'krɒsɪŋ/ przeprawa
encounter /ɪn'kaʊntə(r)/ napotkać
excess luggage fee /ˌekses 'lʌgɪdʒ fiː/ opłata za nadbagaż
head to /'hed tu/ skierować się do
mainland /'meɪnlænd/ stały ląd, kontynent
peninsula /pə'nɪnsjələ/ półwysep
transfer /'trænsfɜː(r)/ przejazd
vineyard /'vɪnjəd/ winnica
voyage /'vɔɪɪdʒ/ długa podróż morska lub kosmiczna

73.10 Wordpower s. 109

abandon /ə'bændən/ porzucić
footprints /'fʊtprɪnts/ ślady stóp
lick /lɪk/ lizać
settlement /'setlmənt/ osada
shelter /'ʃeltə(r)/ schronienie
sip /sɪp/ sączyć, popijać
supplies /sə'plaɪz/ zaopatrzenie, zapasy
trace /treɪs/ ślad
trail /treɪl/ szlak
wander /'wɒndə(r)/ wędrować

73.11 Rzeczowniki złożone

medical treatment /'medɪkl triːtmənt/ pomoc medyczna
mint tea /ˌmɪnt 'tiː/ herbata miętowa
rescue helicopter /'reskjuː helɪkɒptə(r)/ helikopter ratunkowy
sandstorm /'sændstɔːm/ burza piaskowa
trail markings /'treɪl mɑːkɪŋz/ oznakowanie szlaku
Tuareg tribe /'twɑːreg traɪb/ plemię Tuaregów

BRAINPOWER

Nasze mózgi lepiej zapamiętują słowa w połączeniu z obrazem i ruchem. Wykorzystaj swoją wyobraźnię przestrzenną i zastosuj metodę *memory palace*. Spróbuj zwizualizować sobie nowe pojęcia w znanej ci przestrzeni, np. swoim mieszkaniu lub domu. Dopasuj słowa do miejsc (np. kuchni, sypialni, łazienki). W trakcie swojej mentalnej przechadzki po „pałacu pamięci" możesz zaprojektować przejścia i korytarze, co ułatwi ci zapamiętanie informacji w konkretnej kolejności.

Sprawdź się!

1 Fragmenty zdań w języku polskim przetłumacz na język angielski.

1 We'll get a 10% discount (*jeśli zarezerwujemy hotel*) _____ early.
2 We drove (*przez tunel, a potem wzdłuż brzegu rzeki*) _____, and finally we arrived (*do naszego hotelu*) _____.
3 The old town is beautiful. If it wasn't raining, (*zwiedzalibyśmy każdego dnia*) _____.
4 Jason has to apply for a new passport (*chyba, że chce spędzić wakacje*) _____ in his own country.
5 Julia (*ma alergię na nabiał*) _____, so she doesn't drink milk and yoghurts.
6 I think (*obetnę włosy*) _____ very short for the summer.
7 My (*teściowa poprosiła mnie, abym pozmywał naczynia*) _____ after dinner.

Wymowa

1 074 Posłuchaj nagrania i powtórz poniższe słowa.

admired arrived boarded booked cooked
crashed danced escaped missed ordered
packed recorded rented repaired slipped
stayed sunbathed travelled watched

2 075 Uzupełnij tabelę czasownikami z ćwiczenia 1, w zależności od wymowy końcówki czasu przeszłego. Następnie wysłuchaj nagrania i sprawdź odpowiedzi.

/t/	/d/	/ɪd/
*book**ed***	*admir**ed***	*board**ed***

3 Ułóż krótką relację z wyjazdu wakacyjnego z wykorzystaniem przynajmniej pięciu czasowników z ćwiczenia 1. Następnie zaprezentuj swoją relację kolegom i koleżankom.

Sprawdź się! Exercise 1
1 if we book the hotel
2 through a tunnel and then along the river, at our/the hotel
3 we would go sightseeing every day
4 unless he wants to spend holidays
5 is allergic to dairy
6 I'll have my hair cut
7 mother-in-law asked me to wash the dishes / do the washing-up

Wymowa Exercise 2
/t/: booked, cooked, crashed, danced, escaped, missed, packed, slipped, watched
/d/: admired, arrived, ordered, repaired, stayed, sunbathed, travelled
/ɪd/: boarded, recorded, rented

Wymowa

Exercise 1 074

Audio script page 255

• Play the audio twice for students to repeat. Then place students in pairs and have them say the words to each other. Monitor for correct pronunciation.

Exercise 2 075

Audio script page 255

• Ask students what other words they can add to each column.

Optional activity

Have students make short sentences with the words from this section and swap them with other students to practise the correct pronunciation.

9 Kultura

Materials
Classroom presentation tool
Class audio, tracks 076–077
Online practice
Short test

Exercise 3
1 horror
2 romantic
3 cartoon
4 science fiction
5 thriller / spy film
6 fantasy
7 adventure
8 war / historical drama

Exercise 4
1 adaptation
2 set
3 story
4 director
5 cast
6 roles
7 screenwriter
8 soundtrack

Exercise 5
Type of book: autobiography, biography, fiction, non-fiction, play, poetry, short story
Parts of a book: chapter, contents, front/back cover, illustrations, title
Parts of a story: narrator, plot, scene
People and characters: author, illustrator, narrator, novelist, poet

Słownictwo

1 **Popatrz na zdjęcia w quizie z ćwiczenia 2. W jaki sposób są one związane z kulturą?**

2 **Rozwiążcie w parach quiz dotyczący kultury.**

CULTURE *Quiz*



1 Who wrote *The Lord of the Rings*?
a J.K. Rowling
b J.R.R. Tolkien
c Shakespeare

2 Who painted *Guernica*?
a Pablo Picasso
b Claude Monet
c Salvador Dalí

3 Who wrote the opera *Carmen*?
a Bach b Berlioz c Bizet

4 Who starred in *The Bourne Identity*?
a Matt Damon b Brad Pitt c Johnny Depp

5 Which of these is not a famous fictional detective?
a Hercule Poirot
b Agatha Christie
c Sherlock Holmes

6 Which of these is not a dance style?
a ballet b mime c street jazz

Film

3 **Przeczytaj zdania i dopisz do nich nazwy gatunków filmowych.**

1 The ghosts in the haunted house are really frightening.
2 The best scene is when the hero and the heroine fall in love.
3 The graphics are excellent.
4 The space battle scene is brilliant.
5 It's a very exciting and dangerous story about international spies.
6 My favourite characters are the wizard and his mad assistant.
7 The story is about a clever scientist who goes to Africa to try to find a priceless ruby.
8 The film is set in England in 1940 and is about a young man who joins the army.

4 **Uzupełnij poniższą recenzję filmową wyrazami z ramki.**

adaptation cast director roles screenwriter set soundtrack story

The 1995 film *Sense and Sensibility* is a/an [1]_____ of the novel of the same name by Jane Austen. It is [2]_____ in 18th-century England and tells the [3]_____ of two sisters, Elinor and Marianne Dashwood, and the relationships they have with their relatives, neighbours and the men they love. The [4]_____ is Ang Lee, who has made many award-winning films, and the [5]_____ includes some very famous British actors: Emma Thompson, Hugh Grant, Kate Winslet and Alan Rickman all have starring [6]_____. They all give terrific performances and the screenplay is brilliant. It was written by Emma Thompson, who had never been a [7]_____ before but who brought the novel to life very skilfully. There is also a beautiful [8]_____ with music composed by Patrick Doyle.

Literatura

5 **Dopasuj określenia z ramki do odpowiednich kategorii.**

author autobiography biography chapter contents fiction front/back cover illustrations illustrator narrator non-fiction novelist play plot poet poetry scene short story title

Type of book	
Parts of a book	
Parts of a story	
People and characters	

POWERUP

6 **W każdym zdaniu wskaż właściwe uzupełnienie.**

1 I download *audiobooks* / *reviews* each month and listen to them on the way to work.
2 I bought this book because the *publicity* / *blurb* on the back promised an intriguing tale of deception.
3 This novel is a *classic* / *critic* and is part of every university's literature course.
4 I loved this story because it was so *uplifting* / *depressing* and made me feel better.
5 A book about London's trees became a *reference book* / *bestseller*, perhaps because lots of Londoners wanted to learn more about their city.
6 The lack of *an index* / *footnotes* meant that it was impossible to find all the places in the book where a particular thing was mentioned.

Warm up
• Ask students what form of art they enjoy, e.g. do they enjoy reading literature, listening to classical music, going to the theatre or an art gallery, and so forth.
• Encourage students to name their favourite writers, composers, artists, etc. and describe why they enjoy their preferred type of art.

Exercise 1
• After completing the exercise, ask students what culture means to them. Ask them to name Polish artists who they think contribute to international culture.

Exercise 4

Optional activity
Students can write their own text, containing the words in the box, about a film they have seen.

Exercise 5
• Students work in pairs to complete the exercise. Then they add as many more words as they can to the table.
• Ask students to give examples using the words in the box in sentences of their own, e.g. *My favourite author is Charles Dickens*.

Muzyka i sztuki sceniczne

7 076 **Posłuchaj czterech wypowiedzi i dopasuj je do wydarzeń kulturalnych (a–e). Jedno wydarzenie podano dodatkowo.**

1 b
2 a
3 c
4 e

a ballet
b rock festival
c play
d modern dance
e classical music concert

8 077 **Uzupełnij zdania słowami z ramki. Jedno z nich zostało podane dodatkowo. Posłuchaj nagrania i sprawdź odpowiedzi.**

composed conductor performed stage supported

1 I was sitting quite far from the _____ but I heard every word very clearly.
2 I thought the _____ was great. She was able to get a really special performance from the musicians.
3 As you know, the music was _____ by Tchaikovsky and it is beautiful.
4 The main acts were _____ by some less well-known bands who turned out to be brilliant, too.

Sztuki wizualne

9 **Przeczytaj poniższe pytania i wybierz właściwe określenia.**

1 What is a painting of a person called: a **portrait** or a **landscape** painting?
2 When a picture doesn't represent real life, is it **realistic** or **abstract**?
3 What is a three-dimensional work of art called: a **sculpture** or a **caricature**?
4 What is the kind of art that people do in the street called: **graffiti** or **cartoons**?
5 What is a pencil drawing called: a **still life** or a **sketch**?
6 What is a temporary collection of art called: a **gallery** or an **exhibition**?
7 What is the wooden or metal outside of a painting called: a **frame** or a **canvas**?

Uczestnictwo w kulturze

10 **Uzupełnij tekst wyrazami i wyrażeniami z ramki.**

cultural events experience festival masterpieces premiere recommend standing ovation worth

JUNE 27

There are some great [1] _____ coming up next month as part of our annual [2] _____ of visual art, music and film. Here are the three that I would [3] _____:

- the Rodin exhibition, which includes some of his [4] _____ from the Musée Rodin in Paris. This is definitely [5] _____ seeing.
- the film by the young British director Sonia Smith. It's having its [6] _____ at the festival so we are incredibly lucky to be the first to see it!
- the concert by the Berlin Philharmonic. This is sure to be a fantastic [7] _____. The last time I saw them, the audience gave them a [8] _____ at the end of the performance.

Media

11 **W każdym zdaniu wskaż właściwe uzupełnienie.**

1 Turn on the telly! They're showing a *life* / *live* broadcast of Rihanna's concert.
2 I've already seen this film. Can you switch over to another *channel* / *programme*, please?
3 I really like *Who Wants To Be a Millionaire*? The *host* / *leader* is very professional and friendly.
4 *Tabloid* / *Serious* papers mostly write stories about famous people and have a lot of photos.
5 The story about the President's trip to the USA was on the *front* / *first* page of all the newspapers in Poland.
6 The people who collect information for the TV, radio or newspapers are called *reporters* / *editors*.

Programy telewizyjne

12 **Dopasuj nazwy programów telewizyjnych i radiowych do ich opisów. Jedną nazwę podano dodatkowo.**

chat show current affairs programme music programme quiz show reality show sitcom soap opera sports programme

1 It's about a group of people who stay on an island for a year. We watch the way they live and work together.
2 The programme interviews politicians about what's going on in the news.
3 The host asks teams of celebrities general knowledge questions.
4 The programme is on four times a week. It's about a group of characters who live in the same street.
5 It's a funny programme about a family who are always having silly problems.
6 The presenter interviews famous people about their lives.
7 It's on at the end of the week and shows highlights from all the best matches.

Exercise 8
1 stage
2 conductor
3 composed
4 supported

Exercise 10
1 cultural events
2 festival
3 recommend
4 masterpieces
5 worth
6 premiere
7 experience
8 standing ovation

Exercise 12
1 reality show
2 current affairs programme
3 quiz show
4 soap opera
5 sitcom
6 chat show
7 sports programme

Exercise 7 076
Audio script pages 255–256

Optional activity
Ask students to write their own similar monologues for their partner to match to items a–e.

Exercise 8 077
Audio script page 256

Exercise 9
- After students complete the exercise, have them explain what the alternative items refer to and ask them to use these in their own sentences.

Exercise 10
- Ask students what cultural events they enjoy going to and why. Ask if they think cultural events can be learning experiences, and why / why not.
- After students complete the exercise, ask them to make their own sentences using the words in the box.

Exercise 12
- After completing the exercise, go through each item in the box and discuss which of these programmes students enjoy watching, and what makes them enjoyable.

Komunikacja w internecie

13 **Uzupełnij zdania właściwymi czasownikami w odpowiedniej formie.**

1 If you missed the radio show, you can **d_____d** a podcast from our website.
2 I'm **l_____g** my new website next week, so look out for it!
3 If you feel strongly about the issue, why not **p_____t** a comment on our online message board?
4 I'd like to **p_____te** in some Internet forums. Which ones do you think would interest me?
5 Sarah is on several social **n_____g** sites. She's quite addicted to them.
6 I usually **u_____e** my blog when I have something interesting to say.
7 I've got some good photos that I want to **u_____d** to my website.
8 How many websites do you think you **v_____t** each day?

Tradycje i zwyczaje

14 **Uzupełnij tekst wyrazami i wyrażeniami z ramki.**

customs folk art globalization parades symbolize traditional outfits

While [1]_____ is making cultures around the world more similar, many people want to keep their own cultures alive by following their national or regional [2]_____. One country where this is particularly true is Norway, where traditions play an important part in modern life.

One tradition is to celebrate National Day with children's [3]_____. The children walk through their communities, carrying Norwegian flags, often accompanied by marching bands.

On this day, some of the children and adults wear colourful clothes which are based on [4]_____. These are also worn on special occasions, such as weddings, and [5]_____ the region that the people who wear them come from.

Colour is also an important element in the Norwegian [6]_____ of flower painting. Originally, this was used to decorate wooden furniture and household items. Nowadays the style is used in fabrics and wallpapers.



15 **Dopasuj wyrazy i wyrażenia z ramki do definicji (1–6).**

ancestor beliefs cultural stereotype culture shock global values

1 thoughts that particular things are true
2 the idea that all people in a particular culture share some common features
3 feeling confused and unhappy when you visit a different culture
4 existing in the whole world
5 opinions about what is important
6 a person in your family who lived a long time ago

16 **Odpowiedzcie w parach na poniższe pytania.**

1 Describe a film you have recently seen and say what you enjoyed about it.
2 What books do you read for pleasure?
3 Do you prefer to go and see live bands or to listen to music at home? Why?
4 Which newspapers or magazines are worth reading?
5 Do you visit social networking sites? Why? / Why not?
6 Which websites do you visit regularly? Why?

POWERUP

Prawa autorskie

17 **Dopasuj wyrazy i wyrażenia z ramki do definicji (1–8). Następnie podaj ich polskie odpowiedniki.**

copyright freeware intellectual property licence patent piracy plagiarism trademark

1 copying someone else's work and claiming it is your own
2 computer software that is free to everyone
3 an official document that gives you permission to do, make or use something
4 a name that a company uses for a product that no one else can use
5 anything that you have used your mind to create
6 the legal right to control the use of an original piece of work
7 a legal right to be the only person or company to produce something
8 making and selling illegal copies of things

Exercise 13
1 download
2 launching
3 post
4 participate
5 networking
6 update
7 upload
8 visit

Exercise 14
1 globalization
2 customs
3 parades
4 traditional outfits
5 symbolize
6 folk art

Exercise 15
1 beliefs
2 cultural stereotype
3 culture shock
4 global
5 values
6 ancestor

Exercise 17
1 plagiarism
2 freeware
3 license
4 trademark
5 intellectual property
6 copyright
7 patent
8 piracy

Exercise 13
• With books closed, ask students to say as many words as they can that are connected to the digital world. You can start them off with *upload* and *social network*.

Exercise 14
• Have students describe what happens on Poland's Independence Day. Encourage them to use the words in the box.

Optional activity
Once students have completed the exercise, have a class discussion on the importance of celebrating a country's national day.

Exercise 16
• Students work in pairs. Monitor the conversations and help with vocabulary and grammar where necessary. Make note of the mistakes they make and then have a short feedback session at the end. Write a few of the most common mistakes on the board and help students correct them.
• Ask selected students to answer some of the questions in class.

Rozumienie ze słuchu

Wybór wielokrotny

1 **078** **Przeczytaj wskazówkę. Następnie wysłuchaj nagrania i wybierz poprawną odpowiedź.**

W nagraniu możesz usłyszeć wszystkie opcje odpowiedzi wymienione w zadaniu. Zwróć uwagę na słowa łączące, np. *but* lub *although*, ponieważ zmieniają one znaczenie wypowiedzi.

From what the speaker says, we can expect she will

A look for a similar TV series to watch.
B recommend the series to other people.
C stop watching the series completely.

2 **078** **Posłuchaj nagrania ponownie i uzupełnij poniższe zdania określeniami z tekstu.**

1 I was about to just give up and stop watching. _____, I carried on.
2 Funnily enough, _____ I love this series, I wouldn't necessarily watch another family saga.
3 I'm usually hopeless at small talk _____ *This Is Us* is now the first thing I talk about when I meet new people.

3 **079** **Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania: A, B albo C.**

Tekst 1

1 Why does the speaker write poetry?
A He loves playing with words.
B He needs to express his feelings.
C He uses it to escape everyday life.

Tekst 2

2 The girl worries she won't become a professional illustrator because she
A isn't talented enough.
B doesn't have enough original ideas.
C can't work fast enough.

3 What should the girl paint first according to her teacher?
A The background.
B The face.
C The sunflowers.

Tekst 3

4 Which part in the play did Holly have at the beginning?
A the servant
B the queen
C the villain

5 Because she is worrying about the play, Holly
A has headaches. **B** can't sleep. **C** is sweating a lot.

6 At the end of the conversation, Holly's dad
A offers to help Holly learn her lines.
B gives Holly some useful advice.
C suggests that Holly should relax more before the rehearsal.



4 **Odpowiedzcie w parach na pytania.**

1 If your school had a play, would you like a small or large role? Why?
2 What art forms work well with modern technology? Why?

WORDPOWER

5 **Pracujcie w parach. Przeczytajcie zdania (1–7) i wyjaśnijcie znacznie wyróżnionych wyrażeń.**

1 We see their life in the past, present and sometimes in the future. **You get the picture**.
2 Poetry may be one of the oldest art forms but it fits perfectly with the **state-of-the-art** technology of today.
3 I'm now **in** my teacher's **bad books** because she can't understand why it's taking me so long.
4 As for the sunflowers, it's winter now and I can't get any real ones. So I'll have to **take artistic licence** there!
5 Let me **put you in the picture** and you'll understand.
6 As for me, I'm starting to get **stage fright**. I'm scared to get up in front of people.
7 **It's the oldest trick in the book**. At home, just learn the cue and your lines.

POWERUP

Dobieranie

6 **080** **Usłyszysz dwukrotnie cztery wypowiedzi na temat ulubionych filmów. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

This speaker mentions

A enjoying the film's complex storyline. 2
B the expertise of the technical team on the film. 1
C frequently listening to the soundtrack for the film. –
D the film being an unusual example of the genre. 4
E a film that had different levels of success. 3

Materials
Classroom presentation tool
Class audio, tracks 078–080
Online practice

Exercise 2
1 However,
2 although
3 but

Exercise 5
1 You understand. / You know what I mean.
2 modern, using the most recent ideas and methods
3 If you are in someone's bad books, he/she isn't pleased with you.
4 the freedom of artists to change the facts of the real world when making art
5 explain something to somebody
6 feeling nervous because you're about to perform on stage
7 a trick or way of doing something that has been known or used for a long time

Exercise 1 **078**
Audio script page 256
- Before completing the exercise, ask students what a series is, what types there are and which series they enjoy watching. Ask why they think TV series are popular. Draw their attention to the fact that the word is the same in singular and plural.
- Ask students to note down the words from the recording that helped them choose the correct answer.

Exercise 2 **078**
Audio script page 256

Exercise 3 **079**
Audio script page 256
- Give students some time to read through the questions and the options. Explain any words they do not understand.

Exam tip
Remind students that they are going to listen to three separate texts. They should listen to the whole recording before answering.

Exercise 6 **080**
Audio script page 256
- Ask students to read the sentences and say what information they would expect to hear for each item to be correct.

9 Rozumienie tekstów pisanych

Materials
Classroom presentation tool

Dobieranie zdań do części tekstu / Tekst z lukami

1 **Przeczytaj wskazówkę, a następnie – cztery teksty na temat festiwalu *the Fringe* i dopasuj je do zdań A–C. Jeden tekst nie pasuje do żadnego zdania.**

W pierwszym zadaniu należy dopasować trzy zdania do czterech tekstów. Jeden z tekstów nie pasuje do żadnego ze zdań. Postaraj się znaleźć w zdaniach słowa kluczowe i poszukaj fragmentów tekstu, które do nich pasują.

A This text encourages people to perform at the Fringe. 2
B This text tells you where to look for financial advice. 1
C This text tells you where to find information about the theatres at the Fringe. 4

1

Looking to appear at the Edinburgh Fringe but are short of cash? Come to our meeting to learn how to find companies to sponsor your appearance at the festival. The meeting is on Wednesday 9th June in room 112 at the Drama Department.

2



Unlike other drama festivals, the Edinburgh Fringe is an open access arts festival. You won't need to convince a selection board to be able to put on your show. Only here can you enjoy complete artistic freedom! Take advantage of this and come to Edinburgh to impress the festival audience with your performance!

3

Even if money is no object and you have all your costumes and sets ready, your problems are not over. There is intense competition for places at the limited number of theatres in the city, not just the most well-known ones, so you must start making inquiries early.

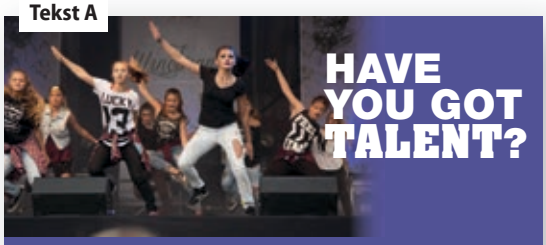
4

Our website will allow you to review and rate the festival venues. It is an essential aid to those who cannot visit Edinburgh in person before the Fringe, for example international visitors.

2 **Przeczytaj cztery teksty związane z konkursem talentów. Dopasuj do każdego zdania (1–3) właściwy tekst (A–D). Jeden tekst nie pasuje do żadnego zdania.**

1 In this text we can find out about the way in which the organizers support the contestants. B
2 This text outlines the limitations that should be considered by the candidates. A
3 In this text the author offers advice about preparing for the competition. D

Tekst A



We are hosting a Citywide Talent Competition. If you are aged 13–18 and attend any school within the city limits, you can get involved. We accept entries from any of the performing arts, such as:
• drama • music • dance.

However, you don't have to do any of the above, as long as your act can be performed on stage.

To be shortlisted, apply through your school and include a three-minute video showing your act. All applications must be received by 30th April. The best entries will be invited to a final show at the Central Theatre on Saturday 15th May.

The winners, as well as the runners-up, will get an opportunity to perform on TV3's live arts show, *Front Row*. Further details are available on our website.

Tekst B

Send

Hi guys,

Thanks for joining us for the Citywide Talent Competition. It seems like we are the only finalists doing a comedy show. Most others are rock bands, which is good, because it will be easier for us to stand out from the crowd!

The event has their own make-up artists who will be providing assistance for the performers. We ought to take some selfies beforehand to show how we want our faces to look. That way they'll know exactly what we have in mind.

Looking forward to the big day!

Charlie

Warm up
• Ask students to say if they have ever taken part in talent shows or competitions and, if so, what type. Ask them which talent shows are popular in Poland and why they think people take part in them.

Exercise 1
• Ask students if they would take part in the Edinburgh Fringe festival and what challenges they think they might come across.

Differentiation
Before reading options A–C, ask students to read each text 1–4. Then, as a class, go through each text and have students say what it is about.

Exercise 2
• Ask students to read all the texts first to get a general idea of what each text is about.

Differentiation
Ask students to work in pairs to complete the exercise, then check answers with another pair before a class feedback session.

Exam tip
Remind students that each item in the task matches a different text, and that one of the texts doesn't match any of the sentences.

Tekst C

Noah Are you guys all prepared for the talent competition?

Hazel Yeah, we have our dance routine pretty much ready.

Cora There are a couple of moves that we're still working on because the music is a bit fast.

Noah My friend has just pointed out something I'm not sure you know – you mustn't use recordings in the competition. Everything has to be played live.

Cora What? Nobody told us!

Hazel We don't have time to fix it because there's only a fortnight left before we go on stage. We can't put a band together.

Noah We are looking for dancers. Why don't you guys work with us? The music is ready, so we have time to sort it all out before the show.

Cora I'm not sure.

Hazel Come on, Cora, we have to give it a go. We've gone too far to back out now.

Cora I suppose we do dance to rock music from time to time.

Noah That's settled then! Come to our band practice today in the music room after school.

Tekst D

Citywide Talent Competition

The Citywide Talent Competition is now entering its fourth year. The event continues to go from strength to strength and remains a major launchpad for careers. Last year's winner, the Great Luisa, has already taken her magic show on tour throughout the country.

Other previous champions have gone on to stage school and are actively hoping to make it as professional actors.

For aspiring entrants, we have the following words of wisdom: When preparing the audition video, focus on showing your skills as well as possible, and not on making a fancy film. Don't spend ages trying out filters or using computer tricks to create an expert video. The judges are interested in your act, not your skill as a film director.

3 **Przeczytaj e-mail od Noah do jego kolegi. Uzupełnij luki 1–4 zgodnie z treścią tekstów (A–D), tak aby jak najbardziej precyzyjnie oddać ich sens. Luki należy uzupełnić w języku angielskim. W każdą lukę można wpisać maksymalnie dwa wyrazy.**

Hi Brad,
The Citywide Talent Competition was so cool! Our band took part but, unfortunately, most of the bands played [1] _____ like us, so it was difficult to attract the attention of the jury. As a result, the winner was a comedy show. However, we were invited to appear on TV because we were [2] _____.
Best of all, we have changed our act after a girls' dance group joined us. Because [3] _____ wasn't allowed in the competition, they couldn't do their original dance act, so we asked them to work with us. We only had [4] _____ of rehearsal time, but it all came together in the end. Our final show was much better as a result!
Noah

WORDPOWER

Czasowniki złożone z *out*

4 **Znajdź w tekstach poniższe czasowniki złożone i dopasuj je do właściwych definicji (1–5).**

back out | point out | sort out | stand out | try out

1 refuse to do an activity that you had agreed to do
2 be different from the other members of a group
3 fix a problem
4 use something to see if it works
5 tell or show something to a person that he/she had not noticed before

5 **Uzupełnij pytania czasownikami złożonymi podanymi w ćwiczeniu 4, użytymi w odpowiedniej formie. Jedno pytanie zostało podane dodatkowo – czy potrafisz je uzupełnić odpowiednim czasownikiem? Następnie odpowiedz na pytania z kolegą lub koleżanką.**

1 If you see an error on someone's social media account, do you usually _____ (it)?
2 How can someone _____ from other candidates in a university interview?
3 Have you ever _____ of something that you had agreed to do?
4 Who do you go to if you need to _____ a problem?
5 Where is the best place for teenagers to _____ in your hometown?
6 What kind of things should you _____ before you buy them?

Exercise 3
1 rock music
2 the runners-up
3 recorded music
4 two weeks

Exercise 4
1 back out
2 stand out
3 sort out
4 try out
5 point out

Exercise 5
1 point it out
2 stand out
3 backed out
4 sort out
5 eat/hang out
6 try out

Exercise 3

Differentiation
Ask students to first read through the email and try to predict what information is missing from each gap. Then they work in pairs to find the information they need for each gap in the texts, and rephrase it if necessary so it fits the gaps in the email.

Exercise 4
- Students can use the phrasal verbs in sentences of their own to help further their understanding before moving on to the next exercise.

Exercise 5
- Ask students for the Polish equivalents of the phrasal verbs. Then ask pairs to come up with one more phrasal verb with *up* and use it in a sample sentence.
- Hold a short class feedback session and put the new verbs on the board.

9 Rozumienie tekstów pisanych

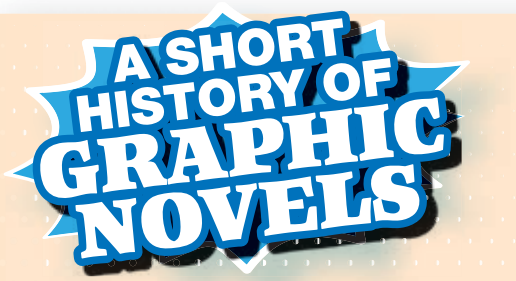
POWERUP

Dobieranie pytań do części tekstu

6 **Przeczytaj tekst, który został podzielony na cztery części (A–D), oraz pytania go dotyczące (1–5). Do każdego pytania dopasuj właściwą część tekstu. W jednej części tekstu znajdują się odpowiedzi na dwa pytania.**

In which paragraph does the author

1 suggest a reason why graphic novels are innovative? D
2 mention a graphic novel that triumphed over traditional writing? D
3 refer to a graphic novel whose content is both traditional and original? B
4 state that a certain term cannot be used literally anymore? C
5 describe an early attempt to raise the artistic profile of comics? A



A No bookshop today would be complete without a section dedicated to graphic novels, yet the history of this art form is surprisingly short. Most experts agree that comics for adults first appeared in the United States in the 1970s. Of course, comics as an art form had been recognized beforehand. Pop artists like Roy Lichtenstein had hung huge comic-book style images in galleries back in the 1960s. Yet despite that early interest in the visual element, it was only the emergence of graphic novels that put the focus on the ideas behind the images.

B What exactly is a graphic novel? One rule of thumb is that it is a story with adult-orientated content, a sophisticated narrative and some kind of meaning beyond simple entertainment. It does not have to be published in a single volume. Perhaps the greatest graphic novel, *Watchmen*, originally came out in twelve monthly comic books. It centred around the adventures of superheroes, which doesn't sound very groundbreaking. Nevertheless, it had a smart plot that jumped around in time, coupled with an attempt to question what would happen if these characters existed in real life. The audacity of it all made the critics' collective jaws drop.

C Graphic novels were revolutionary in countries like the US, where critics would once have turned their nose up at the idea of reviewing such childish material. Comics had traditionally been seen there as reading material for kids. The very term 'comics' refers to the fact that the early ones had predominantly funny stories for young readers, and the name stuck regardless of whether the content was humorous or not. Elsewhere, comics for a mature audience had been available for a long time. In France, highbrow writers had long heralded artists such as Moebius as masters of 'the ninth art': graphic novels are placed there, while the other 'arts' include painting, literature, and so on. Likewise, adults had been reading comics in Japan for decades. Stories such as the samurai adventures of *Lone Wolf and Cub* contained adult levels of violence that made them utterly inappropriate for the traditional pre-teen readership that existed in the US.

D Today, the graphic novel has become a diverse and vibrant art form, possibly because its relatively short existence gives a lot of freedom to its creators. They have used the medium to explore social change, such as in *Persepolis*, Marjane Satrapi's 2000 account of growing up during the Iranian revolution. Others concentrate on illness, both physical and mental, like *Dotter of her Father's Eyes* by Mary and Bryan Talbot. The story made a breakthrough for all comics when it won the Costa Biography Award, a prize usually given to traditional textual accounts. Bit by bit, graphic novel pioneers like these are demanding that their medium be noticed and get the recognition it deserves.



Exercise 6

- Refer students to the heading and ask them to say what a graphic novel is and why they think such novels are popular. Have them say if they enjoy reading graphic novels, and why / why not.
- Before they read the text, ask students to read items 1–5 and make sure they know what specific information they are looking for in each question.

Exam tip

Remind students that one of the paragraphs includes the answers to two questions so, until they find it, they should always consider all the paragraphs while looking for answers.

Mówienie

Rozmowa z odgrywaniem roli

1 **081** **Przeczytaj zadanie i wysłuchaj przykładowej rozmowy. Uzupełnij zwroty związane z pytaniem o pozwolenie.**

Jesteś na wymianie szkolnej w Londynie. Planujesz zorganizowanie pokazu filmowego, podczas którego chciałbyś/chciałabyś przybliżyć uczestnikom specyfikę polskiego kina. W rozmowie z koordynatorem wymiany uzgodnij następujące kwestie:

- cel projektu
- termin i miejsce spotkania
- przebieg pokazu
- wybór filmów.

1 _____ all right if I organized the meeting in the common room?
2 _____ if the project takes the form of an all-night film marathon?
3 _____ bring a guest from outside the school?

2 **081** **Wysłuchaj nagrania ponownie. Jakich zwrotów użył koordynator, udzielając zgody na proponowane rozwiązania?**

3 **Uzupełnij poniższe zdania z nagrania wyrażeniami z ramki. Jedno wyrażenie zostało podane dodatkowo.**

access to appeals to attracts with
based on focus on popular with set in

1 Cinema _____ everyone.
2 Polish culture is not really _____ British teenagers.
3 We are going to need _____ some streaming platforms.
4 We could watch two whole films and then _____ some example scenes.
5 I was thinking of films whose plot is _____ Poland or _____ Polish literature.

4 **Wykonajcie w parach poniższe zadanie. Następnie zamieńcie się rolami i wykonajcie je ponownie.**

Jesteś na wymianie szkolnej w Londynie. Planujesz zorganizowanie cyklu spotkań mających na celu promocję polskiej literatury. W rozmowie z pracownikiem biblioteki uzgodnij następujące kwestie:

- cel projektu
- terminy i częstotliwość spotkań
- planowana forma spotkań
- wybrane pozycje książkowe.

Rozmowę rozpoczyna pracownik biblioteki.

Rozmowa na podstawie materiału stymulującego

Po omówieniu materiału stymulującego usłyszysz dwa luźno powiązane z jego tematyką pytania. Odpowiedź na nie będzie wymagała umiejętności budowania dłuższych wypowiedzi, wyrażania i uzasadniania swoich opinii oraz przedstawiania plusów i minusów różnych rozwiązań. Zadbaj o logikę wypowiedzi, używając odpowiednich zwrotów łączących.

5 **Wybierz poprawne uzupełnienia zdań.**

1 On the one *hand* / *side*, graffiti can cause damage to private or public property.
2 *Another* / *Other* advantage is that individuals get a medium to express their opinions.
3 *First* / *Firstly* of all, watching live performance is a very authentic experience.
4 In *addition* / *addiction*, no two performances are ever the same.
5 *In final* / *Finally* theatre brings people together.
6 *Lastly* / *Last*, art is about freedom and breaking rules.

Więcej przydatnych zwrotów na s. 240

6 **082** **Wysłuchaj wypowiedzi dwóch uczniów i sprawdź odpowiedzi z ćwiczenia 5. Czy drugi uczeń w pełni odpowiedział na oba pytania i uwzględnił wszystkie wymagane elementy?**

7 **Wykonaj poniższe zadanie.**

Popatrz na ilustracje 1, 2 i 3. Szukasz wydarzenia artystycznego oferującego świeże spojrzenie na sztukę. Masz do wyboru trzy galerie.

- Wybierz tę propozycję, która wydaje ci się najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.







Odpowiedz na pytania.

1 Is going to museums and art galleries popular with young people? Why? / Why not?
2 What kind of art do young people prefer: classical or contemporary? Why?

Materials
Classroom presentation tool
Class audio, tracks 081–082
Online practice

Exercise 1
1 Would it be
2 Do you mind
3 May I

Exercise 2
Please, feel free to do as you suggest.
Sure, no problem.

Exercise 3
1 appeals to
2 popular with
3 access to
4 focus on
5 set in, based on

Exercise 6
The second student's answer is not fully developed – it doesn't include the disadvantages of being an artist.

Warm up
- Ask students to work in pairs and come up with as many polite ways of asking for permission as they can.
- Students share their ideas with the class.

Exercise 1 **081**
Audio script pages 256–257
- After completing the sentences, ask students to rephrase each question using other polite phrases.

Exercise 2 **081**
Audio script pages 256–257

Exercise 4

Mixed ability
In pairs, students make a mind map for each point they will talk about so they can refer to it during the role-play. When they finish the task, students swap partners and complete the exercise again, referring to their mind maps.

Exercise 6 **082**
Audio script page 257

Exercise 7

Exam tip
Remind students that they need to explain their choice and say why they reject the other pictures. The easiest way to do this is to discuss the one they would like to choose first, then focus on the pictures they've rejected.

9 Znajomość środków językowych

Materials
Classroom presentation tool
Online practice
Short test

GRAMMAR IN USE

Czasowniki modalne (1); pytania pośrednie

1 **Wybierz poprawne formy.**

1 An educated person *ought to* / *could* read literature from around the world.
2 You *can't* / *don't have to* turn off your phone before the concert begins. Just put it on 'silent'.
3 Leo *needn't* / *mustn't* watch horror films. He's too young.
4 I *could* / *should* play the piano well when I was five.
5 *Shall* / *Would you like* I order this title for you?
6 You *needn't* / *need to* stay for the whole rehearsal because you're only in the first part of the play.
7 I keep making mistakes with this piece so I *must* / *can* practise it some more.
8 *Will you be able to* / *Would you like* a free ticket to this exhibition?

2 **Uzupełnij dialog czasownikami modalnymi z ramki.**

can can't don't need to mustn't couldn't shall have to

Anna I'd love to go to this exhibition of folk art. It opened last weekend but I [1] _____ go then as I was too busy. Would you be interested in coming?
Ben Let's have a look. Yes, it looks great. [2] _____ we go this weekend?
Anna Would Sunday be OK? I [3] _____ go on Saturday. I've got a rehearsal for next week's concert and I [4] _____ miss it.
Ben Yes, I think Sunday will be fine. I [5] _____ do some work on my art project, because it's due in on Wednesday, but I [6] _____ do it on Saturday.
Anna Great! Why don't we meet there at eleven? We can just turn up – we [7] _____ book tickets in advance.

3 **Znajdź błędy w poniższych zdaniach i popraw je.**

1 I wonder how much do you know about modern American painting.
2 Everybody wanted to know who will play the main role in the film.
3 I'd like to know does the cinema shows any classic films.
4 Could you tell us when will the book be published?
5 I have no idea why has this film won the Oscar for special effects.
6 We weren't sure what time was the parade going to start so we checked online.

Więcej gramatyki na s. 224

Transformacje (zadanie zamknięte)

4 **Spośród podanych opcji (A–C) wybierz tę, która najlepiej oddaje sens wyróżnionego zdania lub jego fragmentu.**

1 This competition looks good. **Shall we enter it?**
A We really must take part in it.
B I suggest that we take part in it.
C We are able to take part in it.
2 **I really appreciate** everything you have done.
A I'm dissatisfied with
B I'm astonished by
C I'm grateful for
3 **That was a complete waste of time!**
A I found that very interesting.
B I didn't enjoy that at all.
C I thought that was too expensive.
4 You **needn't wear** your traditional outfit.
A don't have to wear
B mustn't wear
C shouldn't wear
5 **Do you fancy going to see *Giselle*?**
A Do you feel you should see *Giselle*?
B Is it possible for you to see *Giselle*?
C Would you like to see *Giselle*?

Tłumaczenie (zadanie zamknięte)

5 **Spośród podanych opcji wybierz tę, która jest tłumaczeniem fragmentu podanego w nawiasie poprawnie uzupełniającym lukę w zdaniu.**

1 Could you please check (*czy ta książka została przetłumaczona*) _____ into Polish?
A has this book been translated
B this book has been translated
C if this book has been translated
2 If you get the chance to (*zobaczyć ich na żywo*) _____, do go.
A see them play outdoors
B see them play live
C see them play together
3 Nobody can explain (*dlaczego on odmówił*) _____ to direct the sequel to his most successful film.
A why he refused
B why did he refuse
C why would he refuse
4 Members of the audience (*nie mogą*) _____ record the performance.
A needn't
B wouldn't
C mustn't

Exercise 2
1 couldn't
2 Shall
3 can't
4 mustn't
5 have to
6 can
7 don't need to

Exercise 3
1 ~~how much do you know~~ **how much you know**
2 ~~who will play~~ **who would play**
3 ~~does the cinema shows~~ **if/whether the cinema shows**
4 ~~when will the book~~ **when the book will**
5 ~~why has this film won~~ **why this film has won**
6 ~~was the parade~~ **the parade was**

Warm up
• Explain to students that you will say a few problems or dilemmas you have and they have to advise you using a modal verb. Say: *I'm usually late for work. I'm always tired in the evenings. I want to go to the cinema and art gallery this weekend but I'm not sure which to choose.*

Exercise 1
• Go through the different uses of modal verbs presented in the exercise and have students explain how they are used. Ask students to come up with sample sentences using the incorrect options.

Exercise 2
• Ask students to explain the meaning and usage of the items in the box.

Exercise 5
• Have students explain why the other options are incorrect.

Exam tip
Tell students they should read through the options and think about their grammar and meaning, and how they fit or don't fit the given sentence.

Zadanie z lukami

6 **Przeczytaj tekst. Uzupełnij każdą lukę (1–5) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna uzupełnionych zdań.**

The Joy of Being Scared!

If you like exciting, fast-paced and action-packed films, then you are probably a fan of action films. These films, with their chases, fights or shoot-outs, keep you on the edge of your seat, as you wonder [1]_____ the hero or heroine will do next.

Of course, an action film [2]_____ include plenty of dangerous stunts, otherwise it wouldn't be an action film! Some actors choose to perform these themselves, even though they don't [3]_____ to. They enjoy the adrenaline rush, and they want the film to be as authentic as possible.

Sometimes an action film is so popular that it generates a whole series. For example, there are over twenty films in the James Bond series, and several actors have played the [4]_____ character. Most recently it was played by Daniel Craig. He gained international fame but he also lost a couple of teeth and part of a finger. Clearly, you need to be tough to act [5]_____ an action film!

Gramatykalizacja / struktury gramatyczne

7 **Uzupełnij zdania 1–6. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.**

1 I had a lot of spare time on my gap year last year and I _____ (able/play) violin as much as I wanted.
2 I was wondering _____ (you/like) to borrow this book about jazz? I found it fascinating.
3 The chat show last night was so awful that we _____ (have/switch) to another channel.
4 Jo went to a great music festival last year. Do you remember _____ (what/call)?
5 We wanted to go to the show but we didn't know _____ (where/be).
6 I felt pleased when I put two new posts on my blog because I _____ (need/update) it for months.

POWERUP

Wybór wielokrotny

8 **Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst.**

What do you do if, after training as a ballet dancer, you can't find work because you're the wrong height or have the wrong body shape? You [1]_____ feel devastated. Martha describes what she did: 'I did a lot of ballet classes as a child and I [2]_____ measure myself regularly. Eventually, my worst fears were realized and I grew too tall! I was heartbroken but my teacher suggested switching to contemporary dance. I was worried about making the transition, but I [3]_____ have been. It's been exciting to learn new techniques, and to respond to the [4]_____ of the music differently.'

I ask Martha [5]_____ being too tall for classical ballet. 'A little,' she replies, 'but not much. I feel contemporary dance is right for me.'

1	**A** are able to	**B** should	**C** must	**D** need to
2	**A** could	**B** ought to	**C** need to	**D** would
3	**A** can't	**B** needn't	**C** couldn't	**D** wouldn't
4	**A** rhythm	**B** notes	**C** pitch	**D** harmony
5	**A** does she regret		**C** why she regrets	
	B if she regrets		**D** if she doesn't regret	

Transformacje (zadanie otwarte)

9 **Wykorzystując wyrazy podane dużymi literami, uzupełnij lukę w każdym zdaniu, tak aby zachować sens zdania wyjściowego (1–5). W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając w to wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna uzupełnionych zdań. Nie zmieniaj formy podanych wyrazów.**

1 I'm sure the culture shock was huge when you moved to Thailand. **MUST**
The culture shock _____ when you moved to Thailand.
2 What this picture is illustrating isn't clear to me. **WHAT**
I'm not sure _____ in this picture.
3 Do you know the date of the concert Lily's performing in? **WHEN**
Can you tell me _____ that Lily's performing in?
4 I'm certain it wasn't Tom who was dancing the lead role. **CAN'T**
Tom _____ the lead role.
5 I had the opportunity to go to the theatre but I chose to go to the cinema. **COULD**
I _____ to the theatre but I went to the cinema instead.

Exercise 6
1 what
2 must / should
3 have / need
4 main
5 in

Exercise 7
1 was able to play the
2 if/whether you would like
3 had to switch (over)
4 what it was called
5 where it was
6 had needed to update

Exercise 9
1 must have been huge
2 what is being illustrated
3 when the concert is
4 can't have been dancing
5 could have gone

Exercise 6
• In pairs, students go through the text and think of words that could be used in each gap. They compare their ideas in groups of four. Then check answers as a class.

Mixed ability
Ask students which answers they got wrong and have their classmates explain why they were incorrect.

Exercise 7
• After students finish the exercise, ask them in which items they needed to add extra words to make sure the sentences are logical and grammatically correct.

Exam tip
Remind students that they need to use the words in brackets in the same order as they are given, but change the form of at least one word to ensure the sentence is grammatically correct.

Exercise 8
• Ask students to read the text for general understanding, then try to complete the gaps without looking at the options first.
• They then check if any of the options are the same as their ideas. If not, they should try to rule out options which are incorrect.

9 Wypowiedź pisemna

Wpis na forum

Aby twoja wypowiedź nie była jedynie zlepkiem przypadkowych myśli, należy zadbać o spójność zarówno w obrębie całej wypowiedzi, jak i między zdaniami oraz wewnątrz nich. Zdania powinny logicznie się ze sobą łączyć, tak aby kolejne zdanie wynikało z poprzedniego.

1 **Przeczytaj zadanie i fragmenty wypowiedzi będące realizacją pierwszego podpunktu. Na czym polega różnica między nimi? Wybierz fragment, który uważasz za bardziej spójny.**

Co roku bierzesz udział w organizowanym w Polsce festiwalu folklorystycznym. Na forum internetowym miłośników folkloru:

- poinformuj, gdzie i kiedy ten festiwal się odbywa
- opisz atrakcje, w jakich można wziąć udział podczas tego festiwalu
- uzasadnij, dlaczego takie festiwale są ważne
- zachęć użytkowników forum do wzięcia udziału w tym festiwalu.

A Beskidy Highlanders' Week of Culture is organized in five towns: Wisła, Szczyrk, Żywiec, Maków Podhalański and Oświęcim. Lovers of folklore can participate in different events. It is organized every year in the middle of the summer. It lasts nine days.

B Beskidy Highlanders' Week of Culture is organized every year in the middle of the summer. It lasts nine days, during which lovers of folklore can participate in different events held in five towns: Wisła, Szczyrk, Żywiec, Maków Podhalański and Oświęcim.

2 **Przeczytaj pozostałą część wypowiedzi. Który z akapitów zawiera usterki w spójności?**

The main attractions are concerts, but also other events are organized, e.g. processions of groups in regional costumes, dance shows or painting and sculpture workshops. On top of that, there are stands with local food and genuine folk craftwork.

Folk festivals are of great importance. Young people should understand and appreciate their heritage. Folk festivals popularize traditional culture. Young people have the opportunity to get in touch with their heritage. Folk festivals present traditional culture in an attractive way for a contemporary audience.

You definitely should go to this festival because the atmosphere is unique. Although you are surrounded by several thousand people, you have a deep sense of belonging, especially when before the final concert the whole audience sings the unofficial anthem of the Beskidy highlanders 'Szumi jawor.'

3 **W ćwiczeniu 2 popraw akapit, w którym znajdują się usterki w spójności.**

4 **Odpowiedzcie w parach na poniższe pytania.**

1 Are you interested in traditional Polish folk culture?
2 In your opinion, what elements of Polish cultural heritage should be protected?
3 How do you understand the motto of the European Union - 'United in diversity'?

5 **Napisz tekst (100–150 wyrazów, nie licząc słów już podanych), w którym rozwiniesz każdy z czterech podpunktów.**

Chciałbyś/Chciałabyś pojechać na międzynarodowy festiwal muzyki ludowej. Na forum miłośników tej muzyki:

- wyjaśnij, dlaczego chcesz w nim uczestniczyć
- przedstaw swoje obawy związane z udziałem
- opisz reakcję znajomych, gdy dowiedzieli się, że planujesz wyjazd na festiwal muzyki ludowej
- zapytaj, które festiwale użytkownicy forum polecają i jakie są koszty związane z wyjazdem.

Hi everybody,
I'd like to go to one of the international folk music festivals which are organized this summer.

Podawanie powodów
I want to go to there because …
It's important for me because …
Wyrażenie obaw:
I'm afraid that …
I'm not sure if …

Opis reakcji znajomych
When my friends heard about my idea, they …
Some of them said that …
Uzyskiwanie informacji
What festivals do you recommend?
How much does it cost to … ?

Więcej przydatnych zwrotów na s. 244

POWERUP

Artykuł publicystyczny

6 **Napisz tekst składający się z 200–250 wyrazów.**

Podczas wakacji zwiedziłeś/zwiedziłaś żywy skansen. Napisz artykuł, w którym opiszesz swój pobyt w tym miejscu oraz wyjaśnisz, dlaczego muzea w takiej formie są atrakcją turystyczną.

Przydatne zwroty na str. 246

Materials
Classroom presentation tool
Online practice

Exercise 1
Answer B is more coherent.

Exercise 2
Paragraph 2 is incoherent; it includes lots of repetition and random thoughts not connected to each other.

Exercise 3
Suggested answer:
Folk festivals are of great importance because they present traditional culture in an attractive way for a contemporary audience. Thanks to them, young people have the opportunity to understand and appreciate their heritage.

Warm up
• Ask students if they read forums looking for advice on what to do and where to go in their free time. Ask if they contribute to such forums and, if so, how.

Exercise 1
• Students work in pairs. Ask them to write their own coherent paragraph referring to the first item in the task.

Exercise 2
• Ask students to compare their answers in pairs. Ask if they have any alternative sentences or phrases that can be used to correct the errors.

Exercise 5
• Ask students to work in pairs to brainstorm ideas and vocabulary they can use to complete the task.
• Remind them to use the phrases from the Writing box in their writing.

Exam tip
Remind students to use a wide range of vocabulary and grammar structures that are appropriate to the task.

Optional activity
Ask students to make a plan of their text. Then have them work in pairs and give each other constructive feedback before writing their final draft.

Bank zadań Wypowiedź ustna

Materials
Classroom presentation tool
Video
Video worksheets

2 minuty

Rozmowa wstępna

Odpowiedz na pytania.

1 Where do you usually stay when you travel? Why?
2 Would you like to go on safari? Why? / Why not?
3 Where is your favourite place to read books? Why?
4 Are there any kinds of films that you don't enjoy watching? What are they? Why?

4 minuty

Zadanie 1

Rozmowa z odgrywaniem roli

Planujesz ze swoją koleżanką z Walii spędzenie dzisiejszego popołudnia w kinie. W rozmowie z nią omów poniższe kwestie.

- cena biletów i ewentualne zniżki
- dojazd do kina
- godzina emisji i czas trwania filmu
- rodzaj filmu

(Rozmowę rozpoczynasz ty).

3 minuty

Zadanie 2

Opis ilustracji i odpowiedzi na trzy pytania

Opisz poniższe zdjęcie i odpowiedz na pytania.



Pytania znajdziesz na s. 242

3 minuty

Zadanie 3

Rozmowa na podstawie materiału stymulującego

Popatrz na zdjęcie 1 i zdjęcie 2. Wraz z kolegami i koleżankami z klasy przygotowujesz broszurę, która informuje o skutkach brawurowej jazdy samochodem. Wyraź swoje zdanie na temat dwóch poniższych propozycji zdjęć do umieszczenia w broszurze.

- Wybierz to zdjęcie, które twoim zdaniem będzie bardziej odpowiednie, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.

1



2



Odpowiedz na pytania.

1 Is driving according to the speed limit enough to prevent accidents? Why? / Why not?
2 Some people say that the age limit for drivers should be raised to 21. What do you think?
3 The plane is believed to be a much safer form of transport than the car. What do you think?
4 Why do you think more and more Polish families choose to spend their holidays abroad?

Warm up
• Place students in small groups. Tell them they each have to talk for one minute on the topic of the unit, but intentionally make errors for their group members to correct.

Rozmowa wstępna

Mixed ability
Have students swap partners for each question and have both of them ask and answer each question.

Zadanie 1
• As a class, make a mind map on the board containing key words that students can use to talk about each item in the task.

Exam tip
Remind students that the examiners do not mind if they speak with an accent but that pronunciation is important, so they should speak clearly and make sure they use words that they know how to pronounce correctly.

Zadanie 2
• Before students do the exercise, give them one minute to look at the picture and answer the questions: *Who is in the picture, where are they and what are they doing?*
• Remind students that they also need to answer the three questions on page 242.

Zadanie 3

Optional activity
Have students think of captions about careless driving for pictures 1–2.

Legenda
Oxford 3000
Oxford 5000
Poziom rozszerzony

83.1 Film

act in a film /ˌækt ɪn ə ˈfɪlm/ występować w filmie
action film /ˈækʃn fɪlm/ film akcji
actor /ˈæktə(r)/ aktor
actress /ˈæktrəs/ aktorka
adaptation /ˌædæpˈteɪʃn/ adaptacja
adventure film /ədˈventʃə fɪlm/ film przygodowy
be based on a book /biː ˌbeɪst ɒn ə ˈbʊk/ powstać na podstawie książki
be set in the 19th century /biː ˈset ɪn ðə ˌnaɪntiːnθ ˈsentʃəri/ rozgrywać się w XIX wieku
cartoon /kɑːˈtuːn/ kreskówka, film animowany
cast /kɑːst/ obsada
comedy /ˈkɒmədi/ komedia
direct a film /daɪˌrekt ə ˈfɪlm/ reżyserować film
director /daɪˈrektə(r)/ reżyser/reżyserka
fantasy film /ˈfæntəsi fɪlm/ film fantastyczny
film /fɪlm/ film
hero /ˈhɪərəʊ/ bohater
heroine /ˈherəʊɪn/ bohaterka
historical drama /hɪˌstɒrɪkl ˈdrɑːmə/ dramat historyczny
horror film /ˈhɒrə fɪlm/ horror
main character /ˌmeɪn ˈkærəktə(r)/ główny bohater/główna bohaterka
play in a film /ˌpleɪ ɪn ə ˈfɪlm/ występować w filmie
play the main role /ˌpleɪ ðə ˌmeɪn ˈrəʊl/ grać główną rolę
romantic comedy /rəʊˌmæntɪk ˈkɒmədi/ komedia romantyczna
scene /siːn/ scena w filmie
science fiction film /ˌsaɪəns ˈfɪkʃn fɪlm/ film science-fiction
sci-fi film /ˈsaɪ faɪ fɪlm/ film science-fiction
screenplay /ˈskriːnpleɪ/ scenariusz
screenwriter /ˈskriːnraɪtə(r)/ scenarzysta
sequel /ˈsiːkwəl/ dalszy ciąg, następna część (filmu, książki)
set /set/ miejsce akcji; plan filmowy; dekoracje sceniczne
soundtrack /ˈsaʊndtræk/ ścieżka dźwiękowa
special effects /ˌspeʃl ɪˈfekts/ efekty specjalne
star /stɑː(r)/ gwiazda
star in a film /ˌstɑː(r) ɪn ə ˈfɪlm/ występować w filmie
subtitles /ˈsʌbtaɪtlz/ napisy (w filmie)
thriller /ˈθrɪlə(r)/ dreszczowiec
war film /ˈwɔː(r) fɪlm/ film wojenny

83.2 Literatura

audiobook /ˈɔːdiəʊbʊk/ audiobook
author /ˈɔːθə(r)/ autor/autorka
autobiography /ˌɔːtəbaɪˈɒgrəfi/ autobiografia
back cover /ˌbæk ˈkʌvə(r)/ tylna okładka
bestseller /ˌbestˈselə(r)/ bestseller
biography /baɪˈɒgrəfi/ biografia
blurb /blɜːb/ tekst reklamowy umieszczany na okładce książki
chapter /ˈtʃæptə(r)/ rozdział
character /ˈkærəktə(r)/ postać
classic /ˈklæsɪk/ klasyka
content /ˈkɒntents/ treść; spis treści
cover /ˈkʌvə(r)/ okładka, obwoluta
fiction /ˈfɪkʃn/ literatura piękna, beletrystyka
footnotes /ˈfʊtnəʊts/ przypisy
front cover /ˌfrʌnt ˈkʌvə(r)/ przednia okładka
illustration /ˌɪləˈstreɪʃn/ ilustracja
illustrator /ˈɪləstreɪtə(r)/ ilustrator/ilustratorka
index /ˈɪndeks/ skorowidz
narrator /nəˈreɪtə(r)/ narrator/narratorka
non-fiction /ˌnɒn ˈfɪkʃn/ literatura faktu
novelist /ˈnɒvəlɪst/ powieściopisarz/powieściopisarka
play /pleɪ/ sztuka
playwright /ˈpleɪraɪt/ dramatopisarz/dramatopisarka
plot /plɒt/ akcja; wątek
poet /ˈpəʊɪt/ poeta/poetka
poetry /ˈpəʊətri/ poezja
scene /siːn/ scena, odsłona
short story /ˌʃɔːt ˈstɔːri/ nowela, opowiadanie
title /ˈtaɪtl/ tytuł
uplifting /ʌpˈlɪftɪŋ/ podnoszący na duchu
writer /ˈraɪtə(r)/ pisarz/pisarka

83.3 Muzyka i sztuki sceniczne

atmosphere /ˈætməsfɪə(r)/ atmosfera
ballet /ˈbæleɪ/ balet
ballet dancer /ˈbæleɪ dɑːnsə(r)/ tancerz baletowy/tancerka baletowa
band/group /bænd/ /gruːp/ zespół, grupa
breathtaking performance /ˌbreθteɪkɪŋ pəˈfɔːməns/ występ zapierający dech w piersiach
choral music /ˌkɔːrəl ˈmjuːzɪk/ muzyka chóralna
classical music /ˌklæsɪkl ˈmjuːzɪk/ muzyka klasyczna
compose /kəmˈpəʊz/ komponować
composer /kəmˈpəʊzə(r)/ kompozytor/kompozytorka
concert /ˈkɒnsət/ koncert
conductor /kənˈdʌktə(r)/ dyrygent/dyrygentka
dance /dɑːns/ taniec
dancer /ˈdɑːnsə(r)/ tancerz/tancerka
festival /ˈfestɪvl/ festiwal
folk music /ˈfəʊk mjuːzɪk/ muzyka ludowa
jazz festival /ˈdʒæz festɪvl/ festiwal jazzowy
live music performance /ˌlaɪv ˈmjuːzɪk pəfɔːməns/ występ muzyczny na żywo
modern dance /ˌmɒdn ˈdɑːns/ taniec nowoczesny
musician /mjuˈzɪʃn/ muzyk
on stage /ɒn ˈsteɪdʒ/ na scenie
outstanding performance /aʊtˌstændɪŋ pəˈfɔːməns/ znakomity występ
perform /pəˈfɔːm/ występować na scenie, odgrywać rolę
play live /ˌpleɪ ˈlaɪv/ grać na żywo
play the drums /ˌpleɪ ðə ˈdrʌmz/ grać na bębnach
play the guitar /ˌpleɪ ðə gɪˈtɑː(r)/ grać na gitarze
play the piano /ˌpleɪ ðə piˈænəʊ/ grać na pianinie/fortepianie
play the violin /ˌpleɪ ðə vaɪəˈlɪn/ grać na skrzypcach
rehearsal /rɪˈhɜːsl/ próba
show /ʃəʊ/ przedstawienie, pokaz
singer /ˈsɪŋə(r)/ piosenkarz/piosenkarka
song /sɒŋ/ piosenka, pieśń
support /səˈpɔːt/ występować przed głównym wykonawcą
theatre /ˈθɪətə(r)/ teatr
theatre company /ˈθɪətə kʌmpəni/ grupa teatralna
traditional dance /trəˌdɪʃənl ˈdɑːns/ taniec tradycyjny

83.4 Sztuki wizualne

abstract painting /ˌæbstrækt ˈpeɪntɪŋ/ malarstwo abstrakcyjne
art /ɑːt/ sztuka
artist /ˈɑːtɪst/ artystka/artysta
canvas /ˈkænvəs/ płótno malarskie
caricature /ˈkærɪkətʃʊə(r)/ karykatura
do an art exhibition /ˌduː ən ˈɑːt eksɪbɪʃn/ organizować wystawę sztuki
draw /drɔː/ rysować
exhibit /ɪgˈzɪbɪt/ eksponat; wystawiać eksponaty
exhibition /ˌeksɪˈbɪʃn/ wystawa
frame /freɪm/ rama (od obrazu)
gallery /ˈgæləri/ galeria
go to a museum /ˌgəʊ tə ə mjuˈziːəm/ iść do muzeum
graffiti /grəˈfiːti/ graffiti
landscape painting /ˈlændskeɪp ˈpeɪntɪŋ/ pejzaż; malarstwo pejzażowe
masterpiece /ˈmɑːstəpiːs/ arcydzieło
mime /maɪm/ mim
oil painting /ˈɔɪl peɪntɪŋ/ obraz olejny
paint /peɪnt/ malować
painter /ˈpeɪntə(r)/ malarz/malarka
pavement artist /ˈpeɪvmənt ɑːtɪst/ artysta malujący / artystka malująca na chodniku
picture /ˈpɪktʃə(r)/ obraz
portrait /ˈpɔːtreɪt/ portret
realistic painting /riːəˌlɪstɪk ˈpeɪntɪŋ/ malarstwo realistyczne
sculpture /ˈskʌlptʃə(r)/ rzeźba
sketch /sketʃ/ szkic
still life /ˌstɪl ˈlaɪf/ martwa natura
visit a museum /ˌvɪzɪt ə mjuˈziːəm/ iść do muzeum

83.5 Uczestnictwo w kulturze

audience /ˈɔːdiəns/ publiczność, widownia
cultural event /ˌkʌltʃərəl ɪˈvent/ wydarzenie kulturalne
emotional response /ɪˌməʊʃənl rɪˈspɒns/ emocjonalna reakcja
enter a competition /ˌentə(r) ə ˌkɒmpəˈtɪʃn/ brać udział w konkursie
experience /ɪkˈspɪəriəns/ doświadczenie, przeżycie
give sb a standing ovation /ˌgɪv sʌmbədi ə ˌstændɪŋ əʊˈveɪʃn/ nagrodzić kogoś owacjami na stojąco
go to a concert /ˌgəʊ tə ə ˈkɒnsət/ iść na koncert
go to the cinema /ˌgəʊ tə ðə ˈsɪnəmə/ iść do kina
guest speaker /ˌgest ˈspiːkə(r)/ zaproszony wykładowca / zaproszona wykładowczyni
listen to music /ˌlɪsn tə ˈmjuːzɪk/ słuchać muzyki
premiere /ˈpremieə(r)/ premiera
recommend /ˌrekəˈmend/ rekomendować
review /rɪˈvjuː/ recenzja
standing ovation /ˌstændɪŋ əʊˈveɪʃn/ owacja na stojąco
visit art galleries /ˌvɪzɪt ɑːt ˈgæləriz/ odwiedzać galerie sztuki
watch documentaries /ˌwɒtʃ dɒkjuˈmentriz/ oglądać filmy dokumentalne
watch films /ˌwɒtʃ ˈfɪlmz/ oglądać filmy
watch the news /ˌwɒtʃ ðə ˈnjuːz/ oglądać wiadomości
work of art /ˌwɜːk əv ˈɑːt/ dzieło sztuki
worth reading /ˌwɜːθ ˈriːdɪŋ/ warte przeczytania
worth watching /ˌwɜːθ ˈwɒtʃɪŋ/ warte obejrzenia

83.6 Media

article /ˈɑːtɪkl/ artykuł
broadsheet paper /ˌbrɔːdʃiːt peɪpə(r)/ gazeta wielkoformatowa
cable TV /ˌkeɪbl ˌtiː ˈviː/ telewizja kablowa
channel /ˈtʃænl/ kanał (telewizyjny)
daily newspaper /ˌdeɪli ˈnjuːzpeɪpə(r)/ gazeta codzienna
digital telly /ˌdɪdʒɪtl ˈteli/ telewizja cyfrowa
editor /ˈedɪtə(r)/ redaktor naczelny/naczelna
entertainment /ˌentəˈteɪnmənt/ rozrywka
front page /ˌfrʌnt ˈpeɪdʒ/ pierwsza strona (gazety)
host /həʊst/ gospodarz/gospodyni programu, prowadzący/prowadząca
international news /ˌɪntəˌnæʃnəl ˈnjuːz/ informacje międzynarodowe
journalist /ˈdʒɜːnəlɪst/ dziennikarz/dziennikarka
listener /ˈlɪsənə(r)/ słuchacz/słuchaczka
live broadcast /ˌlaɪv ˈbrɔːdkɑːst/ transmisja; audycja na żywo
magazine /ˌmægəˈziːn/ czasopismo
national/domestic news /ˌnæʃnəl ˈnjuːz/ /dəˌmestɪk ˈnjuːz/ informacje krajowe
newsreader /ˈnjuːzriːdə(r)/ prezenter/prezenterka wiadomości

How to learn vocabulary

- Ask students to choose ten words or phrases from the wordlist and to write them on a slip of paper.
- They swap papers with a partner, who has to translate the words into Polish.
- Students then check against the wordlist to make sure they have the correct translation, and then make sentences with the words to present to the class.

Brainpower

- Students work in pairs. At home, they choose a short scene from a TV series they like, and try to role-play it following the pronunciation, speed and intonation from the series. Then they role-play the scene in class.

Sprawdź się!

Optional activity
Ask students to pick five items from the wordlist and write sentences with them. Then ask them to rewrite these including Polish translations of the phrases. Students work in pairs and exchange their sentences with their partner, who has to read them and complete them with the English translations of the phrases in brackets.

presenter /prɪ'zentə(r)/ gospodarz/gospodyni programu, prowadzący/prowadząca
press /pres/ prasa
programme /'prəʊgræm/ program
publish /'pʌblɪʃ/ publikować
reporter /rɪ'pɔːtə(r)/ reporter/reporterka
satellite TV /ˌsætəlaɪt ˌtiː 'viː/ telewizja satelitarna
serious newspaper /ˌsɪəriəs 'njuːzpeɪpə(r)/ poważna gazeta
sports magazine /'spɔːts mægəziːn/ czasopismo sportowe
switch over to another channel /ˌswɪtʃ 'əʊvə tə ənʌðə 'tʃænl/ przełączyć na inny kanał
tabloid /ˌtæblɔɪd/ brukowiec
viewer /'vjuːə(r)/ telewidz
women's magazine /'wɪmɪnz mægəziːn/ czasopismo kobiece

83.7 Programy telewizyjne

chat show /'tʃæt ʃəʊ/ talk show
current affairs programme /ˌkʌrənt ə'feəz prəʊgræm/ program dotyczący bieżących wydarzeń
documentary /ˌdɒkju'mentri/ film dokumentalny
entertainment programme /ˌentə'teɪnmənt prəʊgræm/ program rozrywkowy
music programme /'mjuːzɪk prəʊgræm/ program muzyczny
quiz show /'kwɪz ʃəʊ/ teleturniej
reality show /rɪ'ælətɪ ʃəʊ/ reality show
series /'sɪəriːz/ serial
sitcom /ˌsɪtkɒm/ serial komediowy
soap opera /'səʊp ɒprə/ opera mydlana, telenowela
sports programme /'spɔːts prəʊgræm/ program sportowy
talent show /'tælənt ʃəʊ/ telewizyjny konkurs talentów
talk show /'tɔːk ʃəʊ/ talk show

83.8 Komunikacja w internecie

download sth from a website /daʊnˌləʊd sʌmθɪŋ frəm ə 'websaɪt/ pobrać coś ze strony internetowej
launch a website /ˌlɔːntʃ ə 'websaɪt/ uruchamiać stronę internetową
participate in an Internet forum /paːˌtɪsɪpeɪt ɪn ən ˌɪntənet 'fɔːrəm/ udzielać się na forum internetowym
post a comment /ˌpəʊst ə 'kɒment/ zamieszczać komentarz
social networking site /ˌsəʊʃl 'netwɜːkɪŋ saɪt/ portal społecznościowy
update a blog /ˌʌpdeɪt ə 'blɒg/ aktualizować blog
upload sth to a website /ʌpˌləʊd sʌmθɪŋ tə ə 'websaɪt/ załadować coś na stronę internetową
visit a website /ˌvɪzɪt ə 'websaɪt/ odwiedzać stronę internetową

83.9 Tradycje i zwyczaje

ancestor /'ænsestə(r)/ przodek
celebration /ˌselɪ'breɪʃn/ świętowanie
culture shock /'kʌltʃə ʃɒk/ szok kulturowy
customs /'kʌstəmz/ zwyczaje
folk art /'fəʊk ɑːt/ sztuka ludowa
global culture /ˌgləʊbl 'kʌltʃə(r)/ kultura globalna
globalization /ˌgləʊbəlaɪ'zeɪʃn/ globalizacja
local culture /ˌləʊkl 'kʌltʃə(r)/ kultura lokalna
parade /pə'reɪd/ parada
stereotype /'steriətaɪp/ stereotyp
symbolize /'sɪmbəlaɪz/ symbolizować
traditional beliefs /trəˌdɪʃənl bɪ'liːfs/ tradycyjne wierzenia
traditional outfits /trəˌdɪʃənl 'aʊtfɪts/ tradycyjne stroje
traditional values /trəˌdɪʃənl 'væljuːz/ tradycyjne wartości

83.10 Prawa autorskie

copyright /'kɒpɪraɪt/ prawo autorskie
freeware /'friːweə(r)/ darmowe oprogramowanie
intellectual property /ˌɪntəˌlektʃuəl 'prɒpəti/ własność intelektualna
licence /'laɪsns/ licencja
patent /'peɪtnt/ patent
piracy /'paɪrəsi/ piractwo
plagiarism /'pleɪdʒərɪzəm/ plagiat
trademark /'treɪdmɑːk/ znak firmowy

83.11 Wordpower s. 121

in sb's bad books /ɪn sʌmbədiz 'bæd bʊks/ nie móc liczyć na czyjąś przychylność
put sb in the picture /ˌpʊt sʌmbədi ɪn ðə 'pɪktʃə(r)/ zaznajomić kogoś z czymś
stage fright /'steɪdʒ fraɪt/ strach przed występem publicznym
state-of-the-art /ˌsteɪt əv ðiː 'ɑːt/ najnowocześniejszy
take artistic licence /ˌteɪk ɑːˌtɪstɪk 'laɪsns/ korzystać z wolności artystycznej podczas tworzenia sztuki
the oldest trick in the book /ðiː ˌəʊldɪst trɪk ɪn ðə 'bʊk/ stara sztuczka
You get the picture. /juː ˌget ðə 'pɪktʃə(r)/ Sam rozumiesz.

83.12 Czasowniki złożone z *out*

back out /ˌbæk 'aʊt/ wycofywać się
hang out /ˌhæŋ 'aʊt/ spotykać się
point out /ˌpɔɪnt 'aʊt/ wskazywać coś
sort out /ˌsɔːt 'aʊt/ rozwiązywać (problem)
stand out /ˌstænd 'aʊt/ wyróżniać się
try out /ˌtraɪ 'aʊt/ wypróbowywać

BRAINPOWER

Gdy oglądasz swój ulubiony serial w oryginalnej wersji językowej, możesz wykorzystać elementy techniki zwanej *shadowing*. Najpierw obejrzyj cały odcinek, a następnie skoncentruj się na jego wybranych fragmentach. Powtarzaj na głos wypowiedzi bohaterów i postaraj się wiernie odtworzyć wymowę, tempo mówienia oraz intonację.

Sprawdź się!

1 Fragmenty zdań w języku polskim przetłumacz na język angielski.

1 Cheryl loves *Mamma Mia!*, so she (*chciałaby zobaczyć*) _____ this musical on stage.
2 Do you know (*dlaczego on nie pojawił się*) _____ at the concert tonight?
3 (*Czy musimy być*) _____ there early if we want to get good seats?
4 Many people associate traditional Polish food with (*kotletami wieprzowymi i kapustą*) _____.
5 (*Chciałabym złożyć skargę*) _____ about the service I've received.
6 **A:** Which coach should I take?
B: You can take (*jeden albo drugi*) _____; (*oba jadą*) _____ direct to Berlin.

Wymowa

1 084 Przecztaj polsko-angielskie pary wyrazów. Wysłuchaj nagrania i powtórz angielskie słowa. Czym różni się polska i angielska wymowa wytłuszczonych głosek?

ten **t**en **k**ot **c**ot **p**or **p**our

W języku angielskim bezdźwięczne spółgłoski /p/, /t/ i /k/ wymawiamy z przydechem (dodatkową, słabo słyszalną głoską /h/), gdy występują przed samogłoską akcentowaną.

2 085 Wysłuchaj nagrania i powtórz podane wyrazy. Zwróć uwagę na sposób, w jaki wymawiane są wytłuszczone spółgłoski.

cast **c**all **t**wo **P**eter **c**ar **p**ass **t**ime
pasta **p**epper **c**olour **c**omedy

3 086 Wysłuchaj nagrania. Powtarzaj na głos poniższe zdania.

1 Pass the pasta, please.
2 Any time between two and four.
3 What colour is your car?
4 I will call Patricia tomorrow.
5 Peter Piper picked a peck of pickled peppers.
6 She posted the photo of the cast of the comedy.

Sprawdź się! Exercise 1
1 would like to see
2 why he hasn't turned up
3 Do we have to be
4 pork chops and cabbage
5 I would like to make a complaint
6 one or the other, both go

Wymowa

Exercise 1 084

Audio script page 257

Exercise 2 085

Audio script page 257

- Ask students to work in pairs and come up with other words that include the consonants /p/, /t/ or /k/used before a stressed vowel.

Exercise 3 086

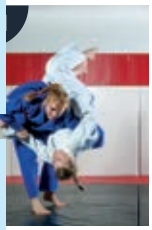
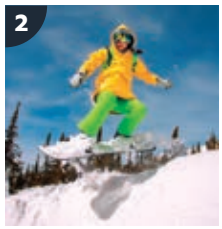
Audio script page 257

Optional activity

Students work in pairs. Ask them to write four sentences of their own containing sounds they have covered in exercises 1 and 2. They swap sentences with another pair and read them aloud to each other, making sure they pronounce the sounds correctly.

10 Sport

Materials
Classroom presentation tool
Class audio, tracks 087–088
Online practice
Short test




Słownictwo

1 **Pracujcie w parach. Opiszcie ilustracje i odpowiedzcie na poniższe pytania.**

1 What are the people doing?
2 Who is enjoying himself/herself the most? Why?

Dyscypliny sportowe

2 **Przeczytaj zdania i dopasuj do nich właściwe nazwy dyscyplin sportowych.**

basketball boxing diving figure skating
high jump hockey karate kayaking
long jump roller skating skateboarding
skiing ski jumping snowboarding
speed skating sprint squash tennis
volleyball windsurfing

1 Find two sports that involve fighting.
2 Find three team games.
3 Find three sports that involve water.
4 Find two sports you do on ice.
5 Find three athletics events.
6 Find three sports you do on snow.
7 Find a sport you can play with one other person.
8 Find two sports you need wheels for.
9 Find three sports that require a ball.
10 Find three sports you can do alone.

3 **Dopasuj nazwy dyscyplin sportowych z ćwiczenia 2 do odpowiednich kategorii. Dodaj także własne przykłady.**

go	play	do
surfing	*handball*	*judo*

POWERUP

4 **Przeczytaj opisy (1–7) i dopasuj do nich nazwy dyscyplin sportowych.**

1 You use a very long stick to jump as high as you can. It's really hard to do.
2 You use a shuttlecock to play it, and it's a very fast game. Not a great game to play if it's windy.
3 You throw a big metal plate as far as you can!
4 Two people fight with their hands and bodies – they must hit each other to win.
5 It's a popular game in India, Australia and the UK. It uses a bat and ball and the players all wear white.
6 It's a very fast racket game. Two players compete on a court, hitting a small ball against the wall.
7 The competitors throw a heavy metal ball from the shoulder as far as possible.

Uprawianie sportu

5 **Uzupełnij dialog czasownikami z ramki we właściwej formie.**

be break do (x2) give go lose play take win

Jack So, what sports do you [1] *do*, Rosie?
Rosie Well, I [2] *do* karate and I sometimes [3] *go* cycling. What about you?
Jack I [4] *play* football.
Rosie Are you in a team?
Jack Yes. We played last night, but we [5] *lost* the match 3–0.
Rosie Oh dear. What happened?
Jack Well, the referee [6] *gave* out about ten yellow cards.
Rosie Really? It sounds like he [7] *broke* a record!
Jack It really looks like he supported the other team. I've had enough, you know. I think I might [8] *take* up another sport.
Rosie Come on! I bet you're simply tired of [9] *being* on a team that loses so often. Maybe you'll [10] *win* the next match?
Jack I hope so.

6 **087** **Wysłuchaj nagrania i sprawdź odpowiedzi z ćwiczenia 5.**

Exercise 2
Suggested answers:
1 boxing, karate
2 basketball, hockey, volleyball
3 diving, kayaking, windsurfing
4 figure skating, speed skating
5 high jump, long jump, sprint
6 skiing, ski jumping, snowboarding
7 squash, tennis
8 roller skating, skateboarding
9 squash, tennis, volleyball
10 high jump, roller skating, skateboarding

Exercise 3
go: diving, figure skating, kayaking, roller skating, skateboarding, skiing, ski jumping, snowboarding, speed skating, windsurfing
play: basketball, hockey, squash, tennis, volleyball
do: boxing, high jump, karate, long jump, sprint

Exercise 4
1 pole vault
2 badminton
3 discus throw
4 martial art
5 cricket
6 squash
7 shot put

Warm up
• Have a class discussion on the benefits of sport and what students do to keep fit. Ask how often they do sports, what sports they do, and how they feel afterwards.

Exercise 1

Differentiation
Students take turns to say a key word for the other to say the sport, e.g. Student 1: *snow*, Student 2: *skiing*.

Exercise 2
• Tell students that some of the sports in the word box can be used more than once.

Exercise 4
• If necessary, draw a shuttlecock on the board for students to understand what it is.

Exercise 5
• Ask students to cover the word box and try to complete the exercise with their own ideas. They then look at the word box to see if they have chosen the same verbs.

Exercise 6 **087**
Audio script page 257
• Students can role-play the dialogue in pairs after checking answers.

POWERUP

7 **Wybierz poprawne uzupełnienia tekstu.**

KEEPING FIT
while you work or study from home!

Try some of our simple and effective exercises that you can do between online lessons or meetings. Circuit [1] *training* / *exercising* is primarily a resistance-training workout where you lift weights or use your muscles. In contrast, interval training is a cardio [2] *training* / *workout* where you try to get your heart beating really fast.

Get your heart pumping. Intensive exercise doesn't mean you have to go on a five-kilometre run. You can jog on the spot, do star jumps or [3] *burpees* / *stretches*.

Work on your core strength. Home training with several different exercises can be extremely effective to tone your body and keep fit. For your legs, try [4] *lunges* / *crunches* and squats. For your stomach, lie down flat and do [5] *sit ups* / *push ups* but don't forget to bend your knees. Also work on doing a plank – get yourself into the [6] *stand up* / *push up* position but with your elbows on the floor and hold it for thirty seconds to a minute.

Pozytywne i negatywne skutki uprawiania sportu

8 **Uzupełnij zdania wyrazami z ramki.**

flexibility fulfil healthy hurting injured keeps shape

1 Any sport can potentially result in injury – you can even get _____ doing yoga!
2 Taking part in regular sports activities _____ you fit and healthy.
3 Lots of young people want to be professional sports players; however, in reality, they will never _____ this dream.
4 Warm up and down before and after training to avoid _____ yourself.
5 Professional sports teams expect their athletes to train frequently as well as have _____ lifestyles.
6 I don't think it's a good idea to try the advanced yoga class if you're not in good _____.
7 He broke his leg in an accident which affected his _____ and decreased his confidence.

Sportowcy i obiekty sportowe

9 **Uzupełnij tabelę nazwami dyscyplin sportowych z ramki oraz nazwami sportowców uprawiających te dyscypliny.**

athletics boxing football horse racing ice skating ~~motor racing~~ tennis swimming

Place	Sport	Sportsperson
1 track	*motor racing*	*racing driver*
2 ring		
3 pitch		
4 court		
5 ice rink		
6 course		
7 pool		
8 stadium		

Sprzęt sportowy

10 **Dopasuj nazwy akcesoriów sportowych do dyscyplin, w których dany przedmiot jest używany. Niektóre akcesoria pasują do różnych sportów.**

bat costume goalposts goggles helmet mask net racket

1 table tennis
2 tennis
3 swimming
4 ice hockey

Sporty ekstremalne

11 **Dopasuj nazwy sportów ekstremalnych do opisujących je zdań.**

bungee jumping caving paragliding rock climbing skydiving white-water rafting

1 'You need a helmet, a torch and strong boots and clothes. It's incredible being far below the ground.'
2 'It's an amazing feeling when you first jump from the aeroplane.'
3 'You go with a group of people and speed along on a fast-flowing river.'
4 'I had some lessons and then I went up my first mountain.'
5 'You put on the rope and then you jump head first from a bridge!'
6 'You take off from a cliff and you fly through the air, looking down at the ground below.'

Exercise 8
1 injured
2 keeps
3 fulfil
4 hurting
5 healthy
6 shape
7 flexibility

Exercise 9
2 boxing, boxer
3 football, footballer
4 tennis, tennis player
5 ice skating, skater
6 horse racing, jockey
7 swimming, swimmer
8 athletics, athlete

Exercise 10
1 bat, net, racket
2 net, racket
3 costume, goggles
4 goalposts, helmet, mask, net

Exercise 11
1 caving
2 skydiving
3 white-water rafting
4 rock climbing
5 bungee jumping
6 paragliding

Exercise 7
• With books closed, read the answer options aloud to students for them to define or use them in sentences.

Exercise 8

Differentiation
Before completing the exercise, go through each word in the box and have students translate and give examples of how the words can be used in a sentence.

Exercise 10

Optional activity
Students work in small groups to come up with other sports, naming equipment that is used while playing them.

Mixed ability
More confident students can work in pairs to write a dialogue about a sport they enjoy doing, explaining how it is played and what equipment is used.

Exercise 11

Mixed ability
Ask less confident students to describe the extreme sports in the box before they do the exercise.

Optional activity
In pairs, students choose another sport and write a sentence to describe it. They swap their sentence with another pair and guess the sport.

Zawody sportowe

12 **Dopasuj wyrazy z ramki do odpowiednich kategorii.**

champion championships coach competition competitor contestant cup final game match medal player race referee spectators supporter tournament trophy

Type of event	Prize	People

13 **Wybierz poprawne uzupełnienia zdań.**

1 The goalkeeper tried to *save* / *score* the ball, but he had no chance.
2 The winner took home a prize of £1,000. The *runner-up* / *second* left with nothing.
3 Unfortunately, the team from London *won* / *beat* us for the third time running.
4 You have to take part in the trials if you want to *succeed* / *qualify* for the team.
5 The handball player *kicked* / *threw* the ball straight into the net.
6 To *score* / *shoot* a point in basketball, a player must throw the ball into the basket.
7 The match was a 1–1 *draw* / *score*.
8 Come on! You have to *shoot* / *kick* at the goal to win!
9 He *gained* / *succeeded* in becoming one of the greatest players of all time.
10 He won the tennis match because he scored more *points* / *goals* than his opponent.

Sport wyczynowy

14 **Uzupełnij tekst wyrazami z ramki.**

achieve amateur approach competitive diet opponent pressure professional train

If you take part in serious [1]_____ sports, you need to make sure you have a healthy lifestyle. This is especially true if you want to turn [2]_____ one day and make your living from sport. But even [3]_____ sportsmen and women who take sport less seriously, but who want to [4]_____ good results, need to follow some basic rules.

Firstly, make sure you [5]_____ every day, not only in your chosen sport, but by going to the gym, running, etc. Secondly, your body uses up a lot of energy, so you also need to go on a special [6]_____ to make sure you get all the nutrients you need. Thirdly, you need to have the right psychological [7]_____ if you want to beat your [8]_____. Stay positive, even when you are under [9]_____.

15 **088** **Wysłuchaj nagrania i sprawdź odpowiedzi z ćwiczenia 14.**

16 **Odpowiedzcie w parach na poniższe pytania.**

1 What sports do you play? Why do you like playing them?
2 Do you enjoy watching sports? Why? / Why not?
3 What are the most popular sports in Poland? Why do people do them?
4 What sport(s) would you like to take up in the future? Why?
5 Would you like to try an extreme sport? Why? / Why not?
6 Tell us about a sport you did when you were a child.
7 Do you think professional sportspeople get paid too much? Why? / Why not?
8 What are the advantages and disadvantages of being a professional sportsperson?

POWERUP

Problemy współczesnego sportu

17 **Uzupełnij tekst wyrazami z ramki. Dwa wyrazy podano dodatkowo.**

commercialization corruption discrimination doping politics pressing scandals unite

Major problems in the modern sporting world

We asked young people around the world what they thought were the most [1]_____ issues facing the global business of sport.

'Sport has the power to [2]_____ people, even when supporters are opponents. Companies forget about the good that sport can do and just use it to sell their products. I think this kind of [3]_____ takes all the fun out of it.'

Manuel, Spain

'I wish we could keep [4]_____ out of sports. I hate seeing ministers using sports teams to promote their own interests and careers. Sport should be about the game and nothing else!'

Olga, Poland

'You hear about all sorts of [5]_____ on the news, like footballers involved in match-fixing or referees taking money to favour one team over the other. I just wish that something could be done about the [6]_____ in the world of sport.'

Michael, Germany

Exercise 12
Type of event: championships, competition, final, game, match, race, tournament
Prize: cup, medal, trophy
People: champion, coach, competitor, contestant, player, referee, spectators, supporter

Exercise 14
1 competitive
2 professional
3 amateur
4 achieve
5 train
6 diet
7 approach
8 opponent
9 pressure

Exercise 17
1 pressing
2 unite
3 commercialization
4 politics
5 scandals
6 corruption

Exercise 13

Mixed ability
Less confident students can refer to the wordlist to complete the exercise. In more confident groups, have students define each incorrect item as best they can.

Exercise 15 **088**
Audio script page 257

Exam tip
Remind students to listen carefully to their partner and to show that they are listening, so their partner feels reassured. Remind students that they should refrain from correcting the person speaking, but they can help out with vocabulary or grammar if they get stuck.

Exercise 17
- Ask students to look at the words in the box and say sentences with them before completing the exercise.
- Have a class discussion on whether students agree or disagree with the speakers in the text, making sure they give reasons for their opinions.

Rozumienie ze słuchu







Dobieranie

1 **Pracujcie w parach. Popatrzcie na zdjęcia i odpowiedzcie na poniższe pytania.**

1 What type of technology is being used in each photo? Have you used any of this technology?
2 What are the advantages and disadvantages of using technology in sport?

2 089 **Usłyszysz dwukrotnie pięć wypowiedzi związanych z zastosowaniem technologii w sporcie. Do każdej wypowiedzi (1–5) dopasuj odpowiadające jej zdanie (A–F). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

Przeczytaj dokładnie zadanie i zastanów się, jakiego słownictwa możesz spodziewać się w każdej wypowiedzi. Pomoże ci to przygotować się do wykonania zadania.

Which person

A explains the reasons for his/her feelings about a piece of technology? 3
B plans to get rid of some technology? –
C presents two sides of an argument? 1
D describes how someone helps him/her improve? 4
E says the mode of instruction is not suitable? 5
F suggests that the benefits outweigh the risks? 2

WORDPOWER

3 **Popatrz na zdania z nagrania i wyjaśnij znaczenie wyróżnionych wyrażeń.**

1 They'd **be better off** trading it in for a conventional bike.
2 Rather than **putting people off** cycling, it is encouraging more people to take up the sport.
3 Some people **thrive on it**.
4 She tells me how my hard work **is paying off**.
5 Annabel will know just how hard **to push me**.
6 How would Annabel know that **I've got what it takes**?

4 **Przeczytaj poniższe zdania. Zastąp podkreślone słowa wyrażeniami z ćwiczenia 3 w odpowiedniej formie.**

1 My best friend doesn't think I can run a marathon, but I believe I can.
2 All the time you've spent training is worthwhile because your swimming technique is really improving.
3 If I talk about all the injuries I've had while dancing, it discourages people from doing it.
4 My tennis coach is encouraging me to try harder so I improve faster.
5 Entering competitions is something that most athletes are motivated by.
6 It would be more rewarding for us if we exercised together.

POWERUP

Zdania z lukami

5 090 **Usłyszysz dwukrotnie wywiad na temat ciekawego wydarzenia sportowego. Na podstawie informacji zawartych w nagraniu uzupełnij luki w zdaniach 1–5, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.**

1 Each runner who is still in the race has to run for _____ every hour.
2 Harper says the fastest runners are even able to _____ between laps.
3 The jeerleaders had the opposite effect on the speaker's _____.
4 Harper says that your stamina is more important than how _____.
5 Harper's story shows that the race is so exhausting that even _____ while running may be too hard to do.

Materials
Classroom presentation tool
Class audio, tracks 089–090
Online practice

Exercise 3
1 be better off (doing sth) – *lepiej zrobić coś (niż coś innego)*
2 putting sb off (doing sth) – *zniechęcać kogoś (do robienia czegoś)*
3 thrive on sth – *kwitnąć, dobrze się rozwijać na bazie czegoś*
4 sth is paying/pays off – *coś się opłaca*
5 push sb – *przycisnąć kogoś, zachęcać do większego wysiłku*
6 I've got what it takes – *mam to, czego potrzeba (np. umiejętności) (aby coś zrobić)*

Exercise 4
1 I've got what it takes
2 is paying off
3 puts people off
4 pushing me (to try harder)
5 thrive on
6 We'd be better off

Exercise 5
1 four/4 miles
2 nap / sleep / have a (power) nap
3 motivation
4 fast/quickly you run / fast/quick you are
5 talking (to someone) / calling (someone) on the phone

Warm up
• Say: *I am wearing a watch that tells me how many steps I take per day. It monitors my health, but it also makes me anxious.* Ask students if they use any similar technology, and how it makes them feel.
• Elicit other forms of technology students know of that are used in sports, and how they are used.

Exercise 2 089
Audio script pages 257–258

Exercises 3 and 4

Mixed ability
Less confident students can refer to the wordlist and then make their own sentences with the key vocabulary.
More confident students can write a short dialogue using the key vocabulary to role-play in front of the class.

Exercise 5 090
Audio script page 258
• If necessary, play the recording for the third time for students to check their answers. Pause the recording after each part that contains the correct answer, and discuss it with students to make sure they understand why it is the correct answer.

10 Rozumienie tekstów pisanych

Materials
Classroom presentation tool

Exercise 4
1 break down into
2 cut out
3 miss out on
4 pick up
5 stick to sth
6 go on to

Dobieranie zdań do luk w tekście

1 **W parach odpowiedzcie na pytania.**

1 What kind of exercise do you enjoy doing?
2 How much time do you spend doing exercise each week?
3 Do you think people do exercise for fun, for their appearance or to keep fit? Why?

2 **Przeczytaj tekst, z którego usunięto cztery zdania. W każdą lukę (1–4) wpisz literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.**

Po wybraniu wszystkich uzupełnień upewnij się, że zdanie, które zostało podane dodatkowo, na pewno nie pasuje do żadnej z luk.

A In fact, he thought about playing football almost twenty-four hours a day.
B Luckily, this wasn't necessary on the pitch.
C He used this new starting point to make an important decision.
D It was a different story when he was a teenager, though.
E He even built a home gym to make sure he was able to train on a regular basis.

3 **W parach odpowiedzcie na pytania.**

1 Why do some people become sports stars? Is it because they work hard or are they born with special abilities?
2 Do you prefer playing or watching sports?
3 Do you have a favourite athlete or player?



The making of Robert Lewandowski

Robert Lewandowski is Poland's super striker, one of the world's greatest football players. He is fast, smart and incredibly strong. ¹ D In 2006, when he was eighteen, his club Legia Warsaw released him because he was too thin. Missing out on an opportunity to play for a big club would have broken many other players, but after this early shock he became only more determined to succeed.

After this difficult start, Robert started playing for other clubs in Poland and his career soon picked up. From third division Znicz Pruszków, he went on to sign a contract with German giants Borussia Dortmund in 2010. He was already starting to show the marks of a great player. In 2013 he married his wife Anna, who is also a sportswoman and a nutritionist. ² C In the past he had a sweet tooth, but now he resolved to completely change his diet to maximize his fitness. To do so, he cut out food that was high in sugar and fat, and only drank smoothies, vegetable juices or water.

WORDPOWER

Czasowniki złożone

4 **Dopasuj czasowniki złożone wyróżnione w tekście do definicji (1–6).**

1 to divide something into parts in order to make it easier to do
2 to stop using or eating something
3 to fail to get something you want
4 to improve or get better after a bad situation
5 to do what you have promised or agreed to do
6 to do an action after completing another one

Warm up
• Ask students if they would ever want to be professional athletes. Ask if they think an athlete's life is difficult and have them give reasons. To encourage them, say: *I wouldn't want to be an athlete because I'd find it difficult sticking to a strict routine.*

Exercise 2
• Ask students to identify reference words that link the text and sentences A–E.

Exercise 3

Exam tip
When answering questions in the exam, tell students to make sure they stay on topic.

Exercise 4
• Before looking at the definitions, ask students to look at the highlighted words in the text and try to explain their meaning from the context. Then they match them to the definitions.



But that was only one part of the story. Lewandowski also hit the gym, where he took up a new exercise programme. His new workout routine was broken down into segments focusing on particular skills such as, for example, increasing acceleration. However, he also worked out with ropes and weights to build power, strength and endurance. [3] E This new training routine proved to be a major success and the results amazed his teammates at his next club Bayern Munich. They called him 'the body' because he was all muscle!

The skinny teenager was now super fit. Because he stuck to his training routine, he was hardly ever injured and he was always ready for a game. [4] A He even had a sleep coach to improve his sleep at night! As there are other aspects to sport than just the physical, he also does other exercises that help him to concentrate during a game. Strikers need to be ready for action in an instant. As we can see, all that training clearly works because when Lewandowski shoots, more often than not, he scores!



5 **Uzupełnij tekst czasownikami złożonymi występującymi w ćwiczeniu 4. Jeden czasownik został podany dodatkowo. Jak rozumiesz tytuł tekstu?**



GOING for GOLD

Winning a gold medal at the Olympics may sound like an impossible dream, but many athletes tend to [1] _____ their training into more manageable personal challenges, such as running slightly faster at each training session.

Any professional athlete will stress the importance of [2] _____ a training routine and maintaining a strict diet. It goes without saying that you need to [3] _____ junk food completely. Many prospective Olympians also have to accept that they will [4] _____ many social aspects of growing up, such as going out with friends. However, they consider the sacrifice worthwhile if they [5] _____ set foot on the winner's podium.

Exercise 5
1 break down
2 sticking to
3 cut out
4 miss out on
5 go on to

'Going for gold' is a sports idiom that means 'trying your hardest'.

Idiomy związane ze sportem

6 **Dopasuj idiomy wyróżnione w zdaniach 1–6 do zdjęć przedstawiających sporty, do których nawiązują te wyrażenia. W parach wyjaśnijcie dosłowne i przenośne znaczenie tych wyrażeń.**

1 It's **a level playing field** so may the best man or woman win! C
2 You need to **learn the ropes** before you start your own business. A
3 The **ball is in your court** so just tell me what you'd like to do. B
4 If you **get a head start**, I think you'll be able to get everything done by Friday. E
5 I have so much work on this week that it's difficult **to keep my head above water**. F
6 We're **on target** to make a profit this summer, which is great news. D













Exercise 5
• After checking answers, ask students to make true sentences about themselves containing the phrasal verbs from the text, e.g. *I've cut out sugar because I want to be healthier. I forgot to attend the football trials and missed out on making the team.*

Exercise 6

Mixed ability
Less confident students can refer to the wordlist to help them complete the exercise. More confident students can write a short paragraph describing a sport from the pictures, using at least two of the idioms.

Optional activity
After completing the exercise, place students in pairs. Ask them to choose two pictures to compare and contrast using new vocabulary from the unit. They should also discuss why they think people do these sports. Then have students switch partners and repeat the exercise using different pictures.

POWERUP

Zdania z lukami

7 **Uzupełnij luki w zdaniach 1–4 zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim.**

1 The reason Ella starts her speech with a quote is to make _____.
2 Ella isn't satisfied with what she wrote in her notebook because _____.
3 Ella is slow to start speaking because she _____.
4 Using the words *old friend* to refer to a metaphor, Ella implies that she _____.



HALF-TIME

'It's a game of two halves,' said Ella, slipping her favourite football quote in at the start of her half-time talk, thinking that she couldn't go wrong with humour. The team stared back at her in stony silence. They were right to be crestfallen. Although they'd put up a good fight, the opposition were on fire today and the half-time score was three nil. Ella needed more than a few jokes to turn things around.

She looked down at her notebook nervously. While training to be a coach, she'd sat in on talks during the 2005 FA Cup Final. Back then, she thought that wise words would inspire the players and motivate them to reach new heights. She took copious notes. The pinnacle of her career had been her rousing speech just before the semi-final of the European Cup.

But things had gone downhill since then and Ella's notes had got fewer and fewer as she'd run out of original ideas. Today all she had written down were the words SCORE GOALS in capital letters. It wouldn't take a genius to work that one out!

Some football managers got overdramatic at times like these. They'd slam doors and break cups. They'd shout and scream at players. Ella was more in favour of a well-chosen metaphor. It was just that she'd already used just about every metaphor she could think of and she was afraid to speak in case she repeated herself. Difficult to inspire confidence in others when it was lacking in yourself.

Still, forty-six eyes were looking at her. She knew she'd have to say something, and soon. 'Your skill and your confidence are your armour,' she began, hesitantly, looking for signs of recognition in their faces, certain that the battle metaphor was an old friend. 'I know your armour might be a little dented right now, but you're brave and you're strong. You can win this one!' She paused, waiting for the first signs of a reaction. A twinkle in the eyes. 'Put the first half behind you. You can't change that. Don't worry about the end result. The only thing you can control is the present, so get back out there and live in the moment. Put all those skills you have to good use. I know you can do it.'

There were no cries and no cheers, but Ella sensed that the players' mood had lifted a little. 'Can you do that, Danni?' she asked the goalie, attempting a bit of audience participation. As she heard the words, 'Yes, boss,' she thought that maybe all was not lost.



Exercise 7
1 the players/the team laugh/smile
2 it was too obvious / it wasn't good/original enough
3 has lost (her) confidence (in herself) / lacks/doesn't have enough confidence / doesn't know what to say
4 has used it before/already / has already used it

Exercise 7
- Write the following on the board before students start the exercise: *stony silence, turn things around, things go downhill, run out of, twinkle in the eye, mood has lifted.* Ask students what they think each of these idioms mean. Give example sentences if necessary.
- Have students look at the text, the title and the images. Ask how they think the idioms could be used in the text and what they could possibly refer to.
- Remind students that they may need to rephrase the information in the text to fit the sentences.

Mixed ability
Have less confident students complete the exercise with a partner, and point to the parts of the text where they found the answers.

Optional activity
As a class, discuss Ella's method of handling her team and if students would have done the same if they were in Ella's position.

Mówienie

Opis ilustracji i odpowiedzi na trzy pytania

Czas przeznaczony na całe zadanie to maksymalnie trzy minuty. Oznacza to, że nie możesz sobie pozwolić na wypowiedzi niezwiązane bezpośrednio z tematem. Aby precyzyjnie i logicznie przekazać wszystkie wymagane informacje, konieczne jest poprawne zastosowanie czasów gramatycznych.

1 **091** **Popatrz na ilustrację. Następnie wysłuchaj wypowiedzi dwóch uczniów na jej temat. Które odpowiedzi odbiegają od tematu lub są niekompletne?**



2 **092** **Uzupełnij zdania wyrazami z nawiasów użytymi w odpowiednim czasie. Wysłuchaj nagrania i sprawdź odpowiedzi.**

1 I guess they _____ (just/win) an important competition, because they _____ (wear) gold medals around their necks.
2 It _____ (happen) last month. My brother _____ (persuade) me to take part in a charity run.
3 While I _____ (run), hundreds of spectators _____ (line) the streets, cheering loudly.
4 When I _____ (reach) the finish line I was exhausted but happy. I _____ (just/cover) ten kilometres!

3 **Opisz ilustrację i odpowiedz na pytania ze s. 242.**



Rozmowa na podstawie materiału stymulującego

Gdy odpowiadasz na pytania rozmówcy, rozwijaj swoje argumenty, podając przykłady i wyjaśnienia oraz opisując skutki i przyczyny opisywanych zjawisk lub rozwiązań.

4 **093** **Wysłuchaj odpowiedzi uczennicy na poniższe pytanie. Których z poniższych wyrażeń użyła w swojej wypowiedzi?**

Why do people do extreme sports?

Podawanie przykładów
For example/instance, …
Look at the case of …
Podawanie wyjaśnień
This means that …
What I mean by that is …
Opisywanie skutków i przyczyn
As a result, …
Therefore, …
Consequently, …

Więcej przydatnych zwrotów na s. 240

5 **Wykonaj poniższe zadanie.**

Popatrz na ilustracje 1, 2 i 3. Chciałbyś/Chciałabyś popracować nad swoją kondycją fizyczną. Masz do wyboru trzy formy zajęć.

- Wybierz tę propozycję, która wydaje ci się najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



Odpowiedz na pytania.

1 What are the advantages and disadvantages of being a professional athlete?
2 Should violent sports, like boxing or martial arts, be banned? Why? / Why not?

Materials
Classroom presentation tool
Class audio, tracks 091–093
Online practice

Exercise 1
Question 1: Student 1 doesn't describe the picture properly: he doesn't say what the people in the picture are doing (only who and where they are), and doesn't speculate about what is happening/has happened.
Question 2: Student 1 doesn't answer the question fully.
Question 3: Student 2 doesn't really answer the question – she doesn't talk about the differences between team sports and individual sports.
Question 4: Student 1 doesn't answer the question – he doesn't talk about a competition he saw or took part in.

Exercise 2
1 have just won, are wearing
2 happened, had persuaded
3 was running, were lining
4 reached, had just covered

Warm up
- Ask students if they think that winning is the most important thing in sport. Encourage them to explain their reasons.

Exercise 1 **091**
Audio script page 258
- After students complete the exercise, place them in pairs and have them describe the picture using their own ideas. Ask students to share their descriptions with the class.

Exercise 2 **092**
Audio script page 258

Exercise 3
- Before completing the exercise, ask students to describe the picture and say what they think has just happened, how the athletes are feeling and what they could possibly be thinking.

Exercise 4 **093**
Audio script page 258

Exercise 5
- Before students do the task, ask them to use the mind map technique to help them think of key vocabulary they can use to talk about each picture.

Differentiation
When students are ready to move on to discuss questions 1–2, ask them to work in small groups and discuss each question together. They can then present their ideas to the class.

Materials
Classroom presentation tool
Online practice
Short test

GRAMMAR IN USE

Stopniowanie przymiotników i przysłówków; konstrukcje z przymiotnikiem i przysłówkiem

1 **Uzupełnij zdania przymiotnikami z nawiasów we właściwej formie.**

1 I'd say that rock climbing is one of _____ (exciting) sports.
2 Long distance runners are probably _____ (fit) than most golfers.
3 In my opinion, boxing is a much _____ (good) sport to watch than football.
4 Squash and football are the _____ (bad) sports for your knees, with all that twisting and turning.
5 It's much _____ (expensive) to go horse riding than it is to go cycling.
6 When you do a martial art like karate, you feel _____ (confident) in everyday life.

2 **Uzupełnij tekst wyrazami z ramki. Jeden wyraz podano dodatkowo.**

as least lot many more most much than

SPORTS: The best and the worst

Which sport would you say is the most dangerous? Which is the best for you to do to keep healthy? Which one will cost you the [1] most to do? Here are some facts:

Rugby is probably the most dangerous sport of all – it has the [2] least protective clothing of all contact sports. The aggressive tackling produces far [3] more broken bones and head injuries than martial arts! Interestingly, golf isn't [4] much safer, as many golfers suffer muscle injuries and they can get hit by the ball!

The healthiest sport could be squash. Experienced players can burn more [5] than 1,000 calories per hour while they play. Playing squash uses most muscle groups in your body, although it can put a [6] lot of pressure on your leg joints.

The most popular sport is football, as [7] many as 250 million people play it!

3 **W każdym zdaniu znajdź błąd gramatyczny i go popraw.**

1 The more I train the best I get.
2 Her score was even more bad than mine.
3 They didn't score many goals to win, so they lost.
4 He fights as good as he talks.
5 His opponent was very fast for him.

Więcej gramatyki na s. 226

Tłumaczenie (zadanie zamknięte)

4 **Spośród podanych opcji wybierz tę, która jest tłumaczeniem fragmentu podanego w nawiasie poprawnie uzupełniającym lukę w zdaniu.**

1 We tried our best but (*udało nam się dojść tylko do*) _____ the semi-final.
(A) we only made it as far as
B we managed to win
C we were able to play in

2 The man who (*pobił najwięcej*) _____ Guinness World Records ever is Ashrita Furman.
A has taken the most
B has set the most
(C) has broken the most

3 What is the best sport that older people can (*zacząć uprawiać*) _____?
A play in B compete for (C) take up

4 I really enjoy playing squash – (*im częściej*) _____ I can train, the better!
(A) the more often
B the most often
C more often

5 (*Co za wspaniała drużyna*) _____ – they fully deserved to win the cup!
A So great is this team
B As great as this team
(C) What a great team

Set leksykalny

5 **Wpisz wyraz, który poprawnie uzupełnia obydwa zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.**

1 He trained really hard to be able to compete in the Olympics.
The most popular TV stations often compete for the same viewers.

2 Mike has got what it takes to win the tournament.
She gets bored easily and she takes up a new hobby every two weeks.

3 We will not tolerate discrimination on grounds of race.
My brother thinks that life is a rat race – you have to fight hard to get anything you want.

4 Don't you want to take part in the event?
I was part of the team that won the cup.

5 The goalkeeper didn't manage to save the goal.
You should save all your pocket money if you want to buy yourself new sports equipment.

Exercise 1
1 the most exciting
2 fitter
3 better
4 worst
5 more expensive
6 more confident

Exercise 3
1 The more I train the ~~best~~ **better** I get.
2 Her score was even ~~more~~ ~~bad~~ **worse** than mine.
3 They didn't score ~~many~~ **enough** goals to win, so they lost.
4 He fights ~~as good~~ **as well** as he talks.
5 His opponent was ~~very~~ **too** fast for him.

Warm up
• Write on the board: *I am most interested in tennis than football.* Ask students to correct the sentence and explain why it is incorrect. Repeat with other forms of the comparative and superlative.

Exercise 2
• Ask students to look at the words in the box and say whether they are used in the comparative or superlative.

Exercise 4

Differentiation
Ask students to try to complete the exercise without referring to the Polish translations.

Exercise 5

Optional activity
Remind students that the words they used to complete the gaps have a different meaning in each sentence. Ask them to write definitions for each meaning of the words in their notebooks.

Zadanie z lukami

6 **Przeczytaj tekst. Uzupełnij każdą lukę (1–5) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna uzupełnionych zdań.**

SPORTS SHOPS

Sports shops sell everything from helmets to bikes, goggles to rackets, and everything in between. In fact, the sports market is one of the world's [1]_____ and most profitable industries.

They sell more shoes and trainers [2]_____ anything else – perhaps that's why they have so much space devoted to them.

Clothes are the next biggest sellers. Like shoes, most sports need specific clothing such [3]_____ tracksuits for athletics or vests for basketball. People wear these clothes as everyday leisurewear as well.

Interestingly, sports shops sell [4]_____ equipment than clothes and shoes, perhaps because these wear out or get damaged more quickly.

Popular sports make the most money, so footballs sell very [5]_____, as opposed to ice-hockey masks or swords for fencing.

Gramatykalizacja / struktury gramatyczne

7 **Uzupełnij zdania 1–7. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.**

1 He doesn't deserve a medal – he was easily _____ (bad/play) on the field today.
2 It's _____ (good/go/swim) than play football if you have bad knees.
3 Being a football goalkeeper _____ (not be/hard) as being an ice hockey goalkeeper.
4 Mark _____ (fit/I), he's a boxer and he trains three days a week.
5 For me, it's _____ (boring/watch) football than playing it because I like to run around on the pitch and score!
6 The Brazilian sprinted fast, but it was the Kenyan who _____ (go/fast) all the competitors.
7 It's _____ (expensive/get) tickets for the final than it is for the semi-final.

POWERUP

Tłumaczenie (zadanie otwarte)

8 **Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 Despite obvious rivalries, one of the great positives of sport is that (*potrafi jednoczyć ludzi*) _____.
2 I don't believe football can (*jeszcze bardziej się skomercjalizować*) _____ – it's already too much about money.
3 They recently (*ujawnili skandal dopingowy*) _____ in cycling, and hopefully the guilty will be disqualified.
4 Almost forty per cent of women in the sports industry (*doświadczyło dyskryminacji*) _____ based on their gender.
5 Some sports, like football, seem to suffer from (*większej liczby zarzutów korupcyjnych niż*) _____ others.

Słowotwórstwo

9 **Przeczytaj tekst. Uzupełnij każdą lukę (1–5), przekształcając wyrazy podane w nawiasach w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna uzupełnionych zdań.**

Doping is usually defined as the use of banned drugs in professional sport. Using drugs to [1]_____ (**MAXIMUM**) performance is seen as unfair towards the other competitors. That's why it has been made [2]_____ (**LEGAL**) in the majority of sports.

Many sports have suffered damaging scandals linked to doping, offering the audiences many examples of bad [3]_____ (**SPORTSMAN**). The drugs are banned not just because they give some athletes an unfair advantage, but they also pose a major health risk to those who take them. With the increased [4]_____ (**PROFESSION**) prevalent in sport, companies manufacturing sports equipment don't want to be linked to illegal activities either. As a result, the athletes who are caught red-handed loose lucrative advertising contracts and [5]_____ (**SPONSOR**) deals. All these factors combined may mean the end of their career for many sportsmen and sportswomen.

Exercise 6
1 biggest / largest
2 than
3 as
4 less
5 well

Exercise 7
1 the worst player
2 better to go swimming
3 is not as hard
4 is fitter than me
5 more boring watching / more boring to watch
6 went the fastest of
7 more expensive to get

Exercise 8
1 it can unite people
2 become even more commercialized
3 have revealed a doping scandal
4 have been discriminated against / have experienced being discriminated against
5 more allegations of corruption than

Exercise 9
1 maximize
2 illegal
3 sportsmanship
4 professionalism
5 sponsorship

Exercise 6

Exam tip
Remind students to check their spelling otherwise they will lose points in the exam. They should also check to make sure that their answers are grammatically correct.

Exercise 7

Differentiation
Go through the words in brackets as a class and have students say the comparative and superlative form of the adjectives before completing the exercise.

Exercise 9
- Go through the words in brackets and have students define them. They then come up with their possible derivatives before completing the exercise.

Optional activity
Students can write two more sentences using derivatives of the words in brackets.

10 Wypowiedź pisemna

Materials
Classroom presentation tool
Online practice

E-mail

Aby wzbogacić zakres struktur gramatycznych, posługuj się zdaniami złożonymi, unikaj powtórzeń oraz używaj różnych czasów gramatycznych. Pamiętaj jednak, żeby stosować tylko takie struktury, które znasz i których potrafisz poprawnie użyć.

1 Połącz pary zdań pojedynczych w zdania złożone za pomocą wyrazów z ramki.

although as because but despite however so therefore which

1 It quickly got crowded and stuffy. It wasn't the best idea to organize the meeting there.
2 She is only in her twenties. She has already become one of the best tennis players in the world.
3 Then the audience asked a lot of questions. Iga answered the questions patiently.
4 I took my sister with me. She also loves tennis.

2 Przeczytaj zadanie i przykładową wypowiedź, z której usunięto cztery zdania. Korzystając z rozwiązania ćwiczenia 1, uzupełnij luki zdaniami złożonymi.

Uczestniczyłeś/Uczestniczyłaś w spotkaniu z wybitnym sportowcem. W e-mailu do koleżanki z Anglii:
- napisz, w jaki sposób zdobyłeś/zdobyłaś zaproszenie i z kim tam poszedłeś/poszłaś
- wyraź opinię na temat miejsca, w którym to spotkanie się odbyło
- przedstaw osiągnięcia sportowe gościa
- opisz przebieg spotkania.

Hi Rachel,

I want to tell you about something incredible that has just happened. You know how I love sports? Today I had the opportunity to meet my sports idol in person!

It was pure luck. I heard on the radio that Iga was to visit my town so I called the station immediately and they invited me to a meeting with her! [1] 4

The meeting took place in a school gym. [2] 1 I wish meetings with sports champions were organized at stadiums!

To my surprise, Iga looked fresh and pretty. [3] 2 It's worth mentioning that Iga is the first player from Poland to win a Grand Slam singles title. She wins matches even with the most experienced opponents.

The meeting started with Iga telling us about her training routine. [4] 3 After that, she gave us autographs and we all took pictures with her. It was such a great day!

Joasia

3 W przykładowej wypowiedzi z ćwiczenia 2 znajdź przykłady:
- różnych konstrukcji czasownikowych i czasów gramatycznych
- przymiotników w stopniu najwyższym
- przymiotnika z *such*
- przysłówków
- zdań z podmiotem *it*
- strony biernej
- zdania wyrażającego życzenie lub preferencję.

4 Napisz tekst (100–150 wyrazów, nie licząc słów już podanych), w którym rozwiniesz każdy z czterech podpunktów.

Zainspirowany/Zainspirowana spotkaniem z wybitnym sportowcem zacząłeś/zaczęłaś uprawiać dyscyplinę sportu, w której ten sportowiec odnosi sukcesy. Wziąłeś/Wzięłaś udział w pierwszym treningu. W e-mailu do kolegi z Anglii:
- opisz przebieg treningu
- wyraź opinię na temat trenera
- napisz, jakie warunki trzeba spełniać, żeby uprawiać ten sport
- wymień korzyści wynikające z uprawiania tej dyscypliny sportu i zachęć kolegę do jej uprawiania.

Hi Mike,
I just came back from my first sports practice and I'd like to share some thoughts about it with you.

Przebieg treningu
First there was …
Then we …
In the meantime …
Wyrażenie opinii
The coach was …
I think he/she is …
Opis sprzętu:
To do this sport you need …
Opis korzyści
If you practise …, you will …
This sport is beneficial for …
Wyrażenie zachęty
Why don't you … ?
Maybe you can try and …

Więcej przydatnych zwrotów na s. 243

POWERUP

Rozprawka

5 Napisz tekst składający się z 200–250 wyrazów.

Wiele osób podziwia zawodowych sportowców i marzy o karierze w sporcie zawodowym. Napisz rozprawkę, w której przedstawisz dobre i złe strony zawodowego uprawiania sportu.

Przydatne zwroty na s. 246

Exercise 1
Suggested answers:
1 It wasn't the best idea to organize the meeting there because it quickly got crowded and stuffy.
2 Although she is only in her twenties, she has already become one of the best tennis players in the world.
3 Then the audience asked a lot of questions, which Iga answered patiently.
4 I took my sister with me because she also loves tennis.

Exercise 3
Various tenses and verb patterns: I want to tell you about something incredible that has just happened., The meeting started with Iga telling us about her training routine., They invited me to a meeting with her.
Superlative adjectives: the most experienced
Adjective + *such*: such a great day
Adverbs: immediately, patiently
Sentences with *It* as the subject: It's worth mentioning …
Passive: … meetings with sports champions were organized …
Wish or preference: I wish meetings with sports champions were organized at stadiums!

Warm up
• Discuss with students the different ways an informal email can start and finish.

Exercise 1
• Before completing the exercise, go through each word in the box and have students say which ones are used to express contrast (*although*, *but*, *despite*, *however*), and which to give a reason (*as*, *because*, *so*, *therefore*, *which*).

Exercise 3

Optional activity
Students work in pairs. Have them make their own sentences for each of the grammar points. They then share their sentences with the class.

Exercise 5

Exam tip
Remind students that when they write a 'for and against' essay, they should keep it balanced by presenting both positive and negative aspects of the topic. They do not need to give their opinion in the main body of the essay, but they can state it briefly in the conclusion.

Cumulative Revision Units 1–10

1 Uzupełnij zdania brakującymi słowami. Pierwsza litera każdego słowa została podana.

1 Activities such as jogging and swimming are classed as **a**_____ exercise because they get your heart and lungs to work harder.
2 Before doing any exercise, you should **w**_____ to prevent injury.
3 Copying text that is another person's work and claiming that it is your own is known as **p**_____.
4 TV programmes that show people going about their everyday lives are known as **r**_____ shows.
5 A **s**_____ is a person who writes a script for TV or film.

2 Wykorzystaj wyrazy podane dużymi literami do uzupełnienia luki w każdym ze zdań tak, aby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając w to wyraz już podany. Nie zmieniaj formy podanych wyrazów.

1 Could you watch my luggage for me? **EYE**
I wonder if you could _____ my luggage for me?
2 I think you should get a refund. **BACK**
If I were you, I'd ask _____.
3 What a masterpiece Genevieve's recent landscape painting is! **WORK**
Genevieve's recent landscape painting is _____.
4 I haven't had any inspiration for my next short story yet. **COME**
I haven't _____ ideas for my next short story yet.
5 Clare is really into white-water rafting. **MAD**
Clare _____ white-water rafting.
6 I'm planning to go to work on foot so I don't want to live too far away. **DISTANCE**
I'm planning to find a place to live within _____ my office.
7 My dad is a lawyer. **LIVING**
My dad _____ a lawyer.
8 Did you have an argument with your brother last night? **FALL**
Did you _____ your brother last night?

3 W każdym punkcie wskaż słowo, które nie pasuje do pozostałych.

1	hockey	basketball	paragliding	sailing
2	bat	net	racket	helmet
3	sequel	quiz show	documentary	sitcom
4	fantasy	adventure	masterpiece	comedy
5	ferry	coach	foot	rail
6	barbecue	simmer	whisk	chop
7	outgoing	sedentary	determined	competent
8	pupil	classmate	graduate	student

4 Przeczytaj zdania. Uzupełnij każdą lukę (1–8), używając poprawnej formy jednego z wyrazów w ramce w taki sposób, aby powstał spójny i logiczny tekst. Jeden wyraz został podany dodatkowo i nie pasuje do żadnej luki.

adapt effect equal fill illustrate lead nourish usual

1 The news article about the athlete was _____ because it presented him as a hero when in fact he was involved in a doping scandal.
2 The puppy was _____ when it was found because it hadn't been fed for weeks.
3 The TV commercial wasn't very _____ because consumers didn't remember the name of the product.
4 There is too much _____ between the rich and the poor.
5 Manuel Mason's latest film *Emma* is a brilliant _____ of Smith MacFarlane's book.
6 Completing an essay gives me a sense of _____.
7 I found the children's story a bit boring, but the _____ are fantastic.
8 It is _____ to find someone who is eager to do the washing up in our busy kitchen.

5 Uzupełnij zdania 1–6. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.

1 These chocolate bars _____ (advertise) a great snack for children for over thirty years and they continue to be popular.
2 I'm _____ (not/keen/compete) in the next race.
3 Many people think that exercise is better than _____ (go/diet) if you want to lose weight.
4 I _____ (tell/way) to the nearest supermarket, but he didn't listen and went the other way.
5 I'm having problems _____ (download/file) the Internet. Could you help?
6 Susannah is _____ (get/marry) her boyfriend next weekend.

Materials

Classroom presentation tool
Cumulative test

Exercise 1
1 aerobic
2 warm up
3 plagiarism
4 reality
5 screenwriter

Exercise 2
1 keep an eye on
2 for your/my money back
3 a work of art
4 come up with any
5 is mad about
6 walking distance of
7 makes/earns a living as
8 fall out with

Exercise 3
1 paragliding – extreme sport
2 helmet – the only equipment that you wear
3 sequel – not a type of programme, just a follow-on
4 masterpiece – not a genre of film (could be used to describe a film)
5 ferry – the only transport on water
6 barbecue – it's a method of cooking and a type of meal
7 sedentary – the only negative adjective
8 graduate – the only person who has finished studying

Exercise 4
1 misleading
2 malnourished
3 effective
4 inequality
5 adaptation
6 fulfilment
7 illustrations
8 unusual

Exercise 5
1 have been advertised as
2 not keen on competing
3 going on a diet
4 told him the way
5 downloading a/the file from/off
6 getting married to

Optional activity
This lesson can be done as a class quiz. Place students in small groups and have them complete all the exercises within a time limit of 30 minutes. Then check answers as a class. The group with the most correct answers wins.

Mixed ability
Less confident students can work with a partner to complete the exercises they have more difficulty with. More confident students can help less able classmates complete the exercises as they explain any queries.

Exercise 3
• Have students explain why the odd word out doesn't fit.

Optional activity
Students can write their own odd word out sets for their partner to solve.

Legenda
Oxford 3000
Oxford 5000
Poziom rozszerzony

94.1 Dyscypliny sportowe

athletics /æθ'letɪks/ lekkoatletyka
badminton /'bædmɪntən/ badminton
basketball /'bɑːskɪtbɔːl/ koszykówka
boxing /'bɒksɪŋ/ boks
cricket /'krɪkɪt/ krykiet
discus throw /'dɪskəs ˌθrəʊ/ rzut dyskiem
diving /'daɪvɪŋ/ nurkowanie
fencing /'fensɪŋ/ szermierka
figure skating /'fɪgə skeɪtɪŋ/ łyżwiarstwo figurowe
football /'fʊtbɔːl/ piłka nożna
golf /gɒlf/ golf
high jump /'haɪ dʒʌmp/ skok wzwyż
hockey /'hɒkɪ/ hokej
horse racing /'hɔːs reɪsɪŋ/ wyścigi konne
individual sports /ˌɪndɪvɪdʒuəl 'spɔːts/ sporty indywidualne
indoor sports /ˌɪndɔː 'spɔːts/ sporty halowe
kayaking /'kaɪækɪŋ/ kajakarstwo
long jump /'lɒŋ dʒʌmp/ skok w dal
martial art /ˌmɑːʃl 'ɑːt/ sztuka walki
motor racing /'məʊtə reɪsɪŋ/ wyścigi motocyklowe
outdoor sports /ˌaʊtdɔː 'spɔːts/ sporty uprawiane na wolnym powietrzu
pole vault /'pəʊl vɔːlt/ skok o tyczce
roller skating /'rəʊlə skeɪtɪŋ/ jazda na wrotkach
sailing /'seɪlɪŋ/ żeglarstwo
shot put /'ʃɒt pʊt/ pchnięcie kulą
shuttlecock /'ʃʌtlkɒk/ lotka do badmintona
skateboarding /'skeɪtbɔːdɪŋ/ jazda na deskorolce
skating /'skeɪtɪŋ/ łyżwiarstwo
ski jumping /'skiː dʒʌmpɪŋ/ skoki narciarskie
skiing /'skiːɪŋ/ narciarstwo
snowboarding /'snəʊbɔːdɪŋ/ jazda na snowboardzie
soccer /'sɒkə(r)/ piłka nożna
speed skating /'spiːd skeɪtɪŋ/ łyżwiarstwo szybkie
sprint /sprɪnt/ sprint
squash /skwɒʃ/ squash
swimming /'swɪmɪŋ/ pływanie
table tennis /'teɪbl tenɪs/ tenis stołowy
team sports /'tiːm spɔːts/ sporty zespołowe
tennis /'tenɪs/ tenis
volleyball /'vɒlibɔːl/ siatkówka
windsurfing /'wɪndsɜːfɪŋ/ windsurfing

94.2 Uprawianie sportu

be in/on a team /biː ɪn ə 'tiːm/ /biː ɒn ə 'tiːm/ być w drużynie
break a record /ˌbreɪk ə 'rekɔːd/ pobić rekord
cardio training /'kɑːdiəʊ ˌtreɪnɪŋ/ trening cardio
circuit training /'sɜːkɪt ˌtreɪnɪŋ/ trening obwodowy
crunches /'krʌntʃəz/ brzuszki
do a plank /ˌduː ə 'plæŋk/ robić "deskę"
do aerobics /ˌduː eə'rəʊbɪks/ uprawiać aerobik
do athletics /ˌduː æθ'letɪks/ uprawiać lekkoatletykę
do boxing /ˌduː 'bɒksɪŋ/ uprawiać boks
do burpees /ˌduː 'bɜːpiːz/ ćwiczenie padnij-powstań
do exercise /ˌduː 'eksəsaɪz/ wykonywać ćwiczenia
do high jump/long jump /ˌduː 'haɪ dʒʌmp/ /ˌduː 'lɒŋ dʒʌmp/ trenować skok wzwyż/w dal
do judo /ˌduː 'dʒuːdəʊ/ uprawiać dżudo
do karate /ˌduː kə'rɑːti/ uprawiać karate
do sport /ˌduː 'spɔːt/ uprawiać sport
do yoga /ˌduː 'jəʊgə/ uprawiać jogę
game /geɪm/ mecz, gra
give sb a red/yellow card /ˌgɪv sʌmbədi ə ˌred 'kɑːd/ /ˌgɪv sʌmbədi ə ˌjeləʊ 'kɑːd/ dać komuś czerwoną/żółtą kartkę
go cycling /ˌgəʊ 'saɪklɪŋ/ jeździć rowerem
go diving /ˌgəʊ 'daɪvɪŋ/ nurkować
go kayaking /ˌgəʊ 'kaɪækɪŋ/ pływać kajakiem
go roller skating /ˌgəʊ 'rəʊlə skeɪtɪŋ/ jeździć na wrotkach
go skateboarding /ˌgəʊ 'skeɪtbɔːdɪŋ/ jeździć na deskorolce
go skiing /ˌgəʊ 'skiːɪŋ/ jeździć na nartach
go snowboarding /ˌgəʊ 'snəʊbɔːdɪŋ/ jeździć na snowboardzie
go surfing /ˌgəʊ 'sɜːfɪŋ/ uprawiać surfing
go windsurfing /ˌgəʊ 'wɪndsɜːfɪŋ/ uprawiać windsurfing
lose a game/match /ˌluːz ə 'geɪm/ /ˌluːz ə 'mætʃ/ przegrać mecz
lunges /'lʌndʒəz/ wykroki
national team /ˌnæʃnəl 'tiːm/ drużyna narodowa
play basketball /ˌpleɪ 'bɑːskɪtbɔːl/ grać w koszykówkę
play football /ˌpleɪ 'fʊtbɔːl/ grać w piłkę nożną
play handball /ˌpleɪ 'hændbɔːl/ grać w piłkę ręczną
play hockey /ˌpleɪ 'hɒkɪ/ grać w hokeja
play sport /ˌpleɪ 'spɔːt/ uprawiać sport
play tennis /ˌpleɪ 'tenɪs/ grać w tenisa
play volleyball /ˌpleɪ 'vɒlibɔːl/ grać w siatkówkę
push ups /'pʊʃ ʌps/ pompki
record /'rekɔːd/ rekord
sit ups /'sɪt ʌps/ brzuszki
squats /skwɒts/ przysiady
stretch /stretʃ/ rozciągać się
support a team /səˌpɔːt ə 'tiːm/ kibicować jakiejś drużynie
take up a sport /ˌteɪk ʌp ə 'spɔːt/ rozpocząć uprawianie sportu
warm up /ˌwɔːm 'ʌp/ rozgrzewać się
weight training /'weɪt treɪnɪŋ/ trening siłowy
win a game/match /ˌwɪn ə 'geɪm/ /ˌwɪn ə'mætʃ/ wygrać mecz
work out /ˌwɜːk 'aʊt/ trenować na siłowni
world record /ˌwɜːld 'rekɔːd/ rekord świata

94.3 Pozytywne i negatywne skutki uprawiania sportu

be in good shape /biː ɪn ˌgʊd 'ʃeɪp/ być w dobrej formie
confidence /'kɒnfɪdəns/ pewność siebie
flexibility /ˌfleksə'bɪlətɪ/ zręczność, elastyczność
fulfil one's dreams /fʊlˌfɪl wʌnz 'driːmz/ spełniać czyjeś marzenia
get fit /ˌget 'fɪt/ nabrać formy
get injured /ˌget 'ɪndʒəd/ doznawać kontuzji
go on a special diet /ˌgəʊ ɒn ə ˌspeʃl 'daɪət/ przechodzić na specjalną dietę
have a healthy lifestyle /ˌhæv ə ˌhelθi 'laɪfstaɪl/ prowadzić zdrowy tryb życia
hurt yourself /'hɜːt jɔːself/ zranić się
keep fit /ˌkiːp 'fɪt/ utrzymywać formę

94.4 Sportowcy

athlete /'æθliːt/ lekkoatleta/ lekkoatletka
boxer /'bɒksə(r)/ bokser/bokserka
football player /'fʊtbɔːl pleɪə(r)/ piłkarz/piłkarka
goalkeeper /'gəʊlkiːpə(r)/ bramkarz/bramkarka
golfer /'gɒlfə(r)/ golfista/golfistka
hockey player /'hɒkɪ pleɪə(r)/ hokeista/hokeistka
jockey /'dʒɒkɪ/ dżokej/dżokejka
racing driver /'reɪsɪŋ draɪvə(r)/ kierowca rajdowy
runner /'rʌnə(r)/ biegacz/biegaczka
skater /'skeɪtə(r)/ łyżwiarz/łyżwiarka
ski jumper /'skiː dʒʌmpə(r)/ skoczek narciarski
skier /'skiːə(r)/ narciarz/narciarka
swimmer /'swɪmə(r)/ pływak/pływaczka
tennis player /'tenɪs pleɪə(r)/ tenisista/tenisistka

94.5 Obiekty sportowe

bowling alley /'bəʊlɪŋ ælɪ/ kręgielnia, tor kręglarski
course /kɔːs/ tor wyścigów konnych
court /kɔːt/ kort tenisowy; boisko (do siatkówki, koszykówki)
football pitch /'fʊtbɔːl pɪtʃ/ boisko do piłki nożnej
golf course /'gɒlf kɔːs/ pole golfowe
ice rink /'aɪs rɪŋk/ lodowisko
pitch /pɪtʃ/ boisko do piłki nożnej
pool /puːl/ basen
racetrack /'reɪstræk/ bieżnia; tor wyścigowy
ring /rɪŋ/ ring bokserski
slope /sləʊp/ stok narciarski
stadium /'steɪdiəm/ stadion
track /træk/ bieżnia; tor wyścigowy

94.6 Sprzęt sportowy

bat /bæt/ rakietka (do tenisa stołowego); kij (do baseballa)
costume /'kɒstjuːm/ strój kąpielowy
equipment /ɪ'kwɪpmənt/ sprzęt
goalposts /'gəʊlpəʊsts/ słupki bramki
goggles /'gɒglz/ gogle narciarskie; okulary pływackie
helmet /'helmɪt/ kask
ice skates /'aɪs skeɪts/ łyżwy
mask /mɑːsk/ maska
net /net/ siatka
racket /'rækɪt/ rakieta (do tenisa)
rollerblades /'rəʊləbleɪdz/ łyżworolki
tracksuit /'træksuːt/ dres

94.7 Sporty ekstremalne

bungee jumping /'bʌndʒi dʒʌmpɪŋ/ skoki na bungee
caving /'keɪvɪŋ/ chodzenie po jaskiniach
extreme sport /ɪkˌstriːm 'spɔːt/ sport ekstremalny
paragliding /'pærəglaɪdɪŋ/ paralotniarstwo
rock climbing /'rɒk klaɪmɪŋ/ wspinaczka (skałkowa)
skydiving /'skaɪdaɪvɪŋ/ spadochroniarstwo
white-water rafting /ˌwaɪt ˌwɔːtə 'rɑːftɪŋ/ spływ górski

94.8 Zawody sportowe

beat the opponent /ˌbiːt ðɪ ə'pəʊnənt/ pokonać przeciwnika
beat the other team /ˌbiːt ðɪ ˌʌðə 'tiːm/ pokonać przeciwną drużynę
bronze medal /ˌbrɒnz 'medl/ brązowy medal
catch a ball /ˌkætʃ ə 'bɔːl/ łapać piłkę
champion /'tʃæmpiən/ mistrz/mistrzyni
championships /'tʃæmpiənʃɪps/ mistrzostwa
coach /kəʊtʃ/ trener/trenerka
commentate /'kɒmənteɪt/ komentować zawody sportowe
compete for sth /kəm'piːt fə(r) sʌmθɪŋ/ rywalizować o coś
competition /ˌkɒmpə'tɪʃn/ zawody, konkurs
competitor /kəm'petɪtə(r)/ zawodnik/zawodniczka
contestant /kən'testənt/ zawodnik/zawodniczka
cup /kʌp/ puchar (nagroda); puchar (mistrzostwa)
draw /drɔː/ remis
fan /fæn/ kibic
final /'faɪnl/ finał
gold medal /ˌgəʊld 'medl/ złoty medal
kick a ball /ˌkɪk ə 'bɔːl/ kopać piłkę
Olympic Games /əˌlɪmpɪk 'geɪmz/ olimpiada
Olympic medal /əˌlɪmpɪk 'medl/ medal olimpijski
player /'pleɪə(r)/ gracz, zawodnik/zawodniczka
qualify for the team /ˌkwɒlɪfaɪ fə ðə 'tiːm/ zakwalifikować się do drużyny
race /reɪs/ wyścig
referee /ˌrefə'riː/ sędzia sportowy

How to learn vocabulary

- Ask students to choose ten words or phrases from the wordlist that they have difficulty learning.
- They write sentences with the words and underline parts of the sentences.
- Students swap their sentences with their partner, who has to decide what part of speech the underlined word is, e.g. adjective, noun, idiom, verb, etc.
- Students check their answers in pairs.

Brainpower

- Using the Brainpower strategy, give students about ten minutes to write a short blog post on the theme of sport. Explain that they must use at least ten words or expressions from the wordlist.
- Students work in pairs to complete the exercise.
- Ask selected pairs to read their work to the class. Explain to students that writing a short text within a time limit is one of the activities they can use to learn English every day.

runner-up /ˌrʌnər ˈʌp/ zdobywca drugiego miejsca
save a goal /ˌseɪv ə ˈgəʊl/ obronić bramkę
score /skɔː(r)/ rezultat, wynik; zdobyć (punkt)
score a goal /ˌskɔː(r) ə ˈgəʊl/ zdobyć bramkę
score a point /ˌskɔː(r) ə ˈpɔɪnt/ zdobyć punkt
semi-final /ˌsemi ˈfaɪnl/ półfinał
shoot /ʃuːt/ strzelać
silver medal /ˌsɪlvə ˈmedl/ srebrny medal
spectator /spekˈteɪtə(r)/ widz
sporting event /ˌspɔːtɪŋ ɪˈvent/ wydarzenie sportowe
succeed /səkˈsiːd/ odnieść sukces, podołać
supporter /səˈpɔːtə(r)/ kibic
take part in /ˌteɪk ˈpɑːt ɪn/ uczestniczyć w
take place /ˌteɪk ˈpleɪs/ odbywać się
throw a ball /ˌθrəʊ ə ˈbɔːl/ rzucać piłkę
tournament /ˈtʊənəmənt/ turniej
trophy /ˈtrəʊfi/ trofeum
viewer /ˈvjuːə(r)/ telewidz
win /wɪn/ zwyciężać
winner /ˈwɪnə(r)/ zwycięzca/zwyciężczyni
world championships /ˌwɜːld ˈtʃæmpiənʃɪps/ mistrzostwa świata

94.9 Sport wyczynowy

achieve good results /əˌtʃiːv gʊd rɪˈzʌlts/ osiągać dobre wyniki
amateur /ˈæmətə(r)/ amatorski
approach /əˈprəʊtʃ/ podejście
be under pressure /biː ˌʌndə ˈpreʃə(r)/ być pod presją
competitive sport /kəmˌpetətɪv ˈspɔːt/ sport wyczynowy
improve performance /ɪmˌpruːv pəˈfɔːməns/ poprawiać wyniki
join a team /ˌdʒɔɪn ə ˈtiːm/ dołączać do drużyny
non-competitive sport /ˌnɒn kəmˌpetətɪv ˈspɔːt/ sport uprawiany rekreacyjnie
opponent /əˈpəʊnənt/ przeciwnik/przeciwniczka
practice /ˈpræktɪs/ trening
professional /prəˈfeʃənl/ zawodowy
train /treɪn/ trenować
training /ˈtreɪnɪŋ/ trening
training schedule /ˈtreɪnɪŋ ʃedjuːl/ program treningowy
trials /ˈtraɪəlz/ eliminacje do zawodów
turn professional /ˌtɜːn prəˈfeʃənl/ trenować

94.10 Problemy współczesnego sportu

commercialization /kəˌmɜːʃəlaɪˈzeɪʃn/ komercjalizacja
corruption /kəˈrʌpʃn/ korupcja
discrimination /dɪˌskrɪmɪˈneɪʃn/ dyskryminacja
doping /ˈdəʊpɪŋ/ doping
politics /ˈpɒlətɪks/ polityka
pressing issue /ˈpresɪŋ ˌɪʃuː/ pilna kwestia
scandal /ˈskændl/ skandal
unite /juˈnaɪt/ jednoczyć

94.11 Wordpower s. 135

be better off doing sth /biː ˌbetə(r) ɒf ˈduːɪŋ sʌmθɪŋ/ lepiej zrobić coś (niż coś innego)
have got what it takes /hæv ˌgɒt wɒt ɪt ˈteɪks/ mieć to, czego potrzeba (np. umiejętności), aby coś zrobić
pay off /ˌpeɪ ˈɒf/ opłacać się
push sb /ˈpʊʃ sʌmbədi/ przycisnąć kogoś, zachęcać do większego wysiłku
put sb off /ˌpʊt sʌmbədi ˈɒf/ zniechęcać kogoś
thrive on sth /ˈθraɪv ɒn sʌmθɪŋ/ kwitnąć, dobrze się rozwijać

94.12 Czasowniki złożone

break sth down /ˌbreɪk sʌmθɪŋ ˈdaʊn/ rozłożyć coś
pick up /pɪk ˈʌp/ poprawiać się
go on to do sth /gəʊ (w)ɒn tə ˈduː sʌmθɪŋ/ następnie coś zrobić
cut out /kʌt ˈaʊt/ wyeliminować coś
miss out on sth /mɪs ˈaʊt ɒn sʌmθɪŋ/ stracić coś
stick to sth /ˈstɪk tə sʌmθɪŋ/ konsekwentnie trzymać się czegoś

94.13 Idiomy związane ze sportem

ball is in your court /ˌbɔːl ɪz ɪn jɔː ˈkɔːt/ piłka jest po twojej stronie
be on target /biː ɒn ˈtɑːgɪt/ być na dobrej drodze
get a head start /ˌget ə ˌhed ˈstɑːt/ mieć przewagę na starcie
go for gold /ˌgəʊ fə ˈgəʊld/ starać się uzyskać najlepszy wynik
keep your head above water /ˌkiːp jɔː ˌhed əbʌv ˈwɔːtə(r)/ radzić sobie finansowo
learn the ropes /ˌlɜːn ðə ˈrəʊps/ nauczyć się podstaw czegoś
level playing field /ˌlevl ˈpleɪɪŋ fiːld/ sytuacja, w której każdy uczestnik ma równe szanse

BRAINPOWER

Od kilkugodzinnych maratonów powtórkowych przed testem z angielskiego znaczenie skuteczniejsza jest nauka w krótkich, ale za to regularnych i intensywnych sesjach. Pomyśl nad formą uczenia się języka, którą mógłbyś/mogłabyś stosować codziennie. Wyznacz sobie konkretny i realny cel: wysłuchanie krótkiego podcastu, napisanie fragmentu bloga lub dziennika w języku angielskim albo nauka i powtórka konkretnej liczby słówek.

Sprawdź się!

1 **W każdym zestawie wskaż wyraz, który nie pasuje do pozostałych.**

1	coach	jockey	racket	spectator
2	boxing	sprinting	fencing	tennis
3	diving	kayaking	skateboarding	windsurfing
4	beat	score	track	train
5	memorize	cheat	solve	study
6	design	repair	retail	fix
7	veal	poultry	lamb	leek
8	arrive	depart	ferry	land

Wymowa

1 095 **Uzupełnij tabelę wyrazami z ramki, w zależności od wymowy zaznaczonych głosek. Wysłuchaj nagrania i sprawdź odpowiedzi.**

jockey posi**t**ion **ch**ampion pre**ss**ure challen**g**e plea**s**ure coa**ch** mea**s**ure profe**ss**ional **j**umper in**j**ured cat**ch** occa**s**ion **sh**oot

/ʃ/	/ʒ/	/tʃ/	/dʒ/
should	deci***s***ion	ma***tch***	***j***oin

2 096 **Znajdź w poniższych zdaniach głoski /ʃ/, /ʒ/, /tʃ/ i /dʒ/. Wysłuchaj nagrania i sprawdź odpowiedzi.**

1 The French Open is one of the major tennis tournaments.
2 I hope all is going well with the preparations for the competition.
3 The football player was considered a national treasure in his country.
4 Chess boxing is one of the most unusual sports in the world.
5 Judo is taught in schools in many European and Asian countries.
6 Where can I watch the game between Germany and Spain?

3 **Ułóżcie w parach pięć zdań zawierających słowa z ćwiczeń 1 i 2, w których występują głoski /ʃ/, /ʒ/, /tʃ/ i /dʒ/.**

Sprawdź się! Exercise 1
1 racket – not a person
2 sprinting – not a one-to-one sport
3 skateboarding – not a watersport
4 track – not an activity
5 cheat – the only negative verb
6 retail – isn't connected with making/fixing things
7 leek – the only vegetable
8 ferry – the only noun

Wymowa Exercise 1
/ʃ/: should, professional, position, pressure, shoot
/ʒ/: decision, measure, pleasure, occasion
/tʃ/: match, coach, champion, catch
/dʒ/: join, jockey, jumper, injured, challenge

Wymowa Exercise 2
1 The **French** Open is one of the **major** tennis tournaments.
2 I hope all is going well with the **preparations** for the **competition**.
3 The football player was considered a **national treasure** in his country.
4 **Chess** boxing is one of the most **unusual** sports in the world.
5 **Judo** is taught in schools in many European and **Asian** countries.
6 Where can I **watch** the game between **Germany** and Spain?

/ʃ/: preparations, competition, national
/ʒ/: treasure, unusual, Asian
/tʃ/: French, chess, watch
/dʒ/: major, judo, Germany

Wymowa

Exercise 1 095

Audio script page 258

• Before completing the exercise, invite students to say the words aloud for the class to say which columns they belong to. They then listen to the recording and complete the exercise.

Exercise 2 096

Audio script page 258

• Ask students to read the sentences aloud at a normal speed for their partner to check pronunciation accuracy.

Exercise 3

• Students show their sentences to another pair, who have to find the words with the sounds from exercise 1, read them aloud and say which column in exercise 1 they belong to.

11 Zdrowie

Materials
- Classroom presentation tool
- Class audio, track 097
- Online practice
- Short test

Exercise 4
1 allergy
2 food poisoning
3 cold
4 sore throat

Exercise 5
1 picture 2 – food poisoning
2 picture 4 – sore throat
3 picture 3 – cold
4 picture 3 – cold
5 picture 1 – allergy

Exercise 6
Suggested answers:
1 sore throat, cold
2 sore throat, flu
3 sore throat, flu
4 food poisoning, flu
5 flu
6 food poisoning
7 allergy
8 sore throat, food poisoning, allergy







Słownictwo

1 **Pracujcie w parach. Przyjrzyjcie się zdjęciom i odpowiedzcie na pytania.**
1 Do you do any of the things in the photos to take care of your health? Why? / Why not?
2 What do you do when you feel a bit ill?
3 Is your health something you think about often? Why? / Why not?

Części ciała

2 **Przeczytaj zdania i uzupełnij nazwy części ciała.**
1 This joins the foot to the leg. **a** nkle
2 This is at the side of the body between the top of the leg and the middle of the body. **h** ip
3 You sit on this. **b** ottom
4 This joins the hand to the arm. **w** rist
5 This joins the upper and lower parts of the arm. **e** lbow
6 These are part of the mouth and you use them to speak. **l** ips
7 The part of the face that is below the eye. **c** heek
8 The line of hair that is above the eye. **e** yebrow

Organy wewnętrzne

3 **Uzupełnij zdania wyrazami z ramki. Jeden wyraz podano dodatkowo.**

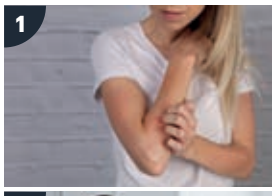
brain kidneys liver lungs muscles skeleton spine

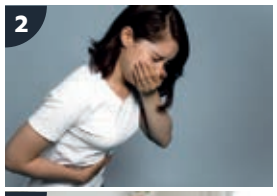
1 There are over 200 bones in the human skeleton.
2 Because his spine was damaged in the car accident, he has a lot of pain in his back.
3 My muscles began to ache after the workout because I hadn't done one for a while.
4 One of the many functions of the liver is to break down food and turn it into energy.
5 Drinking water is good for your kidneys because they need fluids.
6 When I go hiking in the mountains, I love filling my lungs with clean air.

Choroby i ich objawy, samopoczucie

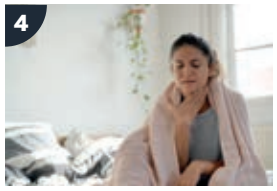
4 **Dopasuj słowa z ramki do zdjęć (1–4).**

allergy cold food poisoning sore throat









5 **Dopasuj zdania (1–5) do problemów zdrowotnych wskazanych w ćwiczeniu 4. Jeden z problemów pasuje do dwóch zdań.**
1 I **feel sick** and I've got a terrible **stomach ache**.
2 My **glands** are **swollen** and it hurts when I **swallow**.
3 I've got a **headache**, a **runny nose** and a **cough**.
4 I've got a **high temperature**, my whole body **aches** and I **feel** really **ill**.
5 I've got a **rash** that feels like my skin is burning.

Leczenie

6 **Dopasuj każdy z opisanych poniżej sposobów postępowania w przypadku choroby do problemów zdrowotnych wskazanych w ćwiczeniach 4 i 5.**
1 take plenty of vitamin C
2 take some medicine
3 take a painkiller
4 drink plenty of water
5 stay in bed for a few days
6 lie down for a while
7 go to the chemist's
8 go and see a doctor

7 **Pracujcie w parach. Jedno z was źle się czuje i opisuje symptomy swojej choroby, a druga osoba mówi, jak poradzić sobie z tą dolegliwością. Wykorzystajcie wyrażenia z ćwiczeń 5 i 6.**

Warm up
• Ask students what different things they do to take care of their health on a daily basis. For example, say *I eat fruit and vegetables every day and I go for long walks in the evenings.*

Exercise 1
• Refer students to the images and ask them to say what is happening in each one.

Exercise 2

Mixed ability
With books closed, ask students to name as many body parts as they can. Write them on the board. Then have students complete the exercise. They check to see if the parts on the board are mentioned in the exercise.

Optional activity
Have students define other body parts not mentioned in the exercise in English.

Exercise 3
• Translate the words in the box or encourage students to refer to their wordlists as they do the exercise.

Exercise 7
• Students can role-play their dialogues in front of the class.

Urazy i pomoc w nagłych wypadkach

8 **Przeczytaj poniższy e-mail i wybierz właściwe uzupełnienia.**

Send

Hi Tim,
I just thought I'd let you know that I won't be at football practice because I'm [1]*injured* / *broken* / *damaged*.
I fell down some stairs and banged my head and was [2]*unavailable* / *unaware* / *unconscious* for a while. Mum gave me first [3]*aid* / *assistance* / *help*. Then she called an ambulance and they took me to hospital. My head was OK, but I [4]*made* / *had* / *took* an X-ray and they discovered I had a [5]*broken* / *hurt* / *destroyed* ankle. Luckily, I don't have to [6]*do* / *have* / *make* an operation.
See you soon,
Ben

Leczenie szpitalne

9 **Pracujcie w parach. Czyjej roli w szpitalu dotyczą poniższe zwroty: lekarza, pielęgniarki czy pacjenta?**

1 work on the ward *A nurse works on the ward.*
2 treat somebody for something
3 operate on somebody
4 recover from an illness
5 go to hospital
6 take somebody's temperature
7 be discharged
8 do an examination
9 take medication
10 give somebody an injection

10 **Uzupełnij zdania zwrotami z ćwiczenia 9 we właściwej formie.**

1 I stayed in hospital for a week, but then the doctor decided I was well enough to leave, so I _____.
2 My grandpa is feeling better, but he's not completely well yet. It takes time to _____ flu.
3 The doctor _____ and decided there was nothing wrong with me.
4 My physiotherapist _____ a shoulder injury for about three months and it's starting to feel a lot better.
5 The nurse _____ because she thought I had a fever.
6 My dad has a heart problem, so he has to _____ every day.
7 Ella _____ next week for an operation on her knee.
8 Joe had a severe infection, so the nurse _____ of antibiotics.
9 Last year I began _____ as a nurse, and I still really enjoy it.
10 I trust the surgeon who's going to _____ because she has years of experience.

11 **097** **Wysłuchaj nagrania i sprawdź odpowiedzi z ćwiczenia 10.**

12 **Czym zajmują się wymienione poniżej osoby, które również pracują w szpitalu? Czy potrafisz wymienić więcej przykładów zawodów związanych z medycyną?**

paramedic physiotherapist porter

Niepełnosprawność

13 **Dopasuj wyrazy i wyrażenia z ramki do definicji (1–6).**

blind crutches deaf guide dog
walking stick wheelchair

1 They are sticks that you put under your arms to help you walk.
2 It describes a person who can't hear anything.
3 It helps a person who can't see to do daily tasks.
4 If you cannot walk, you can sit in this and move yourself about, or be pushed.
5 It describes a person who can't see anything.
6 It supports you when you are walking.

Zdrowy tryb życia

14 **Uzupełnij zdania brakującymi słowami. Pierwsza litera każdego słowa została podana.**

TIPS FOR A HEALTHY LIFESTYLE

So, you want to be in good [1]s*hape* and have a healthy lifestyle? Great! Follow our tips and you will!

- Eat a [2]b*alanced* diet, with a variety of healthy food. [3]C*ut* down on fatty and sugary foods.
- If you're overweight, [4]l*ose* some weight. If you're underweight, [5]p*ut* on some weight.
- Make sure your bed is comfortable so you sleep [6]w*ell*.
- Don't go to bed too late. You need to [7]g*et* enough sleep.
- If you get [8]s*tressed*, do some relaxation exercises.
- Join a gym, and [9]w*ork* out there at least twice a week.
- [10]T*ake* up a sport like basketball or tennis.



11 Zdrowie 147

Exercise 9
2 a doctor treats somebody for something
3 a doctor operates on somebody
4 a patient recovers from an illness
5 a patient goes to hospital
6 a nurse takes somebody's temperature
7 a patient is discharged
8 a doctor does an examination
9 a patient takes medication
10 a nurse gives somebody an injection

Exercise 10
1 was discharged
2 recover from
3 did an examination
4 has been treating me for
5 took my temperature
6 take medication
7 is going to hospital
8 gave him an injection
9 working on the ward
10 operate on me

Exercise 12
Suggested answers:
A paramedic works in an ambulance and treats patients who are in an emergency.
A physiotherapist shows people movements and exercises that will help them.
A porter moves patients, equipment, food and supplies around a hospital.
More examples of medical professionals: anaesthetist, surgeon, specialist, speech and language therapist, radiographer, occupational therapist, dietitian, healthcare assistant, pharmacist, midwife

Exercise 13
1 crutches
2 deaf
3 guide dog
4 wheelchair
5 blind
6 walking stick

Exercise 8
• With books closed, call out the different answer options and ask students to define them as best they can in English.

Optional activity
Students work in pairs to make their own sentences with the incorrect answer options in the exercise. Students share their sentences with the class.

Exercise 9

Differentiation
To aid weaker students, translate the following words for them before completing the exercise: *ward*, *treat*, *operate*, *recover*, *temperature*, *discharge*, *injection*.

Exercise 11 **097**
Audio script pages 258–259

Exercise 12
• Ask students if they would like to work in a hospital, encouraging them to explain why or why not.

Exercise 14

Optional activity
Place students in small groups and have them write their own text on tips for a healthy lifestyle. They then share their work with the class.

15 **Wykonajcie w parach poniższe zadanie.**

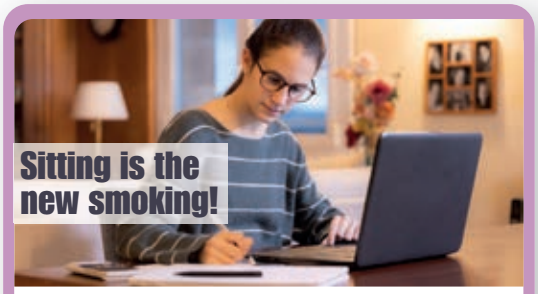
Postanowiłeś/Postanowiłaś zmienić swój tryb życia na zdrowszy. Omów poniższe kwestie w rozmowie z przyjacielem/przyjaciółką.

- sen
- dieta
- ćwiczenia fizyczne
- stres

POWERUP

16 **Uzupełnij tekst wyrazami i wyrażeniami z ramki. Jedno wyrażenie podano dodatkowo.**

cut out energy fitness fanatic inactive junk food out of shape pile on the pounds sedentary take care of



In recent years, the dangers of sitting down all day have become more widely recognized. A [1]_____ lifestyle can be harmful to our health as the human body is designed to stand upright and to move. Physical activity increases the body's ability to function properly and our levels of [2]_____, making us feel able to do more. If, however, we are generally [3]_____, we risk developing illnesses such as diabetes, as well as gaining weight and getting [4]_____.

If you sit down too much and want to [5]_____ yourself better, try to incorporate more activity into your daily routine. You don't need to become a/an [6]_____ or to [7]_____ sitting entirely. You can simply walk or cycle more often and stand up instead of sitting whenever possible. These small adjustments to your habits will help your body work more efficiently and help you maintain a healthy weight. There's no need to [8]_____ and risk illness!

Uzależnienia

17 **Wybierz poprawne wyrażenia.**

I've been trying to [1]*give up* / *give away* smoking for ages. It's not easy! I'm [2]*attached* / *addicted* to cigarettes and find it difficult to go without them. When I was younger, my parents tried to [3]*disrupt* / *discourage* me from smoking, and made me [4]*aware* / *caring* of the dangers, but nothing they said [5]*separated* / *prevented* me from starting. Now, I wish I'd listened to them!

18 **Odpowiedzcie w parach na poniższe pytania.**

1 What was the last illness you had? What were the symptoms?
2 How often do you visit your GP each year?
3 Have you ever been in hospital? What was it like?
4 Have you ever injured yourself? What treatment did you receive?
5 How difficult is daily life if you have a disability?
6 Do you think you have a healthy lifestyle? Why? / Why not?

POWERUP

Choroby cywilizacyjne

19 **Uzupełnij tekst wyrazami i wyrażeniami z ramki.**

disease high blood pressure immune system infectious lack life expectancy poor stroke

There is a lot of scientific evidence that links the Western diet to obesity, diabetes and heart [1]_____.

Many in the West have a [2]_____ diet which is high in fats, salt and sugar and low in protein, vegetables and fruit. This type of diet, combined with other factors such as a [3]_____ of physical activity, increases your risk of [4]_____, which in turn increases your risk of having a [5]_____. This is a very serious condition that can be fatal or leave the person with long-term problems.

A diet that is low in essential nutrients is also harmful for the [6]_____, which means that you can't fight off colds, flu and other [7]_____ diseases very well.

So, a balanced, healthy diet is crucial to stay well and to increase your [8]_____.



Exercise 16
1 sedentary
2 energy
3 inactive
4 out of shape
5 take care of
6 fitness fanatic
7 cut out
8 pile on the pounds

Exercise 19
1 disease
2 poor
3 lack
4 high blood pressure
5 stroke
6 immune system
7 infectious
8 life expectancy

Exercise 15
- Ask students to complete the exercise in pairs. Then have them role-play their dialogue in front of the class.

Optional activity
Once students have completed the exercise, have a class discussion on why taking care of our physical and mental health is important.

Exercise 18
- Before starting the exercise, go through items 1–3 and ask students what type of things they think they can say. Write key ideas on the board.
- Students then work in pairs to talk about items 1–3 using key ideas from the board if necessary.
- Students swap partners and repeat for items 4–6.

Exercise 19
- Have students look at the picture and say if their diet is similar or different.
- Ask students if they can add any ideas of their own on the topic.

Rozumienie ze słuchu

Wybór wielokrotny

1 **Przeczytaj wskazówkę i podane informacje. Jaki wniosek (A–D) można sformułować na ich podstawie?**

Odpowiedzi na niektóre pytania nie są w dosłowny sposób przedstawione w nagraniu. Aby poprawnie odpowiedzieć na te pytania, należy wyciągnąć logiczne wnioski z usłyszanych informacji.

Apparently, the PE lessons contribute positively to the students' well-being, so the school is introducing some extra PE classes. It's hard not to agree with this decision, even though the curriculum is already full.

A The school needs to fill gaps in the timetable.
B PE is regarded as beneficial to students.
C PE is the most important subject.
D Too much schoolwork harms students' health.

2 **098** **Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania: A, B albo C.**

Tekst 1

1 According to the speaker, heading the ball will not be allowed among
A primary school pupils.
B secondary school pupils.
C professional players.

Tekst 2

2 The speakers received injuries
A by doing the same thing.
B to the same part of the body.
C at the same time.

3 Alex decided to
A change his controller.
B play virtual reality games.
C take regular breaks.

Tekst 3

4 The doctor suggests young bodies
A deal with high temperatures well.
B may be damaged easily.
C heal quickly.

5 Which aspect of young people's psychology does the doctor address last?
A reaction to difficulties
B social well-being
C assessment of risk

6 Which adjective best describes the doctor's attitude?
A concerned **B** doubtful **C** encouraging



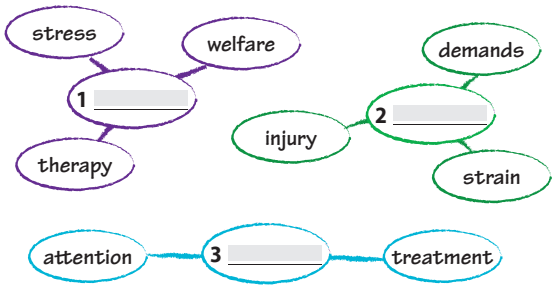
WORDPOWER

3 **Popatrz na wyrażenia z nagrania w poniższej ramce. Które z nich odnoszą się do problemów, a które – do rozwiązań?**

develop a disease get treatment receive an injury
receive therapy rest your thumb speed up recovery
strain your hand stretch your muscles swollen thumb

4 **Uzupełnij wyrażenia słowami z ramki.**

medical physical psychological



5 **Odpowiedzcie w parach na poniższe pytanie.**

Which of the items from exercises 3 and 4 have you experienced in the last year? Give details.

POWERUP

Odpowiedzi na pytania

6 **099** **Usłyszysz dwukrotnie wywiad z modelką. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania 1–4, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Na pytania należy odpowiedzieć w języku angielskim.**

1 Where did Kylie first see disabled models?
2 What item of clothing did people want to buy after Alexander McQueen's fashion show?
3 What title did Jack Eyres win?
4 Why does Kylie think that companies might want to hire a disabled model?

Materials
Classroom presentation tool
Class audio, tracks 098–099
Online practice

Exercise 3
Problems: develop a disease, receive an injury, strain your hand, stretch your muscles, swollen thumb
Solutions: get treatment, receive therapy, rest your thumb, speed up recovery

Exercise 4
1 psychological
2 physical
3 medical

Exercise 6
1 on magazine covers
2 a pair of boots
3 Mr England 2017
4 for good publicity

Warm up
• Ask students to say if they enjoy doing PE in school and what its benefits are. Ask if they continue playing sports during the holidays or not.

Exercise 1
• Complete the exercise as a class and have students explain their answers.

Exercise 2 **098**
Audio script page 259

• Ask students to read through the questions and have them think of key words that will help them with their answers for each option.

Exam tip
Remind students to listen to the whole recording before answering. If they cannot decide on an answer, they could select the answer they think is closest to what they have heard in order not to leave any item unanswered.

Exercise 3

Optional activity
Place students in pairs and have them write short sentences using the words in the box to share with their partner.

Exercise 6 **099**
Audio script page 259
• Ask students to point to the specific parts of the recording where they found their answers.

11 Rozumienie tekstów pisanych

Materials
Classroom presentation tool

Dobieranie zdań do części tekstu / Tekst z lukami

1 **Odpowiedzcie w parach na poniższe pytania.**

1 Is there anything that you do too much of?
2 Does your behaviour ever have negative consequences?

2 **Przeczytaj cztery teksty na temat uzależnień. Dopasuj do każdego zdania (1–3) właściwy tekst (A–D). Jeden tekst nie pasuje do żadnego zdania.**

1 This text concludes with a warning about a habit that may become a serious problem. D
2 The author of this text encourages us to notice symptoms of a bad habit. B
3 This text mentions an attempt to change an unhealthy habit. A

Tekst A



CASE STUDY: MARY

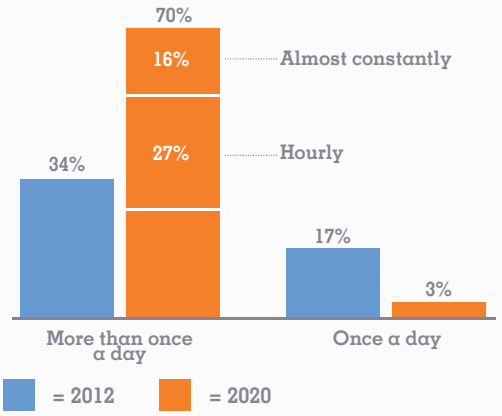
Mary (not her real name) didn't enjoy university at first. Without much money, she looked for a cheap way to feel better and move the focus away from stressful thoughts, and she began to focus on food. Typically, in a single session, she would eat an entire box of biscuits, or a whole cake – or both. She would steal from others' cupboards as well. Being aware of the destructive nature of such behaviour, and experiencing feelings of guilt and shame, she made several efforts to stop it, all of which failed. She eventually started therapy on her doctor's advice. Over time, she realized that her obsessive habit was linked to psychological problems. Gradually, she began to meditate before eating, which helped her overcome her impulses. Treating her body well then led to more positive beliefs about herself.

Tekst B

LIFE ONLINE:
How much is too much?

If you're wondering whether you spend too much time online, look for the typical signs: decline in grades, lack of social interaction and inability to concentrate.

Internet usage among teenagers



Tekst C

ZeroTech

Welcome to ZeroTech camps, where kids take part in a range of healthy activities from abseiling to Zumba! We can provide anything except screen time. Our camps are exclusively designed for ten- to eighteen-year-olds who have become overdependent on their electronic devices. Typically, young people are sent here by parents or teachers who've developed concerns that their Internet usage is becoming excessive. The campers leave all digital devices at the camp gates when they start their two-week stay and are encouraged to deal with boredom by exploring a wide range of healthier activity options. Young people are also taught to develop their social confidence and to deal with feelings of anxiety or frustration. Contact us now to find out how we can change your life – you'll find the results overwhelming!



Warm up
• Say, *I walk for two hours every day, even if it is cold. I do get tired and I know it is too much but I still do it anyway.* Ask students if they think it is good for you to walk so much and encourage them to give reasons. You can also ask them: *How much is too much exercise?*
• Ask students what habits they have that they consider to be good or bad.

Exercise 1
• Complete the exercise as a class. For question 2, have a class discussion on the negative consequences that students suggest.
• Ask students if they have ever experienced any of the negative consequences mentioned and what they did to overcome them.

Exercise 2
• Have students point to the parts of the texts where they found the answers.

Mixed ability
To check further understanding of the texts, students can work in pairs to summarize what each text is about.

Tekst D

Q My friends say I eat too much but, luckily, I'm not overweight as I exercise loads. Is this a problem?

A Thanks for your question. Firstly, it's great that you aren't suffering from obesity. However, that doesn't mean your eating habits are safe. If you're eating lots of wholefoods like nuts, fruit and vegetables, you're probably OK. However, if your diet mainly consists of 'palatable' foods, namely sugar, fat and salt, you may experience physical side effects such as poor skin, bad breath or even liver disease. It may be worth seeking psychological help, too, to prevent overeating from becoming a disorder.

3 **Przeczytaj wiadomość Jana do koleżanki. Uzupełnij luki 1–4 zgodnie z treścią tekstów A–D, tak aby jak najbardziej precyzyjnie oddać ich sens. Luki należy uzupełnić w języku polskim. W każdą lukę można wpisać maksymalnie trzy wyrazy.**

Zanim uzupełnisz luki, przeczytaj e-mail, aby dowiedzieć się, czego dotyczy. Zwróć uwagę, że odpowiedzi należy podać w języku polskim, i muszą one utworzyć logiczną i poprawną gramatycznie całość z resztą tekstu.

Send

Cześć Aniu!

Wyobraź sobie, że moi rodzice postanowili wysłać mnie na obóz wakacyjny dla nastolatków [1]_____! Wyjeżdżam więc na dwa tygodnie i nie będę miał dostępu do smartfona. Rodzice przeczytali, że [2]_____ nastolatków używa mediów społecznościowych więcej niż raz dziennie i połączyli to z moimi słabszymi wynikami w nauce.

Wygląda na to, że na obozie będę miał okazję spróbować wielu zdrowych aktywności i w ten sposób nauczyć się radzić sobie z [3]_____. Mama czytała wcześniej o klinice, w której leczy się zaburzenia odżywiania, ucząc pacjentów [4]_____ przed posiłkiem i sugerowała, że ja też tak powinienem robić, zanim zajrzę do internetu. Cóż, może mój udział w tym obozie trochę ją uspokoi.

Do usłyszenia za dwa tygodnie!

Jan

WORDPOWER

4 **Wykonaj poniższe zadanie.**

Look at the highlighted words in the text and find

1 three negative emotions.
2 two words related to health problems connected with eating.
3 something you can eat.
4 an object or a machine.
5 an action that is supposed to solve medical problems.
6 two adjectives to say something is too much.
7 a synonym for *illness*.

5 **Uzupełnij luki wyrazami z ćwiczenia 4. Jedno słowo podano dodatkowo.**

Internet gaming [1]_____

Gaming helps young people develop a range of skills, but it also has drawbacks. Some people also think gamers become [2]_____ because they eat junk food rather than [3]_____, but others suggest they overemphasize the link between gaming and [4]_____ in teens. Internet gaming disorder (IGD) is a bigger concern and affects 8% of teens and 1% of the general population. It occurs when gaming is used to escape reality – perhaps to reduce feelings of [5]_____ over something that's happened or [6]_____ about studying or relationships. Doctors only diagnose IGD when there are signs of [7]_____ behaviour. This includes anger when the [8]_____ is taken away. The amount of gaming must also be [9]_____ for a 12-month period. At this stage they may prescribe [10]_____ to treat the condition.

Słowa z prefiksem *over*

6 **Popatrz na słowa podkreślone w tekstach i odpowiedz na pytania.**

1 In which words does *over* mean 'too much'?
2 Which word doesn't make sense without the prefix *over*?
3 Which other words have a totally different meaning when you remove *over*?

7 **Dopasuj słowa z ramki do rzeczowników (1–3). Jedno słowo podano dodatkowo.**

overcome overcook overdependent overeat overhear overreact (to) overthink overwhelming overwork

1 meal 2 gossip 3 stress

Exercise 3
1 uzależnionych od internetu
2 70% / większość
3 nudą
4 medytacji/medytować

Exercise 4
1 guilt, shame, anxiety
2 obesity, overweight
3 wholefoods
4 device
5 therapy
6 obsessive, excessive
7 disorder

Exercise 5
1 disorder
2 overweight
3 wholefoods
4 obesity
5 guilt
6 anxiety
7 obsessive
8 device
9 excessive
10 therapy

Exercise 6
1 overeat, overdependent
2 overwhelming
3 overcome

Exercise 7
1 overcook, overeat
2 overhear, overreact (to)
3 overcome, overdependent, overthink, overwhelming, overwork

Exercise 4
• Before completing the exercise, ask students to look at the highlighted words and define them as best they can.

Optional activity
Place students in pairs and have them write their own sentences with the vocabulary items to present to the class.

Exercise 5
• With books closed, ask students to say what they think of Internet gaming and what dangers they think it can pose.

Optional activity
After reading the text, ask students what they think of it and if they think too much gaming can be called a 'disorder'.

Exercise 7
• Ask students to work in small groups and find more words that take on the prefix *over*. Students then define the words they have found.

POWERUP

Wybór wielokrotny

8 **Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu: A, B, C albo D.**

1 Where did Sandy become unconscious?
- (A) The room for sick students.
- B The school cafeteria.
- C The local hospital.
- D The school corridor.

2 What do we learn about the symptoms?
- A No male students had them.
- B The students developed them after the illness was spread by air particles.
- (C) Students were generally affected one by one.
- D They only concerned students who talked to each other.

3 Who arrived at the school first?
- (A) emergency services
- B parents
- C reporters
- D local politicians

4 Which event certainly occurred that day?
- A A gas pipe leaked.
- B A new carpet was laid.
- (C) False information was spread.
- D Students pretended to be ill.

5 According to the text, what can we conclude about mass hysteria?
- A The symptoms can be quite dangerous.
- B It is often caused by smell.
- C It is common amongst children.
- (D) It may be difficult to diagnose.

A Mystery in Miami Beach

It was 9.30 in the morning at a school in Miami Beach on a warm summer's day. A group of students were standing in the cafeteria rehearsing for a school show. Everything seemed pretty normal that morning, except perhaps for a strange smell that seemed to linger in the corridors around the canteen.

Suddenly, one student in the music group, a girl called Sandy, began feeling ill. She was taken to the sick room where she promptly fainted on the couch. Unable to revive her with smelling salts, the school nurse called the emergency services. They rushed in and carried Sandy out of the building on a stretcher to receive medical attention at the local hospital.

It was then that a second child started to feel ill, and then another, each reporting a range of symptoms: nausea, headaches, aches, chills. Talk started spreading of something in the air: poison perhaps, or maybe a gas leak. The numbers feeling ill continued to grow. Before long, students – mostly female – had been rushed to hospital; a further 25 were sent home to their worried parents. The remaining students in the school were evacuated to the safety of the playground. Within minutes, the media, who always monitored the radio traffic on emergency frequencies, arrived in the school grounds, and before long the place was crawling with doctors and firefighters. Soon desperate parents joined them, and even local dignitaries, all wanting to know one thing: what on earth was causing the ailments?

Only one person didn't seem concerned – a member of the canteen staff who'd witnessed the events and now just wanted the place cleared of doctors and inspectors so that she could finally set out the tables for lunch. Her lack of concern at first seemed reckless. But then reports came from the hospital that all the children there were physically fine, and other staff members began to doubt whether anything was seriously wrong.

In the following hours a picture of what had really happened started to emerge. The girl, Sandy, was a popular student whom many of the students looked up to. The rehearsal had ended at 10.30, and the children had poured out of the cafeteria into the corridor, just in time to witness their friend being taken away unconscious. Someone had then started a rumour that the unusual smell that pervaded the corridor that day was in fact a deadly toxin. Panic had gripped the group, and some had started experiencing real physical distress.

Later, it emerged that it was only the excitable individuals who had experienced symptoms, and that each had felt ill only after seeing a fellow student experiencing symptoms, causing a kind of chain reaction. The smell, it turned out, was nothing more than a type of adhesive used to lay a new carpet. Despite the many wild theories to explain what happened, the one that was eventually widely accepted was that it was a case of mass psychogenic illness, or 'mass hysteria'. The case would in fact become one of the most famous examples of the phenomenon in recent history.

But if the students were unconsciously copying each other, how had Sandy become ill in the first place? Well, she actually was feeling a little unwell that day: she'd picked up a virus.



Exercise 8
- On the board write: *mass hysteria*. Ask students what they think it is and to give examples if possible.
- Then on the board write: *rehearsal, linger, smelling salts, evacuated, ailments, reckless, rumour, chain reaction, unconsciously copying*. Ask students how they think these words might be linked to the text about a school and mass hysteria.
- Ask students to quickly read the text to check if their ideas were correct.
- Then ask students to read the text again and complete the task.

Exam tip
Explain to students that if they find a word in the questions that they don't know, they should stay calm and translate the question into their own language to get an idea of what the word might be.

Mówienie

Rozmowa z odgrywaniem roli

Jeżeli w trakcie rozmowy brakuje ci słów, unikaj niepotrzebnego wchodzenia w szczegóły. Staraj się operować dobrze znanym ci słownictwem. Jeżeli jednak zapomnisz kluczowego słowa, nie przerywaj wypowiedzi, tylko przekaż treść w sposób opisowy.

1 **100** **Przeczytaj zadanie i wysłuchaj nagrania. W jaki sposób uczeń zastąpił poniższe wyrażenia?**

painkillers physiotherapist prescription rehabilitation

Reprezentujesz swoją szkołę w międzynarodowych zawodach sportowych. W trakcie swojego występu doświadczyłeś/doświadczyłaś kontuzji. W rozmowie z lekarzem omów następujące kwestie:

- okoliczności zdarzenia
- dolegliwości bólowe
- recepta na leki
- rehabilitacja.

2 **Dopasuj wyrażenia (1–6) do definicji (a–f). Następnie wybierz dwa słowa ze słowniczka na końcu rozdziału i zdefiniuj je w podobny sposób. W parach spróbujcie odgadnąć słowa na podstawie definicji.**

1 a general practitioner *f*
2 to prevent *a*
3 a surgeon *e*
4 an injection *c*
5 to discharge *b*
6 disabled *d*

a to stop from happening
b to allow to leave the hospital
c a shot of medicine
d not able to use a part of their body properly
e a doctor performing operations
f a family doctor

3 **Wykonajcie w parach poniższe zadanie. Następnie zamieńcie się rolami i wykonajcie je ponownie.**

W trakcie zagranicznego wyjazdu na narty doznałeś/doznałaś nieprzyjemnego upadku, w wyniku którego bardzo boli cię ręka. W rozmowie z lekarzem omów następujące kwestie:

- okoliczności zdarzenia
- konieczne badania
- problemy z poruszaniem ręką
- ubezpieczenie zdrowotne.

Rozmowę rozpoczyna lekarz.

Rozmowa na podstawie materiału stymulującego

Twoje odpowiedzi na pytania powinny być uporządkowane i spójne. Rozpocznij od jednozdaniowego wstępu. Następnie w logicznej kolejności przedstaw swoje argumenty. Zacznij od najważniejszego aspektu albo od plusów danego zjawiska. Na koniec krótko podsumuj swoją wypowiedź.

4 **101** **Przygotuj odpowiedź na poniższe pytanie. Następnie porównaj swoją wypowiedź z nagraniem.**

What are the main threats to teens' health?

Rozpoczynanie wypowiedzi
Well, it is a difficult question, but …
There are both advantages and disadvantages of …
There are many benefits of / reasons for …
Podsumowanie wypowiedzi
To sum up, … In conclusion, … So, … All in all, …

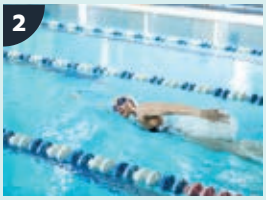
Więcej przydatnych zwrotów na s. 240

5 **Wykonaj poniższe zadanie.**

Popatrz na ilustracje 1, 2 i 3. Chciałbyś/Chciałabyś zwiększyć swoją odporność na stres i infekcje. Zastanawiasz się nad trzema metodami wzmacniania organizmu.

- Wybierz tę metodę, która wydaje ci się najbardziej skuteczna, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.







Odpowiedz na pytania.

1 How does a healthy lifestyle prevent diseases?
2 How true is the saying that 'you are what you eat'? Why do you think so?

Materials
Classroom presentation tool
Class audio, tracks 100–101
Online practice

Exercise 1
painkillers: some medicine to stop the pain
physiotherapist: a good specialist who could plan a training programme for me
prescription: written order from you
rehabilitation: some exercises to make my leg stronger

Warm up
- Ask students what they do when they are in a lot of pain – do they rest, take painkillers, visit a doctor, etc.?
- Ask them what they think of over-the-counter painkillers and if painkillers in general should be given as a prescription. Encourage students to express reasons for their opinions.

Exercise 1 **100**
Audio script page 259

Exercise 3
- Using the mind map technique, have students say what words and expressions they think they can use to complete the exercise.

Mixed ability
Tell students to monitor their partner's use of grammar and vocabulary while they speak. They can record themselves if they like, so that, when they replay it, they can listen out for errors.

Exercise 4 **101**
Audio script page 259

Exercise 5

Exam tip
Remind students that it's important they use a good range of linking words in the speaking part of the exam. To help them with this, have students say different linking words they know and write them on the board for students to refer to while they speak.

11 Znajomość środków językowych

Materials
Classroom presentation tool
Online practice
Short test

GRAMMAR IN USE

Mowa zależna; zaimki zwrotne

1 **Przepisz poniższe zdania, używając mowy zależnej.**

1 'We'll take you to hospital,' the paramedics told him.
2 'I fainted yesterday,' my sister said.
3 'My son's feeling dizzy,' Tom told the doctor.
4 'Take some painkillers now,' my mum told me.
5 'I don't feel well,' Sam said.
6 'How long have you had a fever?' the doctor asked her.
7 'Could you give me my walking stick?' Grandma asked me.
8 'I can't go to the gym this week,' Vikki said.
9 'I've been treating people with cancer for many years,' he told me.

2 **Uzupełnij każdą lukę w e-mailu jednym wyrazem.**

Hi Steven,
I just thought I would let you know how Becky is. I visited her yesterday and she said she [1] was feeling weak but OK. She said the operation [2] had gone well and the surgeon [3] was pleased. He's told her [4] to rest and get her strength back. She told him she [5] had to get home as soon as possible, but he said she [6] would probably need a few days to recover. I asked her [7] if she would like me to go again the [8] next day, but she said no, so I haven't been today. I'll go tomorrow and will send you another update.
Adam

3 **W każdym zdaniu wskaż właściwy zaimek.**

1 I would never be able to give *me* / (*myself*) an injection.
2 When I saw (*him*) / *himself*, I was shocked.
3 Two cyclists crashed into *themselves* / (*each other*), but luckily nobody got hurt.
4 Are you OK? Have you hurt *you* / (*yourself*)?
5 My boyfriend and I usually cook (*ourselves*) / *each other* a healthy evening meal.
6 My mum usually treats *her* / (*herself*) when she's ill but this time she went to the doctor, who gave (*her*) / *herself* some antibiotics.
7 It's great the way that you and Amy encourage *yourselves* / (*each other*) to keep fit. It's hard to stay motivated on your own.
8 My dad took (*me*) / *myself* to hospital because he could see I was very unwell.

Więcej gramatyki na s. 228

Minidialogi

4 **Uzupełnij poniższe minidialogi (1–4). Wybierz spośród podanych opcji brakującą wypowiedź.**

1 **X:** I've had awful backache for weeks!
Y: _____
(A) Poor you! **B** Good luck! **C** Be calm!

2 **X:** What's the matter with your hand?
Y: _____
A My mum broke her arm this morning.
B Lucy gave me first aid immediately.
(C) I cut myself while I was cooking.

3 **X:** I'm worried that I've got a serious illness.
Y: _____
A Could you stay in bed for a few days?
(B) Why don't you make an appointment to see a doctor?
C Did they call an ambulance for you?

4 **X:** When are you going to have your operation?
Y: _____
X: That's fast!
A The doctor asked me to call back in a few weeks.
(B) The doctor told me it would be next Monday.
C The doctor said he had no idea.

Tłumaczenie (zadanie zamknięte)

5 **Spośród podanych opcji wybierz tę, która jest tłumaczeniem fragmentu podanego w nawiasie poprawnie uzupełniającym lukę w zdaniu.**

1 The doctor said that Mark (*skręcił*) _____ his ankle in two places.
A sprained **C** had sprained
B has sprained

2 When you get stressed, just (*przypomnij sobie*) _____ that you've done similar things before.
(A) remind yourself **C** remind yourselves
B remind you

3 I asked the nurse (*aby mi pomogła*) _____ get out of bed.
A if she helps me **C** to help me
B that she helped me

4 As the survivors of the accident started to recover, they began to (*rozmawiać ze sobą*) _____ about their experiences.
A talk to themselves **C** talk to each one
(B) talk to one another

5 Everyone told me (*abym się nie martwiła*) _____, but I felt quite anxious about going to hospital.
A that I don't worry **C** if I didn't worry
(B) not to worry

Exercise 1
1 The paramedics told him they would take him to hospital.
2 My sister said (that) she had fainted the day before / the previous day.
3 Tom told the doctor that his son was feeling dizzy.
4 My mum told me to take some painkillers then / at that moment.
5 Sam said (that) he didn't feel well.
6 The doctor asked her how long she had had a fever.
7 Grandma asked me to give her her walking stick.
8 Vikki said (that) she couldn't go to the gym that week.
9 He told me (that) he had been treating people with cancer for many years.

Warm up
• Say: *I went to the supermarket this morning*. Ask students to tell you what you just said using indirect speech. Continue with a few more sentences, focusing on different tenses.

Exercise 1
• Go through the rules that apply to indirect speech before students complete the exercise.

Mixed ability
Students tend to make mistakes with tense changes in indirect speech exercises. During feedback, if you see that students have made mistakes, ask them to reconsider their answers and explain why they're incorrect.

Exercise 4

Exam tip
Remind students to check their answers once they have completed the task to make sure they have answered correctly.

Optional activity
Students can write their own dialogues with the incorrect options in each item.

Gramatykalizacja / struktury gramatyczne

6 **Uzupełnij zdania 1–8. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.**

1 People are often ashamed of their addiction, and this _____ (prevent/ask) for help.
2 The physiotherapist told me that _____ (have/do) exercises for my leg three times a day.
3 Emma said she _____ (want/examine) by a female doctor.
4 I _____ (ask/Dan/get) my prescription when he went to the chemist's.
5 The nurse said that he _____ (never/see) a rash like mine before.
6 Tom said he _____ (can/take/I) to hospital, so I asked him to pick me up straight away.
7 Hannah asked _____ (I/feel) ill because I looked very tired.
8 The doctor _____ (tell/I/be) overweight and that I needed to lose ten kilos.

Zadanie z lukami

7 **Przeczytaj tekst. Uzupełnij każdą lukę (1–5) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna uzupełnionych zdań.**

A smooth road to recovery

I have always played a lot of sport and, until last year, I had always been [1] in excellent health and injury-free. So it was a huge shock when I seriously injured my knee while I was playing football and heard that I needed an operation. The surgeon [2] told me that it would very probably restore the functioning of my knee to normal but said [3] that recovering from the operation would take between six and twelve months. This was rather depressing, but a friend put me in touch with someone who had had the same operation. This man said he [4] had recovered within six months and, although I knew that every case is different, I was encouraged by this. I had the operation and, when the swelling had gone down, I began doing my physiotherapy exercises. I also went swimming as I was keen to keep fit and not to [5] put on a lot of weight. Luckily, all went well, my knee healed nicely, and after six months I was back on the football pitch. It felt fantastic!

POWERUP

Transformacje (zadanie otwarte)

8 **Wykorzystując wyrazy podane dużymi literami, uzupełnij lukę w każdym zdaniu tak, aby zachować sens zdania wyjściowego (1–4). W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając w to wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna uzupełnionych zdań. Nie zmieniaj formy podanych wyrazów.**

1 Nobody has ever said that I have given them the wrong treatment. **ACCUSED**
Nobody has ever _____ them the wrong treatment.
2 After I broke my arm, I was unable to get dressed without someone else's help. **DRESS**
After I broke my arm, I _____.
3 I told Rob it would be a good idea to see a doctor about his frequent headaches. **SUGGESTED**
I _____ saw a doctor about his frequent headaches.
4 She doesn't do anything to help around the house! **FINGER**
She doesn't _____ around the house!

Wybór wielokrotny

9 **Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst.**

Twins

Hermon and Heroda Berhane are twin sisters from Eritrea who, at the age of seven, lost their hearing on the same day, for an unknown reason.

The twins say that they [1] _____ being deaf as a disability, but rather as an advantage because their other senses are heightened. [2] _____, they have found that other people's perceptions of deafness have created difficulties for them.

[3] _____ to the UK as children, Hermon and Heroda began applying for work as models when they left college. The many [4] _____ they received inspired them to set up their blog to say that deafness should not be a barrier to inclusion and success and to encourage other deaf people to follow their dreams.

1 **A** hadn't viewed
B didn't view
C don't view
D weren't viewing

2 **A** However
B Anyhow
C Consequently
D Otherwise

3 **A** Being moved
B Moving
C Having moved
D Having been moved

4 **A** replacements
B responses
C remarks
D rejections

Exercise 6
1 prevents them from asking
2 I had to do
3 wanted to be examined
4 asked Dan to get
5 had never seen
6 could take me
7 if I was feeling / if I felt
8 told me I was

Exercise 8
1 accused me of giving
2 couldn't dress myself
3 suggested to Rob that he
4 lift a finger

Exercise 7
• Tell students to first read all of the text to get an idea of what it is about before answering.

Optional activity
Students can choose three sentences from the text to write in their notebooks as gapped sentences for their partner to find the words. They should focus on prepositions, collocations or function words.

Exam tip
After students have completed the gaps, tell them to look at the words in the gaps again and make sure the word they have chosen is correct in the context of the whole sentence as far as the meaning and grammar are concerned.

Exercise 8
• Go through the words in bold and ask students for their derivatives. Write them on the board.
• After checking answers, students can makes sentences with the other derivatives on the board.

11 Wypowiedź pisemna

Materials
Classroom presentation tool
Online practice

Exercise 1
1 headache
2 accident and emergency
3 painkillers
4 dizzy

Exercise 2
1 hurt
2 was dizzy
3 had a headache
4 took a painkiller
5 called an ambulance
6 accident and emergency
7 unconscious
8 discharged
9 rest
10 sleep well

E-mail

Twoja wypowiedź powinna zawierać liczne precyzyjne sformułowania, czyli słownictwo swoiste dla danego tematu, pasujące do danej sytuacji komunikacyjnej.

1 **W poniższych zdaniach zastąp podkreślone fragmenty precyzyjnymi sformułowaniami związanymi ze zdrowiem.**

1 Some of the symptoms of the common cold are a runny nose, a sore throat, a cough and a pain inside your head.
2 My sister twisted her ankle so we took her to a hospital room where injured people go when they need to be treated immediately.
3 Some plants, for example willow bark or lavender, can be used to prepare natural medicines that reduce pain.
4 When I am on a boat, I always suffer from seasickness and I feel as if I am turning around in circles and going to fall even though I am standing still.

2 **Przeczytaj zadanie i przykładową wypowiedź w prawej kolumnie. Przetłumacz wyrazy i wyrażenia podane w nawiasach, stosując precyzyjne wyrażenia, adekwatne do tematu.**

Miałeś/Miałaś drobny wypadek, w wyniku którego doznałeś/doznałaś urazu i musiałeś/musiałaś spędzić kilka dni w szpitalu. W e-mailu do kolegi z Anglii:
- zrelacjonuj, jak doszło do wypadku
- opisz rodzaj urazu i dolegliwości
- napisz, jakiej pomocy udzielono ci w szpitalu
- poinformuj, jakie dalsze leczenie zalecił ci lekarz.

Send

Hi Ben,

You will never believe this – I had an accident and I had to go to hospital!

I was trying to learn the 360 Flip trick on my skateboard. All of a sudden my board flipped and I hit my shin really hard, lost my balance, fell and struck my head on the ground.

My leg [1](*bolała*) _____ badly but the main problem was with my head. I couldn't remember the moment of the accident and I [2](*miałem zawroty głowy*) _____. I also [3](*miałem ból głowy*) _____ that didn't go away although I [4](*wziąłem środek przeciwbólowy*) _____.

My parents [5](*zadzwonili po karetkę*) _____ and I was taken to [6](*izby przyjęć*) _____. I wasn't [7](*nieprzytomny*) _____ so the doctors asked me many questions about the accident and did all kinds of examinations.

I was diagnosed with a slight concussion. I had to stay in hospital for observation but I have been [8](*wypisany do domu*) _____ today. Now I am only allowed to do calm activities, such as reading or drawing. I must [9](*odpoczywać*) _____ and [10](*wysypiać się*) _____. I need to avoid staring at the computer screen, so I'd better finish now.

Take care,

Marcin

3 **Napisz tekst (100–150 wyrazów, nie licząc słów już podanych), w którym rozwiniesz każdy z czterech podpunktów.**

Z powodu grypy nie wziąłeś / nie wzięłaś udziału w imprezie urodzinowej kolegi z Anglii. W e-mailu do tego kolegi:
- wyjaśnij powód swojej nieobecności
- napisz, jakie są zalecenia lekarza
- uzasadnij, dlaczego uważasz, że rodzina troskliwie się tobą opiekuje
- zaproś kolegę na spotkanie i zapytaj o dogodny dla niego termin.

Rick,
Happy birthday! I'm sorry I couldn't attend your party.
I know it was important but I really couldn't come.

Przyczyny nieobecności
I couldn't come because I caught …
I don't feel well.
Zalecenia lekarza
The doctor said I should …
I am not allowed to …
Opieka rodziny
My parents bring me …
My sister helps me to …
Zaproszenie kolegi
Maybe we could … when I get better?
When would you like to meet?

Więcej przydatnych zwrotów na s. 243

POWERUP

Artykuł publicystyczny

4 **Napisz tekst składający się z 200–250 wyrazów.**

Choroby cywilizacyjne nazywa się epidemią XXI. wieku. Napisz artykuł, w którym przedstawisz przyczyny chorób cywilizacyjnych oraz opiszesz sposoby zapobiegania im.

Przydatne zwroty na s. 247

Warm up
- Ask students if they have ever been in a situation where they promised to come to an event their friend had organized, but then failed to turn up, and why.

Exercise 1

Optional activity
In pairs, ask students to write a sentence of their own with one of the replacement expressions. They share their work with the class.

Exercise 2

Optional activity
Place students in groups. Ask them to think of an accident that could happen and say what they would write about it in their email.

Differentiation
Go through each phrase and ask students for possible English equivalents before they complete the task.

Exercise 3
- Ask students to work in pairs to brainstorm ideas and vocabulary they can use to complete the task.
- Remind them to use the phrases from the Writing box in their writing.
- Set the writing task as homework.

Exam tip
Remind students to note down vocabulary they can use in their work before they start writing.

Bank zadań Wypowiedź ustna

Materials
Classroom presentation tool
Video
Video worksheets

2 minuty

Rozmowa wstępna

Odpowiedz na pytania.

1 Would you ever consider taking part in a triathlon? Why? / Why not?
2 Do you like watching football on TV? Why? / Why not?
3 What do you do when you get a cold?
4 How much water do you drink every day? Do you think that is enough?

4 minuty Zadanie 1

Rozmowa z odgrywaniem roli

Uczeń z Australii w ramach międzynarodowej wymiany szkolnej uczęszcza do twojej szkoły. Rozmawiasz z nim na temat sportów, które można uprawiać w jego i twojej szkole. Omów poniższe kwestie.

- rodzaje dyscyplin sportowych
- wyposażenie sali sportowej
- sukcesy uczniów
- harmonogram zajęć

(Rozmowę rozpoczynasz ty).

3 minuty Zadanie 2

Opis ilustracji i odpowiedzi na trzy pytania

Opisz poniższe zdjęcie i odpowiedz na pytania.



Pytania znajdziesz na s. 242

5 minuty Zadanie 3

Rozmowa na podstawie materiału stymulującego

Popatrz na ilustracje 1, 2 i 3. Wraz z koleżanką organizujesz kampanię mającą na celu promocję aktywnego stylu życia. Zastanawiasz się nad projektem plakatu.

- Wybierz tę propozycję, która wydaje ci się najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

1



2



3



Odpowiedz na pytania.

1 Why is leading a healthy lifestyle so important?
2 How effective are campaigns promoting health? Why?
3 Why do you think so many teenagers start smoking cigarettes?
4 What problems do disabled people have where you live?

Warm up
• Place students in small groups. Tell them they have to talk for two minutes on the topic of the unit. The other students listen and note down any mistakes they hear as well as any interesting phrases that the speaker has used.

Zadanie 1
• As a class, go through each subtopic in the task and ask students what they could say about it.
• Ask students to work in pairs and do the role-play.

Zadanie 2
• Before students do the exercise, give them one minute to look at the picture and answer the questions: *Who are the people in the photo? Where are they? What are they doing? What do you think has just happened? What is going to happen next?*
• Remind students that they also need to answer the three questions on page 242.

Zadanie 3
• Give students one minute to look at the pictures and read the captions. Remind them that they should refer to the captions while speaking, but they should avoid quoting them directly. Then students do the task in pairs.

Legenda
Oxford 3000
Oxford 5000
Poziom rozszerzony

102.1 Części ciała

ankle /'æŋkl/ kostka (u nogi)
arm /ɑːm/ ramię, ręka
back /bæk/ plecy
body parts /'bɒdi pɑːts/ części ciała
bottom /'bɒtəm/ pupa, siedzenie
cheek /tʃiːk/ policzek
chin /tʃɪn/ broda
ear /ɪə(r)/ ucho
elbow /'elbəʊ/ łokieć
eye /aɪ/ oko
eyebrow /'aɪbraʊ/ brew
face /feɪs/ twarz
finger /'fɪŋgə(r)/ palec (u ręki)
foot/feet /fʊt/ /fiːt/ stopa/stopy
hair /heə(r)/ włosy
hand /hænd/ ręka
head /hed/ głowa
hip /hɪp/ biodro
knee /niː/ kolano
leg /leg/ noga
lips /lɪps/ wargi
mouth /maʊθ/ usta
neck /nek/ szyja
nose /nəʊz/ nos
shoulder /'ʃəʊldə(r)/ ramię
stomach /'stʌmək/ żołądek, brzuch
tooth/teeth /tuːθ/ /tiːθ/ ząb/zęby
wrist /rɪst/ nadgarstek

102.2 Organy wewnętrzne

brain /breɪn/ mózg
heart /hɑːt/ serce
kidney /'kɪdni/ nerka
liver /'lɪvə(r)/ wątroba
lungs /lʌŋz/ płuca
muscles /'mʌslz/ mięśnie
skeleton /'skelɪtn/ szkielet
spine /spaɪn/ kręgosłup

102.3 Choroby i ich objawy, samopoczucie

ache /eɪk/ ból; boleć
allergy /'ælədʒi/ alergia
be allergic to sth /biː əˈlɜːdʒɪk tə sʌmθɪŋ/ być na coś uczulonym
be in a bad shape /biː ɪn ə bæd ʃeɪp/ być w kiepskim stanie
be sick /biː sɪk/ chorować
bedridden /'bedrɪdn/ przykuty do łóżka
cancer /'kænsə(r)/ nowotwór
cerebral palsy /ˌserəbrəl 'pɔːlzi/ porażenie mózgowe
cold /kəʊld/ przeziębienie
cough /kɒf/ kaszel; kaszleć
disease /dɪ'ziːz/ choroba
faint /feɪnt/ zemdleć
fall ill /ˌfɔːl 'ɪl/ zachorować
feel dizzy /ˌfiːl 'dɪzi/ mieć zawroty głowy
feel drowsy /ˌfiːl 'draʊzi/ czuć się sennym
feel ill /ˌfiːl 'ɪl/ czuć się chorym
feel sick /ˌfiːl 'sɪk/ czuć się chorym
feel well /ˌfiːl 'wel/ czuć się dobrze
fever /'fiːvə(r)/ gorączka
flu /fluː/ grypa
food poisoning /'fuːd pɔɪzənɪŋ/ zatrucie pokarmowe
have a bad cough /ˌhæv ə bæd 'kɒf/ mocno kaszleć
have a cold /ˌhæv ə 'kəʊld/ być przeziębionym
have a headache /ˌhæv ə 'hedeɪk/ odczuwać ból głowy
have backache /ˌhæv 'bækeɪk/ odczuwać ból pleców
have earache /ˌhæv 'ɪəreɪk/ odczuwać ból ucha
have stomach ache /ˌhæv 'stʌmək eɪk/ odczuwać ból brzucha
have toothache /ˌhæv 'tuːθeɪk/ odczuwać ból zęba
high temperature /ˌhaɪ 'temprətʃə(r)/ wysoka temperatura, gorączka
hurt /hɜːt/ boleć
ill with sth /'ɪl wɪð ˌsʌmθɪŋ/ chory na coś
illness /'ɪlnəs/ choroba
obesity /əʊ'biːsəti/ otyłość
pain /peɪn/ ból
poor eyesight /ˌpɔː(r) 'aɪsaɪt/ słaby wzrok
rash /ræʃ/ wysypka
runny nose /ˌrʌni 'nəʊz/ katar
seriously ill /'sɪəriəsli ɪl/ poważnie chory
sharp pain /ʃɑːp 'peɪn/ ostry ból
sneeze /sniːz/ kichać
sore throat /ˌsɔː 'θrəʊt/ ból gardła
suffer from sth /'sʌfə frəm sʌmθɪŋ/ cierpieć na coś
swallow /'swɒləʊ/ połykać
swollen /'swəʊlən/ spuchnięty, opuchnięty
swollen glands /ˌswəʊlən 'glændz/ opuchnięte węzły chłonne
symptom /'sɪmptəm/ objaw
take temperature /ˌteɪk 'temprətʃə(r)/ mierzyć temperaturę
terminally ill /'tɜːmɪnəli ɪl/ śmiertelnie chory

102.4 Leczenie

antibiotic /ˌæntibaɪ'ɒtɪk/ antybiotyk
be diagnosed with sth /biː 'daɪəgnəʊzd wɪð sʌmθɪŋ/ mieć postawioną diagnozę
drink plenty of water /ˌdrɪŋk ˌplenti əv 'wɔːtə(r)/ pić dużo wody
examine /ɪg'zæmɪn/ badać
family doctor /ˌfæməli 'dɒktə(r)/ lekarz rodzinny
general health check /ˌdʒenrəl 'helθ tʃek/ ogólne badanie lekarskie
General Practitioner (GP) /ˌdʒenrəl præk'tɪʃənə(r)/ /ˌdʒiː 'piː/ lekarz rodzinny
get a prescription /ˌget ə prɪ'skrɪpʃn/ dostać receptę
get well /ˌget 'wel/ zdrowieć
give sb an injection /ˌgɪv sʌmbədi ən ɪn'dʒekʃn/ robić komuś zastrzyk
go and see a doctor /ˌgəʊ ən siː ə 'dɒktə(r)/ iść do lekarza
go to casualty /ˌgəʊ tə 'kæʒuəlti/ jechać na pogotowie
go to the chemist's /ˌgəʊ tə ðə 'kemɪsts/ iść do apteki
health care /'helθ keə(r)/ opieka medyczna
injection /ɪn'dʒekʃn/ zastrzyk
lie down for a while /ˌlaɪ 'daʊn fə(r) ə waɪl/ położyć się na pewien czas
make an appointment to see a doctor /ˌmeɪk ən əˌpɔɪntmənt tə siː ə 'dɒktə(r)/ umawiać się na wizytę do lekarza
physician /fɪ'zɪʃn/ lekarz/lekarka
stay in bed for a few days /ˌsteɪ ɪn 'bed fə(r) ə fjuː deɪz/ zostać w łóżku przez kilka dni
take a painkiller /ˌteɪk ə 'peɪnkɪlə(r)/ brać środek przeciwbólowy
take medication /ˌteɪk medɪ'keɪʃn/ brać lekarstwa
take pills /ˌteɪk 'pɪlz/ brać tabletki
take plenty of vitamin C /ˌteɪk ˌplenti əv ˌvɪtəmɪn 'siː/ brać dużo witaminy C
take sb's temperature /ˌteɪk sʌmbədiz 'temprətʃə(r)/ mierzyć komuś temperaturę
take some medicine /ˌteɪk səm 'medsn/ brać lekarstwa
take tablets /ˌteɪk 'tæblɪts/ brać tabletki
treat sb for sth /'triːt sʌmbədi fə(r) sʌmθɪŋ/ leczyć kogoś na coś
treatment /'triːtmənt/ leczenie

102.5 Urazy i pomoc w nagłych wypadkach

be off /ˌbiː 'ɒf/ być popsutym (o jedzeniu)
broken /'brəʊkən/ złamany
bruise /bruːz/ siniak
burn /bɜːn/ oparzenie
call an ambulance /ˌkɔːl ən 'æmbjələns/ dzwonić po karetkę
cut /kʌt/ rana cięta
deep cut /ˌdiːp 'kʌt/ głęboka rana
give sb first aid /ˌgɪv sʌmbədi ˌfɜːst 'eɪd/ udzielać komuś pierwszej pomocy
have an operation /ˌhæv ən ˌɒpə'reɪʃn/ mieć operację
have an X-ray /ˌhæv ən 'eks reɪ/ mieć prześwietlenie
have surgery /ˌhæv 'sɜːdʒəri/ mieć operację
in a cast /ɪn ə 'kɑːst/ w gipsie
injured /'ɪndʒəd/ ranny, kontuzjowany
injury /'ɪndʒəri/ rana; uszczerbek na zdrowiu
scratch /skrætʃ/ zadrapanie
sprained ankle /ˌspreɪnd 'æŋkl/ skręcona/zwichnięta kostka
survive /sə'vaɪv/ przeżyć, przetrwać
take an X-ray /ˌteɪk ən 'eks reɪ/ zrobić prześwietlenie
take sb to hospital /ˌteɪk sʌmbədi tə 'hɒspɪtl/ zawieźć kogoś do szpitala
twisted ankle /ˌtwɪstɪd 'æŋkl/ skręcona/zwichnięta kostka
unconscious /ˌʌn'kɒnʃəs/ nieprzytomny
wound /wuːnd/ rana
wounded /'wuːndɪd/ zraniony, ranny

102.6 Leczenie szpitalne

accident and emergency /ˌæksɪdənt ən ɪ'mɜːdʒənsi/ izba przyjęć; pogotowie
anaesthetist /ə'niːsθətɪst/ lekarz anestezjolog
be discharged /biː dɪs'tʃɑːdʒd/ zostać wypisanym (ze szpitala)
casualty /ˌkæʒuəlti/ izba przyjęć
examination /ɪgˌzæmɪ'neɪʃn/ badanie
go to hospital /ˌgəʊ tə 'hɒspɪtl/ iść do szpitala (jako pacjent)
go to the hospital /ˌgəʊ tə ðə 'hɒspɪtl/ iść do szpitala (jako odwiedzający)
heart surgeon /'hɑːt sɜːdʒən/ kardiochirurg
nurse /nɜːs/ pielęgniarka/ pielęgniarz
operate on sb /'ɒpəreɪt ɒn sʌmbədi/ operować kogoś
operation /ˌɒpə'reɪʃn/ operacja
paramedic /ˌpærə'medɪk/ ratownik medyczny
patient /'peɪʃnt/ pacjent/pacjentka
perform an operation /pəˌfɔːm ən ˌɒpə'reɪʃn/ przeprowadzać operację
perform surgery /pəˌfɔːm 'sɜːdʒəri/ przeprowadzać operację
physiotherapist /ˌfɪziəʊ'θerəpɪst/ fizjoterapeuta/fizjoterapeutka
porter /'pɔːtə(r)/ osoba zajmująca się przenoszeniem pacjentów między oddziałami szpitala
recover from an illness /rɪˌkʌvə(r) frəm ən 'ɪlnəs/ wyzdrowieć (z jakiejś choroby)
specialist /'speʃəlɪst/ lekarz specjalista
surgeon /'sɜːdʒən/ chirurg
surgery /'sɜːdʒəri/ gabinet lekarski; operacja
test /test/ badanie (np. krwi)
transplant /'trænsplɑːnt/ przeszczep
ward /wɔːd/ oddział szpitalny

102.7 Niepełnosprawność

be in a wheelchair /biː ɪn ə 'wiːlʧeə(r)/ poruszać się na wózku inwalidzkim
be on crutches /biː ɒn 'krʌtʃɪz/ poruszać się o kulach
blind /blaɪnd/ niewidomy
deaf /def/ głuchy
disability /ˌdɪsə'bɪlətɪ/ niepełnosprawność
disabled /dɪs'eɪbld/ niepełnosprawny
guide dog /'gaɪd dɒg/ pies przewodnik
walking stick /'wɔːkɪŋ stɪk/ laska
wheelchair /'wiːlʧeə(r)/ wózek inwalidzki

102.8 Zdrowy tryb życia

balanced diet /ˌbælənst 'daɪət/ zbilansowana dieta
be in good health /biː ɪn ˌgʊd 'helθ/ cieszyć się dobrym zdrowiem
be in good shape /biː ɪn ˌgʊd 'ʃeɪp/ być w dobrej formie
cut down on sth /ˌkʌt 'daʊn ɒn sʌmθɪŋ/ ograniczać coś
cut sth out /ˌkʌt sʌmθɪŋ 'aʊt/ wyeliminować coś
do exercises /ˌduː 'eksəsaɪzɪz/ gimnastykować się

How to learn vocabulary

- Ask students to choose ten words or phrases from the wordlist that they have difficulty learning. They write sentences with these words, but with a gap instead of the words.
- They work in pairs and swap sentences with their partner, who has to read them and complete them.
- Students check their answers in pairs.

Brainpower

- Students work in pairs. They choose five items from the wordlist and use them to write a story that will help them remember the words. Have pairs read their story to the class. Have a class vote on the best story.

Sprawdź się!

Optional activity
Have students write their own sentences with gaps, using Polish translations for their partner to complete.

energy level /'enədʒi ˌlevl/ poziom energii
fitness fanatic /'fɪtnəs fəˌnætɪk/ pasjonat ćwiczeń fizycznych
follow a diet /ˌfɒləʊ ə 'daɪət/ stosować dietę
get enough sleep /ˌget ɪˌnʌf 'sliːp/ wysypiać się
get stressed /ˌget 'strest/ stresować się
go on a diet /ˌgəʊ ɒn ə 'daɪət/ przechodzić na dietę
healthy food /ˌhelθi 'fuːd/ zdrowa żywność
healthy lifestyle /ˌhelθi 'laɪfstaɪl/ zdrowy tryb życia
inactive /ɪn'æktɪv/ nieaktywny
junk food /'dʒʌŋk fuːd/ śmieciowe jedzenie
keep fit /ˌkiːp 'fɪt/ utrzymywać formę
lose weight /ˌluːz 'weɪt/ chudnąć, tracić na wadze
out of shape /ˌaʊt əv 'ʃeɪp/ bez formy
overweight /ˌəʊvə'weɪt/ z nadwagą
pile on the pounds /ˌpaɪl ɒn ðə 'paʊndz/ przybierać na wadze
put on weight /ˌpʊt ɒn 'weɪt/ tyć, przybierać na wadze
relax /rɪ'læks/ odprężać się, odpoczywać
sedentary lifestyle /'sedntri ˌlaɪfstaɪl/ siedzący tryb życia
sleep well /ˌsliːp 'wel/ wysypiać się
take care of yourself /teɪk '(k)eə(r) əv jɔːˌself/ zadbać o siebie
take up a sport /ˌteɪk ʌp ə 'spɔːt/ rozpocząć uprawianie sportu
tense /tens/ spięty
work out in the gym /ˌwɜːk aʊt ɪn ðə 'dʒɪm/ ćwiczyć na siłowni

102.9 Uzależnienia

addict /'ædɪkt/ osoba uzależniona, narkoman/narkomanka
addicted to sth /ə'dɪktɪd tə sʌmθɪŋ/ uzależniony od czegoś
addiction /ə'dɪkʃn/ uzależnienie
be obsessed with sth /biː əb'sest wɪð sʌmθɪŋ/ mieć obsesję na punkcie czegoś
discourage sb from sth /dɪs'kʌrɪdʒ sʌmbədi frəm sʌmθɪŋ/ zniechęcać kogoś do czegoś
give up smoking /ˌgɪv ʌp 'sməʊkɪŋ/ rzucać palenie
make sb aware of the dangers /ˌmeɪk sʌmbədi əˌweə(r) əv ðə 'deɪndʒəz/ uświadamiać komuś niebezpieczeństwa
prevent sb from sth /prɪ'vent sʌmbədi frəm sʌmθɪŋ/ powstrzymywać kogoś przed zrobieniem czegoś
quit smoking /ˌkwɪt 'sməʊkɪŋ/ rzucać palenie

102.10 Choroby cywilizacyjne

heart disease /'hɑːt dɪziːz/ chorba serca
high blood pressure /haɪ blʌd 'preʃə(r)/ wysokie ciśnienie krwi
immune system /ɪ'mjuːn sɪstəm/ system immunologiczny
infectious disease /ɪnˌfekʃəs dɪ'ziːz/ chorba zakaźna
lack of physical activity /læk əv 'fɪzɪkl æk'tɪvəti/ brak aktywności fizycznej
life expectancy /'laɪf ɪkspektənsi/ oczekiwana długość życia
poor diet /pɔː(r) 'daɪət/ niewłaściwa dieta
stroke /strəʊk/ udar

102.11 Wordpower s. 149

medical attention /ˌmedɪkl ə'tenʃn/ opieka medyczna
medical treatment /'medɪkl triːtmənt/ leczenie, opieka medyczna
physical injury /ˌfɪzɪkl 'ɪndʒəri/ uraz fizyczny
physical demands /ˌfɪzɪkl dɪ'mɑːndz/ wymagania związane z kondycją fizyczną
physical strain /ˌfɪzɪkl 'streɪn/ wysiłek fizyczny
psychological /ˌsaɪkə'lɒdʒɪkl/ psychologiczny, psychiczny
psychological stress /saɪkəˌlɒdʒɪkl 'stres/ stres psychiczny
psychological welfare /saɪkəˌlɒdʒɪkl 'welfeə(r)/ dobrostan psychiczny
psychological therapy /saɪkəˌlɒdʒɪkl 'θerəpi/ terapia psychologiczna

102.12 Wordpower s. 151

anxiety /æŋ'zaɪəti/ obawa, niepokój
device /dɪ'vaɪs/ przyrząd, urządzenie
disorder /dɪs'ɔːdə(r)/ schorzenie
excessive /ɪk'sesɪv/ nadmierny, przesadny
guilt /gɪlt/ wina
obesity /əʊ'biːsəti/ otyłość
obsessive /əb'sesɪv/ obsesyjny
shame /ʃeɪm/ wstyd
therapy /'θerəpi/ terapia
wholefoods /'həʊlfuːdz/ zdrowa żywność, pełnowartościowe jedzenie

102.13 Słowa z prefiksem *over*

overcome /ˌəʊvə'kʌm/ pokonywać
overcook /ˌəʊvə'kʊk/ rozgotowywać
overdependent /ˌəʊvədɪ'pendənt/ nadmiernie zależny (od czegoś)
overeat /ˌəʊvər'iːt/ przejadać się
overhear /ˌəʊvə'hɪə(r)/ podsłuchiwać
overreact to sth /ˌəʊvərɪ'ækt tə sʌmθɪŋ/ reagować zbyt mocno (nieproporcjonalnie do sytuacji)
overthink /ˌəʊvə'θɪŋk/ myśleć o czymś za dużo
overweight /ˌəʊvə'weɪt/ z nadwagą
overwhelming /ˌəʊvə'welmɪŋ/ przytłaczający
overwork /ˌəʊvə'wɜːk/ przepracowywać się

BRAINPOWER

Użyj nowych wyrazów w absurdalnej historyjce. Im będzie bardziej niedorzeczna i przerysowana, tym lepiej. Na przykład gdy uczysz się słownictwa dotyczącego ludzkiego ciała, opisz pechowy dzień, w którym złamałeś/złamałaś nogę w kostce i zemdlałeś/zemdlałaś podczas zastrzyku przeciwbólowego itp. Powtarzaj historyjkę na głos, wzmacniając efekt zapamiętywania za pomocą ruchów i gestów.

Sprawdź się!

1 Fragmenty zdań w języku polskim przetłumacz na język angielski.

1 Doctor Marlow wanted to know (*czy Tracy ostatnio straciła na wadze*) _____.
2 They told me (*że będę musiał pójść do szpitala*) _____ for a few days.
3 The doctor advised me (*żebym zaczął uprawiać pływanie*) _____.
4 Both my parents are doctors, but they (*nigdy nie leczą siebie nawzajem*) _____.
5 Advertisers (*namawiają nas, abyśmy wydawali pieniądze na*) _____ products we don't need.
6 (*Gdybym wzięła jeszcze jedną walizkę*) _____, I'd have had to pay for excess baggage.
7 Many young people (*są uzależnieni od gier komputerowych*) _____ and social networking sites.
8 Jack went to buy some food but he only bought (*bochenek chleba i kilka plasterków szynki*) _____.

Wymowa

1 103 Przeczytaj poniższe zdania i wstaw brakujące spółgłoski. Wysłuchaj nagrania. Co łączy wymowę wytłuszczonych wyrazów?

1 Hold the ___**nife** in your right hand.
2 Most people wear their watch on their left ___**rist**.
3 My friend can speak five **forei**___**n** languages.
4 To be ___**onest**, I don't like the idea of having my ankle operated on.
5 **Wou**___**d** you like to join us for dinner tonight?
6 ___**sychologists** deal with mental health issues.

2 104 Wysłuchaj nagrania i zapisz wyrazy z niewymawianymi spółgłoskami z ramki.

c d gh (x2) h k (x2) l n t w

3 Ułóż własną historyjkę z wybranymi wyrazami z powyższych ćwiczeń. Następnie zaprezentuj swoje wypowiedzi w grupie z kolegami i koleżankami.

Sprawdź się! Exercise 1
1 if Tracy had lost weight lately
2 (that) I would have to go into hospital
3 to take up swimming
4 never treat each other
5 persuade us to spend money on
6 If I had taken one more suitcase
7 are addicted to computer games
8 a loaf of bread and a few slices of ham

Wymowa Exercise 1
1 knife
2 wrist
3 foreign
4 honest
5 Would
6 Psychologists

All the words in bold include silent letters.

Wymowa Exercise 2
c: muscles
d: sandwiches
gh (x2): weighed, sight
h: hour
k (x2): knee, knowing
l: walking
n: autumn
t: listening
w: whole

Wymowa

Exercise 1 103

Audio script page 260

Exercise 2 104

Audio script page 260

- After listening, ask students if they can think of other words with silent letters.

Exercise 3

Optional activity
Students work in pairs. Ask them to write a tongue twister with the words from exercises 1 and 2 to read as fast as they can to the class. They then swap their tongue twister for another pair to read as fast as they can.

12 Nauka i technika

Materials
Classroom presentation tool
Class audio, track 105
Online practice
Short test

Exercise 2
1 smartphone
2 e-reader
3 laptop
4 tablet
5 digital camera
6 VR headset
7 smart watch
8 electric car
9 games console
10 gaming headset with mic

Exercise 5
1 went flat
2 out of order
3 broke down
4 faulty
5 making a funny noise
6 crashed





Słownictwo

Urządzenia i ich obsługa

1 **Pracujcie w parach. Przyjrzyjcie się zdjęciom i odpowiedzcie na poniższe pytania.**

1 What device or machine could you not live without? Why?
2 What technology are the people in the pictures using?

2 **Dopasuj nazwy urządzeń technicznych z ramki do poniższych ilustracji.**

digital camera e-reader electric car
games console gaming headset with mic laptop
smart watch smartphone tablet VR headset

1 

2 

3 

4 

5 

6 

7 

8 

9 

10 

3 **Omówcie w parach, do czego można wykorzystać urządzenia wymienione w ćwiczeniu 2. Wykorzystajcie poniższe zwroty.**

chat to friends download music
find your way using online maps listen to music
make phone calls play games read books
send emails send text messages
take photos/videos upload videos watch DVDs

4 **Uzupełnij poniższe instrukcje obsługi czasownikami z ramki. Następnie napisz razem z kolegą lub koleżanką krótką instrukcję obsługi wybranego urządzenia.**

connect insert plug (x2) point press read
sign switch turn unplug

How to use the remote control
First, [1] read the manual so that you know how to use the remote control. Take off the cover and [2] insert the batteries. [3] Point the device at the TV and [4] press the buttons to change channel.

How to charge your phone
First, [5] plug the charger into your phone. Then [6] plug the charger into a socket and [7] turn it on.
When the process is finished, [8] unplug the charger. Use and enjoy your phone!

How to use your games console
First, [9] connect the games console to the TV. When you [10] switch it on, you will need to set up an online account. Then [11] sign in to your account, purchase a game and play!

Awarie

5 **Uzupełnij zdania wyrazami i wyrażeniami z ramki.**

broke down crashed faulty
making a funny noise out of order went flat

1 The battery in my phone _____. I had to charge it.
2 'Lift _____. Please use the stairs.'
3 My car _____, so I couldn't give him a lift. He had to catch the bus.
4 The remote control seems to be _____ – it's not changing channels properly.
5 I'm worried about my car. The engine keeps _____ when I change gear.
6 My laptop _____ and I lost all the files.

Warm up
- Ask students to name as many electronic gadgets as they can and say which ones they have, which ones they would like to get, and why.
- Ask students to say why people enjoy using electrical gadgets.

Exercise 2
- Ask students to say which of these items they have and how often they use them.

Optional activity
Ask students if they think technology is progressing in a positive way and, if so, how. Then ask what negative consequences we might encounter with advancing technology.

Exercise 4

Optional activity
Place students in pairs and have them write a short paragraph giving instructions for another gadget. They read their paragraphs to the class for students to guess what the gadget is.

Exercise 5
- Ask students to define the words in the box before completing the exercise.

Technologie informacyjno-komunikacyjne

6 Przeczytaj poniższe zdania. Które z nich są prawdziwe, a które – fałszywe?

1 A **browser** is the same as a search engine.
2 If you **download** something, you take it from the Internet.
3 If you have **Wi-Fi** you need a wire to connect to your router.
4 If you have **Internet access**, it means you can use the Internet.
5 A **virus** is something that can improve the performance of your computer.
6 A **database** is a large amount of information that's stored on a computer.
7 A **firewall** protects a system from viruses.
8 You can send a file as an **attachment** with an email.
9 When you **uninstall** a program, you add it to the programs which are on your computer.
10 **Software** is the physical parts of your computer.

7 Uzupełnij poniższe dialogi właściwymi czasownikami.

1 **Paul** Can I use your computer to [1] **l** *og* onto my email account, please?
Jessica Yes, of course. Hold on. I'll just [2] **t** *ype* in my password for you.
Paul Thanks! That's great. What do I do now?
Jessica Just [3] **c** *lick* on this link and that should take you there.

2 **Chris** How often do you [4] **s** *urf* the Internet?
Mark Every day. I do research and [5] **l** *ook* things up for college. I'm also on a couple of social networking sites. What about you?
Chris I usually [6] **g** *o* online when I want to chat to friends or buy some music or something.

3 **Dom** How do I [7] **i** *nstall* this anti-virus software?
Tash You need to go to the website and [8] **d** *ownload* the program first.
Dom OK, that sounds easy.
Tash Don't forget to [9] **b** *ack* up any important files before you make any changes to your computer. Then just click on the [10] **i** *con* and follow the instructions.

8 105 Wysłuchaj nagrania i sprawdź swoje odpowiedzi z ćwiczenia 7. Następnie odegraj wybrany dialog z kolegą lub koleżanką.

Dziedziny i ludzie nauki

9 Dopasuj osoby opisane w poniższych zdaniach do dziedzin nauki, którymi się interesują. Następnie podaj rzeczowniki określające naukowców zajmujących się poszczególnymi dziedzinami.

archaeology biology chemistry economics genetics geology linguistics mathematics physics psychology

1 Ruth is really interested in rock formations.
2 Mark wants to know more about how we inherit characteristics from our parents.
3 Caroline is interested in how the mind works.
4 Paul likes money and finance.
5 Jonathan is really keen on numbers.
6 Clara adores plants and animals.
7 Janet is interested in atoms and molecules. She likes doing experiments.
8 Joe enjoys visiting ancient temples.
9 Jack looks at the way languages work.
10 Jenny studies the laws of motion and movement.

Odkrycia naukowe i wynalazki

10 Dopasuj czasowniki z ramki do podanych wyrazów i wyrażeń, tak aby utworzyć poprawne zwroty.

discover do explore get invent

1 *do* research, an experiment
2 *get* the Nobel Prize, an award
3 *invent* a new flavour of ice cream, the first telephone
4 *explore* an idea, space
5 *discover* how something works, a cure for cancer

11 Uzupełnij poniższe pytania odpowiednimi czasownikami z ćwiczenia 10 we właściwej formie.

1 When do you think scientists will *discover* a cure for heart disease?
2 Have you ever *got* an award for science at school/college?
3 Do you think a time machine will ever be *invented*? Why? / Why not?
4 Have you ever *done* a scientific experiment? What did you do?
5 Do you try to *discover* how something works, or do you prefer to ask somebody to show you?
6 Do you think scientists should *explore* space further, or do you think they should concentrate on Earth? Why?

12 Pracujcie w parach. Zadajcie sobie nawzajem pytania z ćwiczenia 11 i odpowiedzcie na nie.

Exercise 6
1 True
2 True
3 False
4 True
5 False
6 True
7 True
8 True
9 False
10 False

Exercise 9
1 geology / geologist
2 genetics / geneticist
3 psychology / psychologist
4 economics / economist
5 mathematics / mathematician
6 biology / biologist
7 chemistry / chemist
8 archaeology / archaeologist
9 linguistics / linguist
10 physics / physicist

Exercise 6
• With books closed, read out the words in bold and have students give the Polish translation, or define the words as best they can.

Exercise 8 105
Audio script page 260

Optional activity
In pairs, students write their own dialogues to role-play in front of the class.

Exercise 9
• Before completing the exercise, go through each word in the box and have students define it as best they can in English. They can refer to the wordlists if necessary.
• After they have completed the exercise, ask students which of these fields they find most interesting and would like to follow as a career.

Exercise 12
• As students work, assist and monitor as necessary, gently correcting when needed.
• Ask students to share their answers with the class.

Mixed ability
Give students some time to read and think of possible answers before working in pairs.

POWERUP

13 **Uzupełnij zdania słowami z ramki. Dwa słowa podano dodatkowo.**

breakthrough DNA gene gravity molecules nucleus penicillin spacecraft vaccine X-rays

1 Legend has it that Sir Isaac Newton 'discovered' _____ when an apple fell on his head!
2 A great advance in medicine was the discovery of _____.
3 Italian physicist Amedeo Avogadro discovered _____ and atoms.
4 The flu _____ is given to the vulnerable and the elderly every winter.
5 The discovery of gravitational waves is considered to be a great scientific _____ of the 21st century.
6 The first _____ to orbit the Earth was launched in 1957 and was called Sputnik 1.
7 _____ were first used in the Balkan War of 1897 to identify broken bones in soldiers.
8 _____ carries genetic instructions to the cells of all known living organisms.

14 **Uzupełnij brakujące wyrazy. Pierwsza litera każdego słowa została podana.**

1 You can use **b**_____ to see things that are far away.
2 A **f**_____ **p**_____ blends, chops, dices and slices food so you don't have to.
3 Dishwashers and washing machines are common **h**_____ **a**_____.
4 You can use this **w**_____-**u**_____ **r**_____ to listen to your favourite station, even if there is a power cut.
5 I use some ultramodern **h**_____ **t**_____ devices in my office on a daily basis.
6 Things that are **m**_____-**m**_____ are created by humans and not by nature.

15 **Przygotowujesz prezentację na temat najważniejszych odkryć i wynalazków XXI. wieku. W rozmowie z kolegą/koleżanką omów poniższe kwestie.**

najważniejsze odkrycia i wynalazki

wpływ nowych technologii na codzienne życie

problemy związane z nowoczesną technologią

możliwe drogi rozwoju technologii w przyszłości

16 **Odpowiedzcie w parach na poniższe pytania.**

1 What appliances and devices have you used today?
2 Describe a situation when a machine you used stopped working.
3 Do machines give us more or less time to do other things?
4 Which area of science do you think is most interesting? Why?
5 Do you think teenagers now are addicted to their smartphones?
6 Some people these days decide to go offline and stop using social networks. Why do you think that is?

POWERUP

Korzyści i zagrożenia wynikające z postępu naukowo-technologicznego

17 **Uzupełnij tekst wyrazami z ramki.**

access addiction artificial cookies manipulate privacy remotely spread

The risks and opportunities of social media

Have you ever wondered why you get adverts on your social media feed that are related directly to your interests? These targeted ads use [1]_____ to track what you have looked at online. Next, [2]_____ intelligence chooses the adverts it thinks you might be interested in, and serves them to you.

On the surface, it might appear above suspicion – selling people products that they might need is not dangerous in itself. However, in the wrong hands, these same algorithms could be used to [3]_____ fake news. They could also be used to [4]_____ people's opinions and/or strengthen their biases.

In an age of Internet [5]_____, where people use their computers twenty-four hours a day, it's easy to see how people may be influenced by social media. [6]_____ to technology has never been easier, whether on our computers or smartphones. We use social media to contact our friends, and many people now work [7]_____ from home. However, there is growing awareness of the tricks that social media advertisers play, and some programmers have designed software that can protect our [8]_____ and our data. Cybersecurity has become an essential part of our lives and will probably continue to grow in the foreseeable future.



Exercise 13
1 gravity
2 penicillin
3 molecules
4 vaccine
5 breakthrough
6 spacecraft
7 X-rays
8 DNA

Exercise 14
1 binoculars
2 food processor
3 household appliances
4 wind-up radio
5 hi tech
6 man-made

Exercise 17
1 cookies
2 artificial
3 spread
4 manipulate
5 addiction
6 Access
7 remotely
8 privacy

Exercise 13

Mixed ability
Less confident students can refer to their wordlists to complete the exercise.
More confident students can define each word in the box as best they can in English before completing the exercise.

Exercise 15
- Place students in small groups. Ask them to go through each idea and brainstorm what they can talk about as well as suitable vocabulary.
- Then have students complete the task in pairs. Ask selected pairs to share their ideas with the class.

Exercise 16
- Divide the class in half. Allocate one half the letter A and the other half the letter B.
- Explain that students will walk around the class and ask and answer the questions. When you call out A, the students allocated A ask the questions; when you call out B, the students allocated B do the asking.
- Once all questions have been answered, ask students to share the most interesting answers they heard.

Rozumienie ze słuchu

Dobieranie

1 106 **Przeczytaj wskazówkę. Następnie wysłuchaj nagrania i wybierz poprawną odpowiedź.**

Niektóre z pytań wymagają podsumowania usłyszanych informacji lub np. określenia emocji, jakie odczuwa osoba mówiąca. Aby to poprawnie zrobić, musisz przeanalizować całą wypowiedź i odpowiednio ją zinterpretować.

Listen to a teenager speaking about an app. Which conclusion can we draw?

A He was thrilled with it.
B He was disappointed with it.
C He was surprised by it.

2 107 **Usłyszysz dwukrotnie pięć wypowiedzi na temat aplikacji na smartfony. Do każdej wypowiedzi (1–5) dopasuj odpowiadające jej zdanie (A–F). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

This speaker

A mentions downloading two versions of the app.
B explains why the app works for a particular group of people.
C describes the learning process of using the app.
D expresses his/her disappointment with the app.
E talks about the extra benefits of the app.
F describes how the app turns a routine into something exciting.

WORDPOWER

3 108 **Uzupełnij zdania wyrazami z ramki. Następnie posłuchaj nagrania i sprawdź odpowiedzi.**

anonymously coincidence connects hang life-changing spot tricky

1 When I took it to my local woods to try it out, it was completely useless. It failed to _____ even one.
2 It wasn't _____ but it was a lot of fun.
3 It _____ dog walkers to dog owners.
4 You can use it to secretly take videos and audio recordings, and then report the bullying _____.
5 Funnily enough, one week after using the app, the bullies left me alone. What do you think – a _____?
6 Starting is easy, you just install the free version on your phone and set up an account. It gets a bit _____ later, though.
7 Luckily, I then searched for tips online and now I've finally got the _____ of it.

POWERUP

Wybór wielokrotny

4 109 **Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.**

Tekst 1

1 Justine wants her uncle to
A apologize for putting the photo online.
B ask her for permission before posting photos.
C remove the photo from social media.

Tekst 2

2 Clare thinks Liam doesn't need a tablet because
A he's not into technology.
B he already has one of the best smartphones.
C he only uses a small number of apps.

3 Following the conversation,
A Liam is unsure about buying a tablet.
B Liam will definitely buy a new tablet.
C Liam has decided not to buy a tablet.

Tekst 3

4 What explanation is given for why sports stars engage with Internet trolls?
A They want to use their celebrity power to silence the abusers.
B They suffer for so long that they have to get involved.
C They are trying to protect their immediate family.
D They want the trolls to be embarrassed in the media.

5 The speaker quotes the saying about 'sticks and stones' to
A challenge the idea that online abuse is only a recent problem.
B criticize past beliefs regarding bullying.
C praise sports stars who do not engage with online abuse.
D show how small arguments can get out of control.

6 Which of the following is stated as fact, not an opinion?
A All the main social media companies are having problems removing online abuse.
B People in the arts get even more online abuse than sports stars.
C Social media companies lack resources to remove online abuse.
D Requests to remove online abuse are being ignored by social media companies.

Materials
Classroom presentation tool
Class audio, tracks 106–109
Online practice

Exercise 2
1 D 2 F 3 E 4 B 5 C

Exercise 3
1 spot
2 life-changing
3 connects
4 anonymously
5 coincidence
6 tricky
7 hang

Warm up
• Ask students what type of problems they come across when installing new apps or software and what they do to solve them.

Exercise 1 106
Audio script page 260

Exercise 2 107
Audio script page 260
• With books closed, play the audio with pauses after each speaker for students to say what the speaker was talking about.
• Then students listen again and complete the exercise.

Exercise 3 108
Audio script page 260
• Students can first check their understanding of the words in the box by referring to the wordlist if necessary, and then complete the exercise.

Exercise 4 109
Audio script page pages 260–261

Mixed ability
Ask less confident students to find key words in the sentences. Play the audio with pauses a second time to give them more time to choose their answers.
Ask more confident students to say what words or phrases helped them choose the answers.

12 Rozumienie tekstów pisanych

Materials
Classroom presentation tool

Dobieranie nagłówków do części tekstu

1 **Odpowiedzcie w parach na poniższe pytania.**

1 How many different science careers can you think of in two minutes?
2 Can you think of famous scientists who have these careers?

2 **Przeczytaj wskazówkę. Następnie przeczytaj tekst o Jane Goodall i wybierz dla niego najlepszy nagłówek (A–C).**

Zanim przystąpisz do rozwiązania zadania polegającego na dopasowaniu nagłówków do akapitów, przeczytaj tekst i spróbuj samodzielnie streścić każdy jego akapit. Pozwoli ci to zrozumieć ogólne znaczenie poszczególnych akapitów i ułatwi wybranie właściwych nagłówków.

(A) A voice for change
B The greatest scientist of her time
C A landmark in the history of biology



JANE GOODALL is one of the most important scientists in the struggle against climate change. In the 1960s her ground-breaking research in Tanzania proved that chimpanzees used tools. It was a discovery which revolutionized our understanding of animal intelligence. As her fame grew, Dr Goodall used her high profile to give media appearances around the world, arguing that we need to stop the climate emergency and protect the few remaining wild places in the world.

3 **Przeczytaj tekst. Dobierz właściwy nagłówek (A–F) do każdej części tekstu (1–4). Dwa nagłówki zostały podane dodatkowo i nie pasują do żadnej części tekstu.**

A Good jobs not available
B Teamwork is crucial
C How to bridge the gender gap
D Two solutions
E More research needed
F Cause and effect



How Can We Encourage Young People to Seek a Career in Science?

1 F

There is currently a problem in education which is that many young people are giving up science at the end of high school. Older students are not going on to study technical subjects. Though the main reason for this is not clear, it does seem that the problem begins early on. Many high schoolers seem to think that maths and physics – subjects that form the basis of all science – are irrelevant to their everyday lives. However, without concentrating on these subjects at school, students cannot then progress to more specialized studies, for example in engineering. Although industry isn't hitting the panic button yet, they are desperate for more skilled scientists to fill the job vacancies available.

2 D

At primary school many children enjoy science, but this appears to stop at secondary school. I refuse to think it has to be this way. First of all, students need to see how science works in real life. For example, the Raspberry Pi computer was invented to teach simple programming with a basic machine. It shows students that when it comes to programming, they don't need to reinvent the wheel. It is something that anyone can do. On the other hand, we need to provide science-based free-time activities that can match the appeal of sports clubs so that students feel science is, or could be, a part of their lives. These could be astronomy clubs or nature groups – anything that creates a connection between the textbook and the world around us.

Warm up
- Ask students why science is an important field and how it helps society.
- Ask if any students would like to be a scientist, giving reasons why or why not.

Exercise 1
- Students work in small groups to complete the exercise, then share ideas with the class.
- Ask students to say which famous scientists they mentioned and what they contributed.

Exercise 2
- Ask students why they think we should fight against climate change and to name any high-profile people they know who are doing so. Ask if they think these people are succeeding.

Exercise 3
- Go through each paragraph and ask students to summarize it as best they can.

Exam tip
Tell students to read the headings and think about what information in the paragraph would match them.



3 C

Encouraging girls to become scientists presents a particular problem as they are greatly underrepresented in the field. Men are in no way better at science, so it's illogical that only about 20% of new doctors in science are female. It's become a sort of vicious circle – girls don't see many female scientists around themselves or in the media, and so they come to believe that scientists are not people like them and tend to think a science career would be impossible for them. Therefore teachers must show girls that women can and do play an important role in science. This can be achieved by studying the careers of major figures like anthropologist Jane Goodall. The number of new female scientists in the future will be the acid test of whether this succeeds or not.

4 B

One other thing that puts people off a science career is the incorrect belief that science is a lonely field. In reality, however, inventors are unlikely to work all alone late at night hoping to have a brainwave. In the science of today, experts must be in constant touch with each other, as sharing information and research is vital in analysing complex phenomena such as climate change. Thus science is very much a career for extroverts as well as introverts and anybody can find their place in a technical field.

WORDPOWER

Przymiotniki z prefiksami *im-, in-, ir-, il-* i *un-*

4 **Znajdź w tekście przymiotniki o znaczeniu przeciwnym do słów w ramce i uzupełnij nimi tabelę. Następnie razem z kolegą lub koleżanką wyjaśnij znaczenie pozostałych przymiotników.**

correct likely logical possible relevant

Negative prefixes	
im-	*impolite, impatient,* _____
in-	*informal, invisible,* _____
ir-	*irregular, irresponsible,* _____
il-	*illegal, illegible,* _____
un-	*unnecessary, unreliable,* _____

5 **Uzupełnij pytania przymiotnikami z ćwiczenia 4. Następnie odpowiedz na pytania z kolegą lub koleżanką.**

1 What would be an example of _____ behaviour for a visitor to your house?
2 Can you think of an _____ verb that you have learned recently?
3 What is the most _____ thing that you have ever seen someone do?
4 When and where would it be inappropriate to wear _____ clothing like jeans or shorts?

Idiomy związane z nauką

6 **Wyjaśnijcie w parach znaczenie wyrażeń wyróżnionych w tekście.**

7 **Dopasuj zdania (1–4) do reakcji (a–d). Następnie wyjaśnij wraz z kolegą lub koleżanką znaczenie wyróżnionych wyrażeń.**

1 I thought we had the webinar on Thursday but it was last Tuesday! d
2 I can't roller skate. I just don't know how. a
3 Everyone on my team thinks the same way as me. c
4 Did they run that astronomy course in the end? b

a Well, **it's not rocket science** – you can learn it quickly.
b No, they **pulled the plug on it** for some reason.
c It's good that you're all **on the same wavelength**.
d It seems like you **got your wires crossed** there.

8 **Pracujcie w parach. Napiszcie dialog z co najmniej trzema idiomami z ćwiczeń 6 i 7. Następnie odegrajcie swoje dialogi w grupach.**

Exercise 4
1 impossible
2 incorrect
3 irrelevant
4 illogical
5 unlikely

Exercise 5
1 impolite
2 irregular
3 irresponsible
4 informal

Exercise 6
hit the panic button – start panicking
reinvent the wheel – waste time trying to create something that has been done before
illogical – not sensible or thought out in a logical way
acid test – a test to check if something is true or of good quality
have a brainwave – have a sudden, clever idea

Exercise 4
- With books closed, ask students what prefixes they know which make a word negative. Write them on the board. Ask students to say example words with these prefixes.
- Students open books and check to see if there are any negative prefixes they have not mentioned.

Differentiation
Ask students to work in pairs to add more words to each column. They then share their work with the class.

Exercise 5
- After checking answers, ask students to make their own sentences containing words from exercise 4 that weren't used in this exercise. They share their sentences with the class.

Exercise 8
- As a class, brainstorm different idioms students can use to make their own dialogues. Write them on the board for students to refer to.
- As students work, monitor and assist as necessary.
- Ask students to check another pair's work for any grammar or vocabulary inconsistencies before they present their dialogues to the class.

POWERUP

Dobieranie zdań do luk w tekście

9 **Przeczytaj tekst, z którego usunięto pięć zdań. W każdą lukę (1–5) wpisz literę, którą oznaczono brakujące zdanie (A–F), tak aby otrzymać spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.**

A Almost all of it contains lines of calculations with barely any marginal notes, and the ones that do appear were the work of other hands.

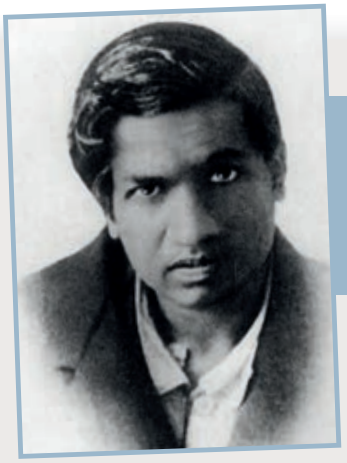
B It was so advanced that very few of his contemporaries could understand the problem, let alone solve it.

C Yet, astonishingly, he came from a poor village where he received little to no formal education at all.

D Having grown up in poverty in a rural part of India, he had suffered from malnutrition in his youth.

E On arrival, the great mathematician noted that its registration number, 1,729, was rather dull.

F With over 6,000 different riddles to confront, Ramanujan set to work solving them all, and then began work on his own theorems.



The Tragic Tale of a Maths Genius

In his home country of India, mathematician Srinivasa Ramanujan (1887–1920) personifies 'maths genius', and his name is spoken alongside those of Einstein and Newton. [1] ___C___ In addition, he never attained an undergraduate degree after failing his university entrance exams because he was so absorbed in mathematical problems. Such hurdles as these effectively delayed his rise to prominence. Nevertheless, his discoveries completely changed our understanding of many major mathematical concepts, and his birthday, 22 December, is now celebrated as National Mathematics Day in India.

It all began when the fifteen-year-old Ramanujan stumbled across a book of calculations by British mathematician G. S. Carr. The book contained many maths problems that had yet to be solved, presented with little to no guidance for the reader. [2] ___F___ From that point onward, his abilities grew exponentially. Despite his lack of university training, his findings often mystified his contemporaries. The academic community in India started taking notice of the boy genius amongst them, and a decision was made. As only the best universities in the world could allow such a talent to flourish, they resolved to find a way to send the young man to England.

But nobody answered the call. Nobody, that was, until a letter and several pages of calculations from Ramanujan arrived on the desk of professor G. H. Hardy. To his astonishment, Hardy realized that the pages contained conclusions that were entirely new, pushing the boundaries of contemporary knowledge. He immediately sent for the young man to accompany him at Cambridge University, where they began a fruitful partnership. Their work together also yields one of the most famous anecdotes in maths history. One day, Ramanujan took a taxi to visit Hardy. [3] ___E___ To which his young student immediately protested that it was actually extremely interesting, clarifying his point with a mental equation of dazzling complexity, now known as the Hardy–Ramanujan number.

Part of the reason why Ramanujan is not as famous as similar geniuses like Einstein is that he died shockingly young. [4] ___D___ Furthermore, throughout his stay in England, Ramanujan had been a strict vegetarian. In those days, this was seen as a peculiar affectation in his host country, and he had struggled to obtain proper nutrition. Once doctors there had diagnosed a vitamin deficiency in the young mathematician, he felt forced to return home to India but soon after arrival, his health worsened. Tragically, Ramanujan passed away on 26 April, 1920, at the age of just 32.

However, the story of this extraordinary genius had one more twist to be revealed. Over his last years, he had continued to scribble his ideas down and his wife had preserved these papers. After his death, they became mistakenly filed away at Cambridge University, forgotten until fifty years later. Then, in 1976, his lost notebook came to light. [5] ___A___ Nevertheless, this final text electrified the mathematical world all over again. So advanced was it that it continues to have an impact decades after his death, enabling researchers to investigate such baffling phenomena as black holes. The poor boy from an Indian village was still light years ahead of his time.

Glossary

baffle to confuse people completely; to be too difficult to explain

yield to produce something as a result

scribble down to write, e.g. notes, quickly without organization

Exercise 9

- Ask students to say how they think maths and physics are an important part of life and how these subjects contribute to our everyday life.
- Say: *We use numbers everywhere – in schedules, page numbers, the time, and so on. Without numbers it would be difficult to plan events or organize things*. Ask if students agree.
- Ask students to name famous physicists and mathematicians they know and how they have contributed to society.

Mixed ability

Have less confident students complete the exercise with a partner and point to the parts of the text where they got their answers from.

Ask more confident students to explain why the extra sentence is incorrect.

Exam tip

Explain that students should read through the options and find reference words that will help them complete the gaps.

Mówienie

Rozmowa z odgrywaniem roli

Zadbaj o odpowiedni styl swoich wypowiedzi. Pamiętaj, że zadawanie bezpośrednich pytań i stosowanie trybu rozkazującego może zostać odebrane jako nieuprzejme lub natarczywe. Zamiast tego używaj adekwatnych do sytuacji zwrotów grzecznościowych i pytań pośrednich.

1 **110** **Wysłuchaj nagrania. Które z poniższych wyrażeń zostały w nim użyte?**

Rozpoczynanie rozmowy
I'm sorry to bother you but …
Could I have a word with you?

Przepraszanie
I am afraid I …
I am awfully sorry but I …
I didn't mean to do that.
I do apologize for that.
I wonder how I can make up for it.

Przyjmowanie przeprosin
That's all right.
It doesn't matter.
Don't worry about it.
Never mind.

Dziękowanie
I do appreciate it.
It's very kind of you.
Thank you so much for your support.

Przyjmowanie podziękowań
You're welcome.
Don't mention it.

Więcej przydatnych zwrotów na s. 239

2 **Uzupełnij pytania pośrednie.**

1 Where can I get the laptop repaired?
Do you know _____?
2 When did the phone break down?
Can you tell me _____?
3 How much does the service cost?
Would you mind telling me _____?
4 Is it possible to replace the device?
I wonder _____?

3 **Wykonajcie w parach poniższe zadanie. Następnie zamieńcie się rolami i wykonajcie je ponownie.**

Zapisałeś się/Zapisałaś się na kurs fotograficzny w Worcester. W trakcie sesji plenerowej niechcący zepsułeś/zepsułaś wypożyczony od organizatorów aparat fotograficzny. W rozmowie z kierownikiem kursu omów następujące kwestie:

- okoliczności zdarzenia
- rodzaj usterki
- forma rekompensaty za szkodę
- wpływ zdarzenia na twój dalszy udział w kursie.

Rozmowę rozpoczynasz ty.

Opis ilustracji i odpowiedzi na trzy pytania

Kontroluj swoje wypowiedzi pod kątem poprawności językowej. Jeżeli zrobisz błąd, skoryguj dane słowo lub zdanie i kontynuuj swoją odpowiedź.

4 **111** **Przeczytaj przykładowy opis ilustracji. Znajdź w nim siedem błędów językowych i popraw je. Następnie wysłuchaj nagrania i sprawdź odpowiedzi.**

On the picture there are two woman and two men working in a scientific laboratory. I think they are making an experiment. They are wearing laboratory coats. I am seeing a microscope and some laboratory equipment, too. The man in the foreground writes down the results. They seems really focused on what are they doing.



5 **112** **Wybierz właściwe sformułowania, aby uzupełnić przykładową odpowiedź na poniższe pytanie. Wysłuchaj nagrania i sprawdź odpowiedzi.**

What scientific discipline might the people represent?
I [1]*am thinking* / *think* they are biologists or [2]*genetics* / *geneticists*. They are observing something under a microscope and [3]*this* / *there* is some odd substance in the flask. Maybe they have just [4]*discovered* / *invented* a previously unknown type of virus or they are trying [5]*to find* / *finding* a new cure for a serious disease.

6 **113** **Wysłuchaj odpowiedzi uczennicy na dwa pytania związane z ilustracją z ćwiczenia 4. Znajdź trzy błędy w każdej z odpowiedzi.**

7 **Opisz ilustrację i odpowiedz na pytania ze s. 242.**



Materials
Classroom presentation tool
Class audio, tracks 110–113
Online practice

Exercise 2
1 where I can get the laptop repaired
2 when the phone broke down
3 how much the service costs
4 if you could replace the device

Exercise 4
In the picture there are two **women** and two men working in a scientific laboratory. I think they are **doing** an experiment. They are wearing laboratory coats. I **can see** a microscope and some laboratory equipment, too. The man in the foreground **is writing** down the results. They **seem** really focused on what **they are** doing.

Exercise 6
1 I am really ~~interesting~~ **interested** in science, I love physics and biology. … I love challenges and ~~analyse~~ **analysing** new ideas. I would really like to do something for other ~~peoples~~ **people**, too.
2 I ~~had~~ **was** about 10 years old. … All the models were interesting but ~~our~~ **ours** was the best. I remember how proud I ~~fell~~ **felt**.

Warm up
- Say the following questions and ask students how they would say them as indirect questions: *Where is my pen? How much does this cost? Why are you late again?*
- Ask students why we generally use indirect questions (to be more polite).

Exercise 1 **110**
Audio script page 261
- Ask students to work in pairs to practise saying the expressions.

Exercise 3
Mixed ability
Give students a few minutes to think of what things they might say in the role-play before writing and presenting it.

Exercise 4 **111**
Audio script page 261

Exercise 5 **112**
Audio script page 261
- After completing the exercise, have students explain their answers.

Exercise 6 **113**
Audio script page 261
- Play the recording with pauses for students to note the incorrect usage.
- Then have students correct the incorrect statements.

Materials
Classroom presentation tool
Online practice
Short test

GRAMMAR IN USE

Zdania przydawkowe definiujące i niedefiniujące; formy dzierżawcze

1 Wybierz właściwe zaimki. W każdym punkcie może być więcej poprawnych odpowiedzi niż jedna.

1 An archaeologist is someone *who* / *that* / *which* looks at the way ancient people lived.
2 You can click on the link *which* / *that* / *where* I sent in the email.
3 Tim Berners-Lee is a computer scientist *what* / *that* / *who* invented the world wide web.
4 You have to read the instructions *who* / *that* / *which* were included.
5 The hard drive, *which* / *whose* / *that* is the main storage unit of your computer, has probably failed.
6 The website *where* / *which* / *who* you'll get the information is easy to find.

2 Uzupełnij każdą lukę w tekście jednym wyrazem.

STAY CALM *with* TECHNOLOGY

The next time one of your electronic gadgets breaks down or your laptop crashes, and you try to figure out [1] _____ fault it is, remember – it's probably yours!

Too many times people [2] _____ don't know a lot about technology blame the machine or device. The truth is that technology is something [3] _____ will only do what human users tell it to do. Software, [4] _____ controls your computer, does fail from time to time, but it could just as well be a hardware problem.

Try to approach the situation calmly. Check all the wires are connected. Watch what happens when you turn it off and on, and make sure it's charged and plugged in. Read any advice [5] _____ you can find on the Internet. You can find discussion boards and forums, [6] _____ people talk about common issues, and these may help you. There will probably be someone [7] _____ has had the same issue as you.

If all else fails then you will have to take it to a service centre [8] _____ you can get it fixed. Don't just throw it in the bin!

3 Wskaż właściwe uzupełnienia zdań.

1 Please don't touch the screen, it's not *my* / *mine* laptop.
2 It was due to *her* / *hers* research in economics that the discovery was made.
3 You shouldn't have hacked into my *parents'* / *parent's* computer!
4 *Whose* / *Who's* is this mobile phone on the table?
5 This is my satnav and *it's* / *its* function is to help us get home.

Więcej gramatyki na s. 231

Minidialogi

4 Uzupełnij poniższe minidialogi (1–4). Wybierz spośród podanych opcji brakującą wypowiedź.

1 **X:** I tried to turn the engine on but nothing happened.
Y: Was there any noise?
X: Just some clicking, but the engine wouldn't start.
Y: _____
A You'll have to lend me the instructions.
B Point the remote at it.
C I think the battery might be flat.

2 **X:** What's wrong with the computer?
Y: _____
X: Try restarting it.
A It's crashed again.
B I've taken it to the service centre.
C Just plug it in and turn it on.

3 **X:** How do I log into the database?
Y: _____
X: Oh, thanks – that sounds easy.
A Connect the headphones to the laptop.
B Type your username and password.
C Upload a file onto the system.

4 **X:** Why isn't the photocopier working?
Y: _____
X: Oh, did you call the repairman?
A It's out of order, I'm afraid.
B We need to hack into it, I think.
C Don't forget to log out when you finish.

Gramatykalizacja / struktury gramatyczne

5 Uzupełnij zdania 1–5. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.

1 This is the link _____ (allow/you) to download the file.
2 Mathematics was the subject _____ (I/hate) when I was at school.
3 This device, _____ (be/late) invention, uses a water engine.
4 You can't fix it without _____ (take out/battery).
5 The American writer Marc Prensky was _____ (man/invent) the term *digital native*.

Exercise 2
1 whose
2 who / that
3 that / which
4 that / which
5 that / which
6 where
7 who / that
8 where

Exercise 5
1 that/which will allow you / that/which allows you
2 (that/which) I hated
3 which is my/the latest
4 taking out the battery/ batteries / taking the battery/batteries out
5 the man who invented

Warm up
• Explain that you are going to say sentences with the word *bleep* in them for students to say what word should replace it. Say: *I know a woman bleep is a brilliant mathematician.* Elicit *who*. *There is a table in the room bleep is not very nice.* Elicit *which*.

Exercise 1
• Before students complete the exercise, ask them to explain when we use *who* and *which* and when we can use *that* in defining clauses.

Exercise 2

Optional activity
Ask students to say where they made mistakes, if any. Check to make sure they understand why they were wrong.

Exercise 3
• Before students complete the exercise, go through the rules of how we use possessive pronouns and possessive adjectives.

Exercise 4

Optional activity
Place students in pairs for them to role-play each dialogue.

Set leksykalny

6 **Wpisz wyraz, który poprawnie uzupełnia obydwa zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.**

1 Sally forgot to *save* the document, so she had to type it again.
Firefighters have to be brave to *save* people's lives.

2 The scientists *invented* a new way of recycling unused computer parts.
Mike didn't enjoy the party so he *invented* an excuse and left.

3 We always have a lunch *break* at half past twelve.
Winning the programming competition was my lucky *break* – I got a great job afterwards.

4 How much do you *charge* for fixing a laptop?
Can I borrow your cable? I need to *charge* my phone.

5 There are no mountains in my country, it's very *flat*.
Unfortunately, the battery on my laptop has gone *flat*.

Transformacje (zadanie otwarte)

7 **Wykorzystując wyrazy podane dużymi literami, uzupełnij lukę w każdym zdaniu, tak aby zachować sens zdania wyjściowego (1–5). W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając w to wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna uzupełnionych zdań. Nie zmieniaj formy podanych wyrazów.**

1 We need more money to develop a cure for cancer more rapidly. **DEVELOP**
If we had more money, _____ a cure for cancer more rapidly.

2 The university asked her to analyse the data from the vaccine trials. **ANALYSE**
She _____ the data from the vaccine trials.

3 Jennifer Doudna is a biochemist and she received the Nobel Prize in Chemistry in 2020. **AWARDED**
Jennifer Doudna is a biochemist _____ the Nobel Prize in Chemistry in 2020.

4 Artificial intelligence has not replaced human creativity. **REPLACED**
Human creativity _____ artificial intelligence.

5 Who does this laptop belong to? **LAPTOP**
Can you tell me _____ is?

POWERUP

Tłumaczenie (zadanie otwarte)

8 **Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 I think (*dano nam dostęp*) _____ to too much information in the digital age, and we can't be sure what is real and what is fake.

2 Automation will probably mean the loss of many jobs for (*pracowników, których stanowiska*) _____ are within the manufacturing industry.

3 (*Gdybyś zdigitalizował*) _____ our old photographs, we could look at them on your laptop now.

4 Jim (*musiał stracić dostęp*) _____ to the Internet, because he's reading a book instead of looking at his phone.

5 It looks like the system (*znowu się zawiesił*) _____ – we'll have to call the engineer.

Zadanie z wyrazami w ramce i lukami

9 **Przeczytaj tekst. Uzupełnij każdą lukę (1–4), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna uzupełnionych zdań. Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.**

access automate digital manipulate
private secure

HOW OLD IS FAKE NEWS?

Most people imagine that fake news is a relatively new phenomenon. However, [1] _____ facts and information is far older than you might imagine.

Although politicians of the past didn't have the use of the sophisticated [2] _____ spyware that is omnipresent on social media nowadays, they were well able to spread fake news in the form of rumours or newspaper articles that simply weren't true.

In some ways, fake news in the past was harder to defend against. There was no way of blocking a stream of fake information, there were no [3] _____ laws or protection, and people had no other option but to believe everything they read without question.

In many ways, modern fake news is successful because it is so [4] _____ and easy to find. Paradoxically, you can use the Internet to prove that it isn't true, but that's exactly why some people like to believe it.

Exercise 7
1 we could/would develop
2 was asked to analyse
3 who was awarded
4 hasn't been replaced by
5 whose this laptop

Exercise 8
1 we were/have been given access
2 employees whose positions
3 If you had digitized
4 must have lost access
5 has crashed again

Exercise 9
1 manipulating
2 automated
3 privacy
4 accessible

Exercise 6

Optional activity
Place students in pairs and have them make one more sentence to show how else the key words can be used, e.g. *We save water if we have shorter showers., I'm sorry – I didn't mean to break your favourite cup!*

Exercise 8
• Ask students to try to come up with English equivalents of the phrases in brackets before they read the sentences. Then ask them to complete the sentences and see if their ideas are correct in the given context.

Exercise 9
• Before starting the exercise, ask students to go through the words in the word box and define or translate them.

Optional activity
Ask students to say why fake news can be dangerous. Ask them what steps can be taken to stop it and if they think people who spread fake news should be punished or not.

12 Wypowiedź pisemna

Materials
Classroom presentation tool
Online practice

Wpis na forum

Używaj typowych dla języka angielskiego związków wyrazowych oraz idiomów. Unikaj powtórzeń oraz często nadużywanych wyrazów, takich jak *nice*, *great*, *interesting*. Pamiętaj, aby używać słów, które znasz i które umiesz zastosować odpowiednio do kontekstu.

1 **Do każdego z nadużywanych przymiotników (1–6) dobierz bliskoznaczne słowa z ramki.**

clever considerable creative crucial
excellent fascinating innovative minor
original poor tiny unimportant useless

1 interesting	**3** big	**5** good
2 nice	**4** small	**6** bad

2 **Przeczytaj zadanie i przykładową wypowiedź. Zastąp podkreślone przymiotniki wyrazami z ćwiczenia 1.**

Na anglojęzycznym forum internetowym natknąłeś się / natknęłaś się na wątek dotyczący najważniejszych wynalazków z XXI wieku. Chcesz wyrazić swoje zdanie. We wpisie na forum:

- wyjaśnij, co skłoniło cię do wzięcia udziału w dyskusji
- napisz, co twoim zdaniem jest najważniejszym wynalazkiem XXI wieku i gdzie on jest wykorzystywany
- zaprezentuj zalety tego wynalazku
- przedstaw jego wady.

Hi guys!

I see that the debate about the most significant inventions of the 21st century is heated. I want to join in because I think it's an [1] interesting topic. Some people say that the 21st century hasn't produced any [2] nice inventions. The opposite is true – there are plenty, e.g. smartphones, VR, 3D printing, e-readers and touchscreens, to name just a few.

But I think that the most [3] interesting invention is artificial intelligence (AI). It is all around us and plays a [4] big role in our everyday lives. Every time we open our Facebook newsfeed, do a Google search, shop or book a trip online, AI is somewhere there in the background.

AI has many good sides. Firstly, this [5] nice technology makes no mistakes and doesn't get tired, so it can work well all the time. Moreover, it can perform boring or dangerous tasks that people don't want to do.

Unfortunately, there are some disadvantages, too. AI replacing human workers is regarded as the number one downside, because many people will lose their jobs. Secondly, building a machine that uses AI is very expensive. However, I still believe that the benefits are more important than the drawbacks. Do you agree?

3 **W wypowiedzi z ćwiczenia 2 znajdź pięć przykładów ograniczonego zakresu środków językowych i zastąp je wyrazami i wyrażeniami z ramki.**

advantages efficiently
it will result in high unemployment
on the contrary outweigh

4 **Napisz tekst (100–150 wyrazów, nie licząc słów już podanych), w którym rozwiniesz każdy z czterech podpunktów.**

Na forum miłośników fantastyki naukowej pragniesz przedstawić pomysł na wynalazek, który mógłby powstać w przyszłości. We wpisie na forum:

- napisz, do czego miałby służyć ten wynalazek
- opisz jego wygląd
- wyjaśnij, kto byłby zainteresowany takim wynalazkiem, i uzasadnij dlaczego
- zachęć innych do wyrażania opinii i przedstawiania własnych pomysłów na wynalazek.

Hi everyone,
I have come up with a brilliant, but a bit crazy, idea for an invention that should be created in the future.

Funkcje
It would be able to …
You could use it when …
Opis wyglądu
It should be rather tiny / quite short / pretty long.
It should have an oval / a rectangular shape.
It would be made of …
Uzasadnienie
My invention would help people to …
Lots of people would like to have it because …
Wyrażenie zachęty
What is your opinion about … ?
I'm curious what ideas you have.

Więcej przydatnych zwrotów na s. 244

POWERUP

Rozprawka

5 **Napisz tekst składający się z 200–250 wyrazów.**

Od kilku dekad następuje dramatyczne przyspieszenie tempa rozwoju nauki i nowych technologii. Czy dzięki temu rozwojowi nasze życie staje się lepsze? Napisz rozprawkę, w której przedstawisz swoją opinię na ten temat i uwzględnisz argumenty z punktu widzenia jednostki i z punktu widzenia społeczeństwa.

Przydatne zwroty na s. 247

Exercise 1
Suggested answers:
1 fascinating, innovative, original
2 clever, creative, innovative
3 considerable, crucial
4 minor, tiny, unimportant
5 clever, creative, excellent
6 poor, useless

Exercise 2
Suggested answers:
1 (a) fascinating
2 clever
3 creative
4 crucial
5 innovative

Exercise 3
good sides – advantages
well all the time – efficiently
many people will lose their jobs – it will result in high unemployment
The opposite is true – on the contrary
are more important than – outweigh

Warm up
• Ask students if forums are popular with people their age. Ask if they visit forums and, if so, what advice they ask or offer.

Exercise 1

Optional activity
Ask students to read through the words and say which words are positive and which ones are negative. Then have students make sentences with the words.

Exercise 2

Optional activity
First ask students if they agree with the writer and have them explain why or why not. Then have students say what information they would have given in their answer.

Exercise 4
• Remind students to plan their writing before they start, for example using the mind map technique.

Cumulative Revision Units 1–12

1 **Uzupełnij zdania wyrazami z ramki. Każdego słowa należy użyć dwukrotnie.**

discover explore invent search

1 In the 1940s, scientists first _____ that chemotherapy was a treatment for cancer.
2 I've _____ the database but I can't find the book I want.
3 Nobody is sure who _____ the first car. Lots of different people were building early cars at the same time.
4 Our teacher suggested doing a project on photosynthesis. Shall we _____ the idea?
5 I only _____ how this app works by watching a video online.
6 They _____ the Internet for hours but they couldn't find the information they needed.
7 I think we need to do more to _____ space.
8 Mint choc chip ice cream was _____ in 1973 by Marilyn Ricketts, a student at a cooking school.

2 **Wybierz poprawne uzupełnienia zdań.**

1 (*Archaeologists*) / *Geologists* / *Physicists* use a lot of scientific inventions when investigating ancient villages and towns.
2 Something's wrong. I'm *connecting* / *inserting* / (*pointing*) the remote at the TV but it's not responding.
3 You have to try to hit your opponent's body when you are (*fencing*) / *kayaking* / *skating*.
4 We live in a (*detached*) / *semi-detached* / *terraced* house and we have a garden all around it.
5 I have trouble walking at the moment because my (*ankle*) / *chin* / *wrist* hurts too much.
6 Our *browser* / (*firewall*) / *Internet access* is very effective. It protects the whole system.
7 My brother has one child – my *niece* / (*nephew*) / *sibling* Mark.
8 The computer isn't working, so *switch off* / *turn off* / (*unplug*) the power cord.

3 **Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać logiczne i gramatycznie poprawne zdania. W każdą lukę możesz wpisać maksymalnie sześć wyrazów.**

1 This is the website (*o której myślałem*) _____.
2 Laura is the only girl (*której harmonogram treningów jest taki sam, jak mój*) _____.
3 Chris Jones, (*którego spotkałem podczas eksploracji jaskiń*) _____, has become a good friend of mine.
4 (*Ani Katie, ani Adam nie zostali zaproszeni*) _____ to the wedding.
5 Jarvis had forgotten his charger, so (*pożyczyłem mu swoją*) _____.

4 **Znajdź błędy w podanych zdaniach i je popraw.**

1 The bed and breakfast, that we had never visited before, was in a classic old English house.
2 My parents gave me lots of advices about becoming a linguist.
3 I don't walk up to my flat unless the lift isn't out of order.
4 Everyone elses marks were better than mine!
5 Marina, who's parents are both anaesthetists, wants to be a doctor, too.
6 Students don't have to be in the corridors during lesson time without permission from a teacher.
7 Tess's smartphone fell out of her pocket while she skateboarded in the park.
8 That isn't their laptop – it's our.
9 Scarlett has golf lessons at the local golf course, where is absolutely enormous!
10 I had my computer repair at the local IT shop and it works much better now.

5 **Przeczytaj dialogi. Uzupełnij każdą lukę jednym wyrazem, tak aby powstały spójne i logiczne teksty.**

1 **X:** Daniela's _____ working on the essay for ages.
Y: Me, too, but my essay won't be as good as _____. She's the best at Geography.
2 **X:** Do you want to watch this movie _____ Ed told me about?
Y: Oh no, I hate romantic comedies. I just _____ stand them.
3 **X:** My computer's making _____ funny noise.
Y: If I _____ you, I'd ask Jim to look at it.
4 **X:** Oscar's been diagnosed _____ asthma.
Y: Yeah, his mum _____ me that he went to see the doctor.
5 **X:** There isn't _____ accommodation in the beach resort and it's all very expensive.
Y: Let's ask Aunt Vicky for help. She _____ to live there so she'll know a place.
6 **X:** Apparently, someone hacked _____ the school computer.
Y: Really? When _____ it discovered?
7 **X:** I was wondering _____ you could help me with my economics homework.
Y: Me? No, sorry. However, I do know someone _____ is great at economics – my sister!
8 **X:** I'm playing in the tennis tournament _____ June 11th. I'm sure I'll lose every game.
Y: Rubbish! You're just as good _____ the other players. Believe in yourself!

Materials
Classroom presentation tool
Cumulative test

Exercise 1
1 discovered 5 discovered
2 searched 6 searched
3 invented 7 explore
4 explore 8 invented

Exercise 3
1 that/which I was thinking of/about
2 whose training schedule is the same as mine
3 who I met (while I was) caving
4 Neither Katie nor Adam have been invited
5 I lent him mine

Exercise 4
1 The bed and breakfast, ~~that~~ **which** we had never visited before, was in a classic old English house.
2 My parents gave me lots of ~~advices~~ **advice** about becoming a linguist.
3 I don't walk up to my flat unless the lift ~~isn't~~ **is** out of order.
4 Everyone ~~elses~~ **else's** marks were better than mine!
5 Marina, ~~who's~~ **whose** parents are both anaesthetists, wants to be a doctor too.
6 Students ~~don't have to be~~ **mustn't be** in the corridors during lesson time without permission from a teacher.
7 Tess's smartphone fell out of her pocket while she ~~skateboarded~~ **was skateboarding** in the park.
8 That isn't their laptop – it's ~~our~~ **ours**.
9 Scarlett has golf lessons at the local golf course, ~~where~~ **which** is absolutely enormous!
10 I had my computer ~~repair~~ **repaired** at the local IT shop and it works much better now.

Exercise 5
1 been, hers / Daniela's
2 which / that, can't
3 a, were
4 with, told
5 much, used
6 into, was
7 whether / if, who
8 on, as

Differentiation
Less confident students can first complete the exercises they are comfortable with. They then do the others with reference to the wordlist and the grammar reference section. More confident students can help less able classmates complete the exercises by explaining any queries.

Exercise 2
• Before completing the exercise, go through each alternative item and have students translate them or define them.

Optional activity
After students check answers, they can make sentences with the alternative options.

Exercise 4

Optional activity
After students have completed the exercise, ask them to look at each item again and explain why the items they corrected were wrong. For example, in item 1 we cannot use *that* in non-defining relative clauses; in item 2, *advice* is uncountable.

Legenda
Oxford 3000
Oxford 5000
Poziom rozszerzony

Materials
Classroom presentation tool
Class audio, tracks 114.1–115
Online practice
Unit test

114.1 Urządzenia i ich obsługa

battery /'bætəri/ bateria, akumulator
camera /'kæmrə/ kamera, aparat
change channels /ˌtʃeɪndʒ 'tʃænlz/ zmieniać kanały
charge your phone /ˌtʃɑːdʒ jɔː 'fəʊn/ ładować telefon
charger /'tʃɑːdʒə(r)/ ładowarka
chat to friends /ˌtʃæt tə 'frendz/ czatować z przyjaciółmi
connect sth to sth /kə'nekt sʌmθɪŋ tə sʌmθɪŋ/ połączyć coś z czymś, podłączyć coś do czegoś
device /dɪ'vaɪs/ urządzenie
digital camera /ˌdɪdʒɪtl 'kæmrə/ aparat cyfrowy
digital native /ˌdɪdʒɪtl 'neɪtɪv/ osoba swobodnie posługująca się technologiami cyfrowymi
electronic device /ɪˌlekˌtrɒnɪk dɪ'vaɪs/ urządzenie elektryczne
engine /'endʒɪn/ silnik
e-reader /'iː riːdə(r)/ czytnik e-booków
gadget /'gædʒɪt/ gadżet
games console /'geɪmz kɒnsəʊl/ konsola do gier
headphones /'hedfəʊnz/ słuchawki
insert sth into sth /ɪnˌsɜːt sʌmθɪŋ 'ɪntu sʌmθɪŋ/ wkładać coś (w coś/do czegoś)
laptop /'læptɒp/ laptop
listen to music /ˌlɪsn tə 'mjuːzɪk/ słuchać muzyki
machine /mə'ʃiːn/ maszyna
make phone calls /ˌmeɪk 'fəʊn kɔːlz/ telefonować, dzwonić
manual /'mænjuəl/ instrukcja obsługi
mobile phone /ˌməʊbaɪl 'fəʊn/ telefon komórkowy
model /'mɒdl/ model
photocopier /'fəʊtəʊkɒpiə(r)/ kserokopiarka
play games /ˌpleɪ 'geɪmz/ grać w gry
plug /plʌg/ wtyczka
plug sth in /ˌplʌg sʌmθɪŋ 'ɪn/ włączać coś do kontaktu
point the remote at the TV /ˌpɔɪnt ðə rɪˌməʊt ət ðə tiː 'viː/ kierować pilota na telewizor
power cord /'paʊə kɔːd/ zasilacz
press the button /ˌpres ðə 'bʌtn/ naciskać przycisk
read the instructions /ˌriːd ðiɪn'strʌkʃnz/ zapoznawać się z instrukcją obsługi
remote control /rɪˌməʊt kən'trəʊl/ pilot (np. do telewizora)
remove the battery /rɪˌmuːv ðə 'bætri/ wyjmować baterię
replace /rɪ'pleɪs/ wymieniać
satnav /'sætnæv/ nawigacja satelitarna
send emails /ˌsend 'iːmeɪlz/ wysyłać e-maile
send text messages /ˌsend 'tekst mesɪdʒɪz/ wysyłać esemesy
smartphone /'smɑːtfəʊn/ smartfon
socket /'sɒkɪt/ kontakt, gniazdko
stream videos /ˌstriːm 'vɪdiəʊz/ oglądać materiały wideo dzięki technologii streamingu
streaming service /'striːmɪŋ sɜːvɪs/ serwis streamingowy
surf the Internet /ˌsɜːf ðiː 'ɪntənet/ surfować w internecie
switch /swɪtʃ/ włącznik, kontakt elektryczny
switch off /ˌswɪtʃ 'ɒf/ wyłączać coś
switch on /ˌswɪtʃ 'ɒn/ włączać coś
take out the battery /ˌteɪk aʊt ðə 'bætri/ wyjmować baterię
take photos /ˌteɪk 'fəʊtəʊz/ robić zdjęcia
take videos /ˌteɪk 'vɪdiəʊz/ nagrywać filmy
technology /tek'nɒlədʒi/ technologia
text sb /'tekst sʌmbədi/ wysyłać komuś SMS
turn off /ˌtɜːn 'ɒf/ wyłączać coś
turn on /ˌtɜːn 'ɒn/ włączać coś
unplug /ˌʌn'plʌg/ wyłączać coś z kontaktu

114.2 Awarie

be in working order /biː ɪn ˌwɜːkɪŋ 'ɔːdə(r)/ działać właściwie, być w dobrym stanie
break down /ˌbreɪk 'daʊn/ zepsuć się
crash /kræʃ/ awaria; zepsuć się, zawiesić (o komputerze)
faulty /'fɔːlti/ wadliwy, zepsuty
go flat /ˌgəʊ 'flæt/ wyczerpać się (o baterii, akumulatorze)
make a funny noise /ˌmeɪk ə ˌfʌni 'nɔɪz/ wydawać dziwne dźwięki
out of order /ˌaʊt əv 'ɔːdə(r)/ zepsuty (np. o windzie)
service centre /'sɜːvɪs sentə(r)/ punkt serwisowy
work /wɜːk/ działać

114.3 Technologie informacyjno-komunikacyjne

attach /ə'tætʃ/ załączać, dołączać
attachment /ə'tætʃmənt/ załącznik
back up files /ˌbæk ʌp 'faɪlz/ robić kopię plików
be offline /biː ˌɒf'laɪn/ być odłączonym od sieci
be online /biː ˌɒn'laɪn/ być podłączonym do sieci
broadband /'brɔːdbænd/ stałe łącze; internet szerokopasmowy
browser /'braʊzə(r)/ przeglądarka internetowa, wyszukiwarka
click on a link /ˌklɪk ɒn ə 'lɪŋk/ klikać na link
click on an icon /ˌklɪk ɒn ən 'aɪkɒn/ klikać na ikonę
connect to the Internet /kəˌnekt tə ðiː 'ɪntənet/ łączyć się z internetem
database /'deɪtəbeɪs/ baza danych
download a file /daʊnˌləʊd ə 'faɪl/ ściągać (plik)
firewall /'faɪəwɔːl/ zapora antywirusowa
flash drive /'flæʃ draɪv/ dysk typu flash
get online /ˌget ɒn'laɪn/ podłączać się do internetu
hack into sb's computer /ˌhæk ɪntu sʌmbədiz kəm'pjuːtə(r)/ włamywać się do czyjegoś komputera
hard drive /'hɑːd draɪv/ dysk twardy
hardware /'hɑːdweə(r)/ sprzęt komputerowy
install /ɪn'stɔːl/ instalować
Internet access /'ɪntənet ækses/ dostęp do internetu
keyboard /'kiːbɔːd/ klawiatura
log onto an email account /ˌlɒg ɒntu ən 'iːmeɪl əkaʊnt/ logować się na konto pocztowe
look sth up on the Internet /ˌlʊk sʌmθɪŋ ˌʌp ɒn ðiː 'ɪntənet/ sprawdzać coś w internecie
monitor /'mɒnɪtə(r)/ monitor
mouse /maʊs/ myszka
search engine /'sɜːtʃ endʒɪn/ wyszukiwarka internetowa
search the database /ˌsɜːtʃ ðə 'deɪtəbeɪs/ przeszukiwać bazę danych
social networking site /ˌsəʊʃl 'netwɜːkɪŋ saɪt/ portal społecznościowy
software /'sɒftweə(r)/ oprogramowanie
type in your password /ˌtaɪp ɪn jɔː 'pɑːswɜːd/ wpisać hasło
uninstall /ˌʌnɪn'stɔːl/ odinstalować
upload a file /ʌpˌləʊd ə 'faɪl/ załadować (plik)
virus /'vaɪrəs/ wirus
website /'websaɪt/ strona internetowa
wireless /'waɪələs/ bezprzewodowy
Wi-Fi /'waɪ faɪ/ internet bezprzewodowy

114.4 Dziedziny i ludzie nauki

archaeologist /ˌɑːki'ɒlədʒɪst/ archeolog
archaeology /ˌɑːki'ɒlədʒi/ archeologia
biologist /baɪ'ɒlədʒɪst/ biolog
biology /baɪ'ɒlədʒi/ biologia
chemist /'kemɪst/ chemik/chemiczka
chemistry /'kemɪstri/ chemia
computer science /kəmˌpjuːtə 'saɪəns/ informatyka
computer scientist /kəmˌpjuːtə 'saɪəntɪst/ informatyk
economics /ˌiːkə'nɒmɪks/ ekonomia
economist /ɪ'kɒnəmɪst/ ekonomista/ekonomistka
engineer /ˌendʒɪ'nɪə(r)/ inżynier
geneticist /dʒə'netɪsɪst/ genetyk
genetics /dʒə'netɪks/ genetyka
geologist /dʒi'ɒlədʒɪst/ geolog
geology /dʒi'ɒlədʒi/ geologia
inventor /ɪn'ventə(r)/ wynalazca
linguist /'lɪŋgwɪst/ językoznawca/językoznawczyni
linguistics /lɪŋ'gwɪstɪks/ językoznawstwo
mathematician /ˌmæθmə'tɪʃn/ matematyk
mathematics /ˌmæθ'mætɪks/ matematyka
physicist /'fɪzɪsɪst/ fizyk
physics /'fɪzɪks/ fizyka
psychologist /saɪ'kɒlədʒɪst/ psycholog/psycholożka
psychology /saɪ'kɒlədʒi/ psychologia
science /'saɪəns/ nauka
scientific /ˌsaɪən'tɪfɪk/ naukowy
scientist /'saɪəntɪst/ naukowiec

114.5 Odkrycia naukowe i wynalazki

analyse /'ænəlaɪz/ analizować
binoculars /bɪ'nɒkjələz/ lornetka
breakthrough /'breɪkθruː/ przełom
discover /dɪ'skʌvə(r)/ odkrywać
discover a cure for cancer /dɪˌskʌvə(r) ə ˌkjʊə fə 'kænsə(r)/ odkryć lek na raka
discover how something works /dɪˌskʌvə haʊ sʌmθɪŋ 'wɜːks/ odkryć, jak coś działa
discovery /dɪ'skʌvəri/ odkrycie
DNA /ˌdiː en 'eɪ/ DNA
do an experiment /ˌduː ən ɪk'sperɪmənt/ przeprowadzać eksperyment
do research /ˌduː 'riːsɜːtʃ/ prowadzić badania
explore an idea /ɪkˌsplɔː(r) ən aɪ'dɪə/ badać ideę
explore space /ɪkˌsplɔː 'speɪs/ badać kosmos
food processor /'fuːd prəʊsesə(r)/ robot kuchenny
gene /dʒiːn/ gen
get an award /ˌget ən ə'wɔːd/ dostać nagrodę
get the Nobel Prize in physics /ˌget ðə ˌnəʊbel praɪz ɪn 'fɪzɪks/ dostać nagrodę Nobla z fizyki
gravity /'grævəti/ grawitacja
high-tech /ˌhaɪ 'tek/ najnowocześniejszy
household appliance /'haʊshəʊld əˌplaɪəns/ urządzenie AGD
invent /ɪn'vent/ wynaleźć
invent the telephone /ɪnˌvent ðə 'telɪfəʊn/ wynaleźć telefon
invention /ɪn'venʃn/ wynalazek
inventor /ɪn'ventə(r)/ wynalazca/wynalazczyni
make a discovery /ˌmeɪk ə dɪ'skʌvəri/ dokonać odkrycia
man-made /ˌmæn 'meɪd/ stworzone przez człowieka
modern invention /ˌmɒdn ɪn'venʃn/ nowoczesny wynalazek
molecule /'mɒlɪkjuːl/ molekuła
nucleus /'njuːkliəs/ jądro
penicillin /ˌpenɪ'sɪlɪn/ penicylina
researcher /rɪ'sɜːtʃə(r)/ badacz/badaczka
spacecraft /'speɪskrɑːft/ statek kosmiczny
the laws of science /ðə ˌlɔːz əv 'saɪəns/ prawa nauki
useless invention /ˌjuːsləs ɪn'venʃn/ bezużyteczny wynalazek
vaccine /'væksiːn/ szczepionka
wind-up radio /'waɪnd ʌp ˌreɪdiəʊ/ nakręcane radio
X-rays /'eks reɪz/ promienie X

How to learn vocabulary

- Place students in small groups. Have them choose five words from the wordlist and ask them to write their English definitions.
- Choose a group member to come to the front of the class. They read out the definitions for the other groups to write the word down.
- When the student has finished reading out the definitions, they give the answers. Continue until all groups have read out their definitions.
- The group with the most correct answers wins.

Brainpower

- Ask students to work in pairs and choose five words to work with as they apply the brainpower strategy. Then ask selected pairs to share their ideas with the class.

114.6 Korzyści i zagrożenia wynikające z postępu naukowo-technicznego

access to technology /ˌækses tə tekˈnɒlədʒi/ dostęp do technologii
artificial intelligence /ˌɑːtɪˌfɪʃl ɪnˈtelɪdʒəns/ sztuczna inteligencja
cookies /ˈkʊkiz/ ciasteczka (pliki komputerowe)
Internet addiction /ˈɪntənet əˌdɪkʃn/ uzależnienie od internetu
manipulate /məˈnɪpjuleɪt/ manipulować
privacy /ˈprɪvəsi/ prywatność
remotely /rɪˈməʊtli/ zdalnie
spread /spred/ rozprzestrzeniać się

114.7 Wordpower s. 163

anonymously /əˈnɒnɪməsli/ anonimowo
coincidence /kəʊˈɪnsɪdəns/ zbieg okoliczności
connect /kəˈnekt/ łączyć
get the hang of sth /ˌget ðə ˈhæŋ əv sʌmθɪŋ/ nauczyć się coś robić, załapać coś
life-changing /ˈlaɪf tʃeɪndʒɪŋ/ zmieniający życie
spot /spɒt/ spostrzec
tricky /ˈtrɪki/ trudny

114.8 Przymiotniki z przedrostkami *im-, in-, ir-, il-* i *un-*

illegal /ɪˈliːgl/ nielegalny
illegible /ɪˈledʒəbl/ nieczytelny
illogical /ɪˈlɒdʒɪkl/ nielogiczny
impatient /ɪmˈpeɪʃnt/ niecierpliwy
impolite /ˌɪmpəˈlaɪt/ niegrzeczny
impossible /ɪmˈpɒsəbl/ niemożliwy
incorrect /ˌɪnkəˈrekt/ niepoprawny
informal /ɪnˈfɔːml/ nieformalny
invisible /ɪnˈvɪzəbl/ niewidoczny
irregular /ɪˈregjələ(r)/ nieregularny
irrelevant /ɪˈreləvənt/ nie na temat
irresponsible /ˌɪrɪˈspɒnsəbl/ nieodpowiedzialny
unlikely /ˌʌnˈlaɪkli/ mało prawdopodobny
unnecessary /ˌʌnˈnesəsəri/ niepotrzebny
unreliable /ˌʌnrɪˈlaɪəbl/ niewiarygodny, nieobowiązkowy

114.9 Idiomy związane z nauką

be on the same wavelength /biː ɒn ðə ˌseɪm ˈweɪvleŋkθ/ nadawać na tej samej fali
get your wires crossed /ˌget jɔː ˈwaɪəz krɒst/ źle coś zrozumieć
It's not rocket science. /ɪts nɒt ˈrɒkɪt saɪəns/ To nie takie trudne, jak się wydaje.
pull the plug on sth /ˌpʊl ðə ˈplʌg ɒn sʌmθɪŋ/ skończyć z czymś, zamknąć projekt

BRAINPOWER

Łatwiej zapamiętasz nowe słownictwo, jeżeli umiejscowisz je w kontekście konkretnych czynności lub procesów. Na przykład gdy uczysz się wyrazów związanych z techniką, wyobraź sobie, że tłumaczysz komuś sposób korzystania z jakiegoś urządzenia lub aplikacji. Przygotuj w punktach skrótową instrukcję obsługi lub rozrysuj ogólny schemat działania.

Sprawdź się!

1 Uzupełnij zdania właściwymi wyrazami.

1 It says here you talked for three hours and sent fifty *text* messages every day for a month.
2 Press this button to disconnect a call or *switch* the phone off.
3 Lots of people come to the Kennedy Space Centre in Florida every time they *launch* a space rocket.
4 Firefox is one of the most popular Internet *browsers* among Internet users.
5 I look *forward* to hearing from you soon.
6 Please remember that you must *not* use your mobile phone here.
7 He was carrying *out* an important experiment when there was a power cut.
8 I hang *out* with my mates after school every day.

Wymowa

1 Przeczytaj różne fragmenty tego samego zdania w wierszach A i B. Który z przykładów zawiera słowa kluczowe pozwalające domyślić się treści całej wypowiedzi?

A I'm … in … about … .
B … really interested … learning … technology.

2 115 Wskaż słowa kluczowe, na które pada akcent w zdaniu. Następnie wysłuchaj nagrania, sprawdź odpowiedzi i powtórz podane zdania.

1 Do you have any older brothers or sisters?
2 I don't know the correct answer.
3 Unfortunately, the computer is broken.
4 Where are you going after the meeting?
5 Do you mind if I use your speakers for a moment?
6 They're planning to start a new research project.
7 It seems someone has hacked his email account.
8 She doesn't really know how to solve the problem.

Wymowa Exercise 1
Sentence B.

Wymowa Exercise 2
1 Do you **have** any **older brothers** or **sisters**?
2 I **don't know** the **correct answer**.
3 **Unfortunately**, the **computer** is **broken**.
4 **Where** are you **going after** the **meeting**?
5 Do you **mind** if **I use your speakers** for a moment?
6 They're **planning** to **start** a **new research project**.
7 It seems **someone** has **hacked** his **email account**.
8 She **doesn't really know** how to **solve the problem**.

Sprawdź się!
Exercise 1
• Have students compare their ideas in pairs before class feedback.

Wymowa
Exercise 2 115
Audio script page 261
• Play the recording the first time for students to check their answers.
• Play the recording again with pauses for students to repeat the sentences.
• Then ask students to practise saying the sentences aloud in pairs while being mindful of pronunciation.

13 Świat przyrody

Materials
Classroom presentation tool
Class audio, track 116
Online practice
Short test



Exercise 2
1 New Zealand
2 the Pacific
3 Canberra
4 a range of mountains
5 the Nile and the Amazon
6 in Switzerland / Europe
7 the Antarctic
8 Sydney
9 Venezuela
10 the Galápagos Islands

Exercise 3
1 sandy beach
2 mountain top
3 bay
4 estuary
5 peninsula
6 dune
7 plain
8 cliff

Słownictwo

Cechy geograficzne, krajobraz

1 **Pracujcie w parach. Opiszcie zdjęcia, wykorzystując wyrazy z ramek. Następnie odpowiedzcie na pytania (1–2).**

Nouns

a coast a desert a field a forest a hill a lake
a mountain a rainforest a river a valley
a waterfall an island an ocean

Adjectives

deep dense fast-flowing high narrow
vast wide winding

1 What would you do if you could spend a day in each place?
2 Which place would you like to spend more than a day in? Why?

2 **Rozwiążcie w parach poniższy quiz.**

GEOGRAPHY QUIZ

1. Which of these is NOT a continent?
   Africa, Asia, Europe, Australia, New Zealand, North America, South America
2. Which is the largest ocean in the world?
3. What's the capital city of Australia?
4. What are the Andes: a range of mountains or a group of islands?
5. What are the two longest rivers in the world?
6. Where is Lake Geneva?
7. What's the biggest desert in the world?
8. Which of these cities is on the coast: Cairo, Madrid or Sydney?
9. Where is Angel Falls (the world's highest uninterrupted waterfall): in South Africa, Venezuela or Azerbaijan?
10. What is the group of islands that lies west of Ecuador, in the Pacific Ocean: the Balearic Islands, the Galápagos Islands or the Andaman Islands?

POWERUP

3 **Dopasuj wyrażenia z ramki do opisów (1–8).**

bay cliff dune estuary mountain top
peninsula plain sandy beach

1 It's easy to walk here and if it's warm, you can swim.
2 There are wonderful views of the surrounding countryside from here.
3 This part of the coast is shaped into a wide curve.
4 A river flows into the sea here.
5 This large piece of land is almost completely surrounded by water but is joined to a larger piece of land in one place.
6 It can be difficult climbing up this when the sand is soft.
7 This is a large piece of flat land.
8 You need to be careful walking along the top of this because it's a very high bit of land with a very steep side.

Pogoda, klimat, pory roku

4 **Połącz wypowiedzi (1–8) z reakcjami (a–h).**

1 It's going to be foggy later this evening. *g*
2 It's freezing! *c*
3 It's raining, but the sun's shining. *d*
4 Did you see the lightning? *h*
5 What's the weather forecast for tomorrow? *b*
6 There are strong winds tonight. *a*
7 The trees' orange leaves are so beautiful. *e*
8 The sun's shining. *f*

a I hope our tree won't blow down!
b There's going to be light snow in the morning.
c Yes, the temperature is below zero.
d And look, there's a rainbow!
e Yes, they're lovely in the autumn.
f And there isn't a cloud in the sky!
g It will be difficult for drivers to see then.
h Yes. There's a thunderstorm.

Warm up
- Ask students which places in nature they like to visit and why, e.g. *I enjoy visiting islands because I love the sea and swimming.*
- Then ask students why they think nature can be relaxing and how often they think we should visit nature. Encourage students to give their reasons.

Exercise 1

Mixed ability
Go through each item in the *Nouns* box and have students explain them as best they can. Then ask students to read through the adjectives and use them to describe the words from the *Nouns* box. Write answers on the board. Students can then work in pairs to complete the activity.

Exercise 4

Optional activity
Students work in pairs to give other responses to items 1–8, e.g. Student A: *It's going to be foggy later this evening.* Student B: *I won't drive tonight. I'll take the bus instead.*

Klęski żywiołowe

5 **Dopasuj wyrazy i wyrażenia z ramki do odpowiednich kategorii.**

ash avalanche blizzard buildings collapse drought earthquake famine floods governments send aid heavy rain high winds hurricane people are evacuated people are trapped rescue workers survivors tornado tsunami victims volcanic eruption

Natural disasters	
People involved	
What happens (during or after a natural disaster)	

6 **Uzupełnij doniesienia o katastrofach naturalnych wyrazami z ćwiczenia 5.**

A [1]_____ has hit the coast of America and [2]_____ have destroyed many buildings. Heavy rain has caused [3]_____ in many places.

There has been a [4]_____ in Iceland. [5]_____ in the Earth's atmosphere has caused widespread disruption to flights.

There has been an [6]_____ in Turkey, which has caused thousands of buildings to collapse. [7]_____ from around the world have already arrived at the scene and are attempting to help victims who are [8]_____ under the rubble.

A very dry summer has caused a [9]_____ in many parts of Africa. [10]_____ is expected to follow, leaving thousands of people without food. [11]_____ around the world have already pledged to send thousands of dollars in aid.

7 116 **Wysłuchaj nagrania i sprawdź odpowiedzi z ćwiczenia 6.**

Świat roślin

8 **Wybierz dwie właściwe odpowiedzi w każdym punkcie.**

1 It's part of a tree.
(a) branch b bush (c) leaf

2 It's a verb.
a bush (b) grow (c) water

3 You often eat them.
(a) vegetables (b) fruit c grass

4 People generally like these in their garden.
a weeds (b) plants (c) flowers

5 It grows up from the ground.
(a) grass b leaf (c) bush

Zwierzęta

9 **Opisz zdjęcia (1–5) nazwami zwierząt podanymi w ramce. Następnie dopasuj wyrazy z ramki do odpowiednich kategorii.**











ant bee beetle butterfly cheetah cow crocodile dolphin eagle elephant fly giraffe goat horse leopard lion lizard monkey mosquito octopus ostrich owl parrot penguin shark sheep snake starfish swallow tiger tortoise wasp whale wolf zebra

Land mammals	
Sea creatures	
Reptiles	
Insects	
Birds	

10 **Pracujcie w parach. Opiszcie na zmianę trzy gatunki zwierząt i odgadnijcie ich nazwy. Wykorzystajcie wyrazy z poniższej ramki.**

claws feathers fur paws shell skin tail teeth wings

Zagrożenia środowiska naturalnego

11 **Uzupełnij zdania wyrazami z ramki.**

acid endangered fumes greenhouse ozone pollution

1 _____ is when water and air are dirty and dangerous.
2 The _____ effect is the warming of the Earth's atmosphere as a result of harmful gases.
3 There are holes in the _____ layer and this causes temperatures to rise.
4 Car exhaust _____ are bad for the environment.
5 _____ rain is full of chemicals.
6 An animal that's _____ is an animal that may become extinct.

Exercise 5
Natural disasters: hurricane, drought, flood, tornado, blizzard, tsunami, avalanche, volcanic eruption, earthquake, famine
People involved: victims, survivors, rescue workers
What happens (during or after a natural disaster): ash (falls), governments send aid, buildings collapse, high winds, people are evacuated, people are trapped, heavy rain

Exercise 6
1 hurricane
2 high winds
3 floods
4 volcanic eruption
5 Ash
6 earthquake
7 Rescue workers
8 trapped
9 drought
10 Famine
11 Governments

Exercise 9
Land mammals: cheetah, cow, elephant, giraffe, goat, horse, leopard, lion, monkey, sheep, tiger, wolf, zebra
Sea creatures: dolphin, octopus, shark, starfish, whale
Reptiles: crocodile, lizard, snake, tortoise
Insects: ant, bee, beetle, butterfly, fly, mosquito, wasp
Birds: eagle, ostrich, owl, parrot, penguin, swallow

Exercise 11
1 Pollution
2 greenhouse
3 ozone
4 fumes
5 Acid
6 endangered

Exercise 5
• Students work in pairs. They look at the headings in the table and try to predict possible items that could go in each category.

Optional activity
Ask students what natural disasters they (or people they know) have experienced. Ask them to think of adjectives they could use to describe these experiences.

Exercise 7 116
Audio script page 261

Exercise 8

Differentiation
After students choose the answers, ask them to explain why the other options are not correct.

Exercise 9
• Have students explain the differences between land mammals, sea creatures, reptiles, insects and birds before they complete the activity.

Optional activity
Once students have completed the activity, ask them to go through each item in the box and say what feature they have which makes them a mammal, reptile and so forth.

Ochrona środowiska naturalnego

12 **Dopasuj wyrażenia z ramki do zdań 1–10 podających rozwiązania problemów ekologicznych. Niektóre wyrażenia pasują do paru zdań.**

conservation electric cars organic food
picking up litter recycling
saving electricity saving water
solar power wind farms

1 Look for natural forms of energy.
2 Use less fossil fuels.
3 Look after animals in their natural environment.
4 Sort cans, bottles, jars, paper or cardboard.
5 Use fewer pesticides and other chemicals.
6 Always turn lights off when you're not in the room.
7 Don't leave the tap on when you're brushing your teeth.
8 Always take your rubbish home with you.
9 Buy fewer products made of plastic or that have plastic packaging.
10 Wash clothes, sheets and towels at 30 °C.

Exercise 12
1 solar power, wind farms
2 electric cars
3 conservation
4 recycling
5 organic food
6 saving electricity
7 saving water
8 picking up litter
9 conservation
10 saving electricity

POWERUP

Eksploracja przestrzeni kosmicznej

13 **Dopasuj wyrazy i wyrażenia z ramki do ich definicji.**

asteroid comet gravity satellite
space shuttle space station
the solar system to launch

1 It's the Sun and all the planets.
2 It looks like a bright star, moves very fast and has a tail.
3 You travel in this to space.
4 It's where people live and work in space.
5 It's one of the very large rocks or small planets that go around the Sun.
6 It means to send something or somebody into space.
7 It's an electronic device that's sent into space and moves around the Earth for a particular purpose.
8 It's the natural force that makes things fall when you drop them.

Exercise 13
1 the solar system
2 comet
3 space shuttle
4 space station
5 asteroid
6 to launch
7 satellite
8 gravity

14 **Odpowiedzcie w parach na poniższe pytania.**

1 Talk about a beautiful place in nature that you have visited. Why did you like it?
2 What kind of weather do you like best? Why?
3 Describe a natural disaster you have read about or seen on television.
4 Which wild animals would you like to see? Why?
5 Think of a private or public green space that you like. What do you like about it?
6 In your opinion, what is the most serious environmental problem? Why?
7 Do you think you are eco-friendly? Why? / Why not?
8 What more could you do to protect the environment?

POWERUP

Katastrofy ekologiczne

15 **Wybierz poprawne uzupełnienia zdań.**



In 2010 there was an explosion on a BP oil rig in the Gulf of Mexico. This caused the deaths of eleven people and an enormous oil [1]*spill* / *pollution* that killed wildlife and polluted about 2,100 km of the US coast. This is just one example of an ecological [2]*waste* / *disaster* and unfortunately there are many others. Large quantities of toxic [3]*leaks* / *chemicals* have been released in an uncontrolled manner from factories, destroying animal and plant life and causing the [4]*contamination* / *depletion* of the water supply, so it is unsafe for both people and animals.

In addition to [5]*environmental* / *industrial* activity, farming can also cause damage to the environment as fertilizers, pesticides and animal waste can get into the soil and water sources. The resulting [6]*groundwater pollution* / *radioactive material* can have devastating effects on the ecosystem so it is important that agricultural [7]*practices* / *consequences* are improved.

Awareness of our impact on the Earth is growing, thanks to environmental [8]*activity* / *activism* that has campaigned for changes to the law and challenged those who cause pollution. Change is possible, but we need to act now.

Exercise 12
• Ask students to give examples of the dangers our planet is facing, e.g. *There is too much traffic which causes pollution.*

Optional activity
Once students have completed the activity, have a class discussion on how each of these solutions can help the environment and our planet.

Exercise 14
• Students work in pairs. Monitor the conversations and help with vocabulary and grammar where necessary. Take note of the mistakes they make and then have a short feedback session at the end of the exercise – put a few of the most common mistakes on the board and help students correct them.
• Ask selected students to answer some of the questions in class.

Exercise 15
• Students explain why they chose the particular words as answers, and why the other options are incorrect.

Rozumienie ze słuchu

Tekst z lukami

1 **Odpowiedzcie w parach na poniższe pytania.**

1 Have a look in your bag, look around the class and think about your daily routine. What do you use that is made of plastic?
2 Could you spend a day without using any plastic?
3 Why does plastic cause environmental problems?
4 How can we stop plastic pollution?

2 117 **Usłyszysz dwukrotnie wypowiedź na temat pewnego wyzwania. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.**

Day Without Plastic

Plastic pollution

- Plastic – invented in the 1950s
- Now – a lot of plastic products are only [1]_____
- Plastic pollutes beaches and seas

Plastic-free challenge

For one day:

- avoid using things made of plastic
- don't even [2]_____ plastic

Saskia's experience

- Clothes: cotton jeans and a jumper made of wool
- Shoes: only one pair suitable as Saskia is [3]_____
- Payment: used [4]_____ to pay for things



WORDPOWER

3 **Dopasuj wyrażenia z ramki do definicji (1–6).**

be to blame for carry on count on
rise to the challenge stumbling block
take sth into consideration

1 obstacle
2 rely on
3 be at fault
4 think about
5 continue
6 attempt something difficult

4 **Uzupełnij fragment wypowiedzi sformułowaniami z ćwiczenia 3.**

1 I'm afraid plastic _____ a lot of enviromental problems.
2 I decided to _____, though I didn't think it could be that hard.
3 I wanted to buy lunch so that I didn't have to think about containers for my sandwiches, but here was my next _____. How was I going to pay for things?
4 I did have an app on my phone that I could pay for things with and that was something I could _____.
5 There were so many things to _____ even before I actually left home.
6 My day _____ like this, with me carefully analysing every step I made.

POWERUP

Dobieranie

5 118 **Usłyszysz dwukrotnie cztery wypowiedzi na temat problemów związanych z ochroną środowiska naturalnego. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

This speaker mentions

A a technology that is likely to become more widely available. 4
B a reduction in the cost of an alternative power source. –
C an inconsistency between people's beliefs and actions. 1
D an indirect benefit for people who undertake a certain activity. 2
E the way in which they find something misleading. 3

Materials
Classroom presentation tool
Class audio, tracks 117–118
Online practice

Exercise 2
1 used once
2 touch / come into contact with
3 (a) vegetarian
4 her phone / an app / an app on her phone

Exercise 3
1 stumbling block
2 count on
3 be to blame for
4 take sth into consideration
5 carry on
6 rise to the challenge

Exercise 4
1 is to blame for
2 rise to the challenge
3 stumbling block
4 count on
5 take into consideration
6 carried on

Warm up
• Ask students to name as many things as they can that are made of plastic. Ask if they think these items can be replaced with non-plastic materials and, if so, which ones?

Exercise 1
• Complete the exercise as a class discussion.

Exercise 2 117
Audio script page 261
• Ask students to read through the form and try to guess what the missing words could be. Encourage them to determine whether the missing words are nouns, adjectives, adverbs, phrases, and so forth.

Exam tip
The items in the exam task are in the same order as the information about them in the recording.

Exercise 5 118
Audio script pages 261–262
• Ask students to read the sentences and find key words to help them find the information they need in the recording.

13 Rozumienie tekstów pisanych

Materials
Classroom presentation tool

Wybór wielokrotny

1 **W parach odpowiedzcie na poniższe pytania.**

What do you know about turtles?

Are these statements true or false?

1. Baby turtles are called *hatchlings*. True
2. Turtles lay their eggs on beaches. True
3. Female turtles return to the beach where they were born to lay their eggs. True
4. Baby turtles dig a trench (a long shallow hole) to the sea. False

2 **Przeczytaj tekst i sprawdź swoje odpowiedzi z ćwiczenia 1.**



Amy and I arrive at the beach in Kefalonia, Greece. It's dusk; the moment we've been waiting for. We take off our backpacks and unload the equipment ready to start the night shift. This tourist beach is home to a Greek taverna. It's also home to many loggerhead turtle nests buried beneath the sand, and these are what we're here to protect.

Some nests are maturing, which means the baby turtles – called hatchlings – are about to break out of their shells, find their way to the surface, then walk, for the first time, to the sea. It's a challenging journey and we'd like to let nature take its course, but we need to relocate the hatchlings or they'll walk in the wrong direction, towards the bright lights of the noisy taverna, and not to the sea.

The next hour is spent preparing. We put together a kind of square pen about twenty centimetres long that sits over the centre of each nest that we're monitoring. The top of each nest is approximately twenty centimetres beneath the sand. The hatchlings are unlikely to hatch at the same time, but the square traps those that do and prevents us from losing them. It does little to stop other animals, though.

We find a remote part of the beach, measure ten strides from the water's edge and dig a trench to the sea. This is the distance hatchlings must walk to be physically prepared to swim and so they don't forget the location. The females will return here to lay their own eggs when they have matured. The trench also allows hatchlings to be monitored as they walk. However, the odds are still stacked against them. Only one in a thousand hatchlings will make it to adulthood.

3 **Przeczytaj tekst ponownie. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu: A, B, C albo D.**

1 What problem do the hatchlings have when they get out of their shells?
- A They do not have a direct route to the sea.
- B They are disturbed by the noise.
- C They are unlikely to go the right way.
- D They are not used to walking.

2 Why do the volunteers use a square on top of the nest?
- A to protect the nest from wild animals
- B to measure the size of the nest
- C to stop the hatchlings from escaping
- D to encourage the eggs to hatch

3 What is <u>not</u> a reason given by the writer for putting the hatchlings in the trench?
- A The volunteers can observe them.
- B It gets their bodies ready for swimming.
- C It helps them to remember the location.
- D The volunteers can walk alongside them.

4 What does the writer describe as the behaviour of a turtle lover?
- A talking to the hatchlings
- B looking closely at the hatchlings
- C encouraging the hatchlings to run to the sea
- D making the sand smooth for the hatchlings

5 What is the best title for this text?
- A Finding the Ideal Place for Turtle Nests
- B Giving Hatchlings a Better Chance of Survival
- C Discovering How Hatchlings Get to the Sea
- D Changing Tourist Behaviour to Help Hatchlings

Warm up
• Ask students what is being done to save wildlife in general across the world. Ask them if they take part in helping save animals and, if so, what they do. If not, ask if they would like to take part in activities that save wildlife.

Exercise 2
• Ask students which of the facts about turtles they find the most interesting. Can they come up with some surprising facts about other animals?

Exercise 3
• Ask students to point to the parts of the text where they found the answers.

Differentiation
Have students first find key words in the multiple choice items before completing the activity. Ask students to work in pairs to do the exercise, and then check answers with other pairs before answering as a class.



When we've got everything ready, we get into our sleeping bags ready for a night on the beach. We'll take turns to check the nests every hour. If there are more than a few hatchlings, we'll wake the other person as we have to measure the hatchlings before we help them get to the sea.

I hardly sleep because I can't wait to see hatchlings. When my alarm goes off, I jump up to check the nests, but I'm disappointed. There are no signs of action. It isn't until midnight that I wake Amy. I know she's as excited as me and together we watch the first little hatchling climb up through the sand. We gently measure it then take it down to the trench.

Throughout the night, more and more hatchlings appear. We set them off on their walk. I can't help thinking that it's the larger, stronger ones running to the sea that'll survive. Still, we find ourselves lying flat on the sand saying words of encouragement to the weaker ones as only turtle lovers would do.

As the sun comes up, we see a hatchling swept into the sea by a wave. It swims for the first time. A magical moment made better by our hope that the help we've given could make a difference.



WORDPOWER

4 **Uzupełnij tekst wyrazami z ramki.**

bury hatch lays mature odds

The female turtle comes up onto the sand. She digs a hole and [1] lays around seventy to ninety eggs. She then digs sand over the nest to [2] bury the eggs, which helps to protect them from predators. The turtle then leaves and will not see the eggs again.

About forty days later, the eggs begin to [3] hatch. The baby turtles climb up through the sand, then walk to the sea guided by the moon in a natural setting. It is a difficult journey full of obstacles and even when they reach the sea the dangers aren't over. The [4] odds of a hatchling becoming an adult are only about one in a thousand. The females that do [5] mature into adults will return to the beach where they were born to dig holes for their own eggs, and so the cycle continues.



Często mylone wyrażenia

5 **Uzupełnij luki w zdaniach podanymi wyrażeniami.**

take turns / turn into

1 We only have one bicycle so let's _____ using it.
2 In fairy tales a frog is supposed to _____ a handsome prince.

make a difference / differentiate

3 It can be difficult to _____ between certain species of bird because they look so similar.
4 Most volunteers get involved in projects so they can _____.

interfere with nature / let nature take its course

5 In the wild, if one animal catches another, it's probably best to _____.
6 A wildlife sanctuary is somewhere where you don't _____.

allocate / relocate

7 There are quite a lot of tasks to do so we need to _____ one task to each volunteer.
8 My friend has decided to _____ to a village that is close to London because he is fed up with his two-hour commute.

Exercise 5
1 take turns
2 turn into
3 differentiate
4 make a difference
5 let nature take its course
6 interfere with nature
7 allocate
8 relocate

Exam tip
Remind students to read all the items and the options in the task first to get an idea of what information they are looking for.

Mixed ability
To check further understanding of the text, students can work in pairs to write three true and three false statements about the text to test other pairs.

Exercise 5

Differentiation
Ask students to find the words in the box in the text first and explain their meaning from the context. Then they go on to complete the gaps.

POWERUP

Dobieranie pytań do części tekstu

6 **Przeczytaj tekst, który został podzielony na cztery części (A–D), oraz pytania go dotyczące (1–5). Do każdego pytania dopasuj właściwą część tekstu. W jednej części tekstu znajdują się odpowiedzi na dwa pytania.**

In which paragraph does the author

1 suggest that some people are unaware of the damage they do to nature? C
2 outline the physical demands that the forest places on people? D
3 explain that some parts of the forest are better preserved than others? D
4 describe what sets the tour of Białowieża apart from other animal experiences? B
5 talk about negative feelings that natural places can inspire? A



The wild woods of Białowieża

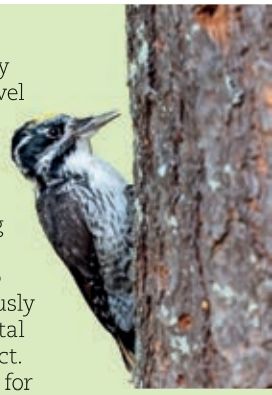
A

When babysitting my friend's children last night, I was struck by the wonder in their eyes as I told them the tale of Red Riding Hood, the girl who treks through the dark woods, pursued by a ravenous wolf. How they shuddered at the thought of the vast forest which has long been part of the European imagination, a place where wolves and bears and other wild creatures roam. Alas, many of the continent's ancient woodlands were uprooted long ago, but one enthralling site still remains for nature lovers: the Białowieża Primeval Forest in Poland's far eastern corner, along the border with Belarus.

B

The Białowieża forest presents a superb example of untamed land for visitors to explore. Such a wide expanse creates a perfect environment for wildlife to flourish. In addition to the obvious attraction of running across apex predators roaming freely, the woods are also home to Europe's largest population of wild bison. For twitchers, numerous feathered residents flutter among the branches, including the increasingly scarce three-toed woodpecker. To enjoy nature in all its glory, away from the sanitized enclosures of safari parks, there is no better spot in Europe.

C



However, as tourists worldwide try to outdo each other with their travel adventures, sites like the Białowieża Primeval Forest are at risk. Many tourist hotspots are already overflowing with visitors devastating the very thing they long to experience. Even the most repectful visitors, those who befriend local people and consciously strive to reduce their environmental footprint, will still have some effect. More visitors mean more demand for accommodation and water, and more traffic on the roads, all of which can lead to the destruction of the habitat that is the initial draw in the first place.

D

Fortunately, tourism to the Białowieża Primeval Forest is well managed to prevent it from being swamped by mass tourism. Responsible operators such as the organizers of the local Winter Wildlife Festival run treks allowing visitors to enjoy the best of both worlds. They provide transport and pleasant lodging as well as very limited access to the forest's Strict Protection Area. Here trees and plants are left to their own devices with absolutely no human interference. It is an ancient woodland where few people are allowed to tread. However, prospective visitors will need to avoid oversleeping and missing the dawn departure, and they should also be prepared to sweat a little, too. Much of the trek must be done on foot to minimize potential damage, so participants need to be reasonably fit to undertake it. As long as you don't overdo it, a little discomfort is a small price to pay to walk in a living world of myth and legend.

twitcher a bird enthusiast who travels long distances to see rare birds





Exercise 6

- Before they read the text, ask students to read the task and say if they need to find specific information in the texts or sum up each of the parts (they need to find specific information).

Exam tip

Point out that one of the paragraphs matches two items, so they can't disregard a paragraph after they have matched it to one sentence.

Mówienie

Opis ilustracji i odpowiedzi na trzy pytania

Oprócz sprawności komunikacyjnej oraz poprawności językowej najważniejszym kryterium oceny twojej wypowiedzi jest bogactwo językowe. Unikaj powtórzeń i często nadużywanych słów, takich jak *good*, *nice* czy *beautiful*.

1 **119** **Wysłuchaj nagrania. Jakich przymiotników w zdaniach 1–6 używa uczennica zamiast podkreślonych wyrażeń?**

1 They seem to feel really good in each other's company.
2 They may be very good friends or a couple.
3 They want to do something good for other people and the environment.
4 It is a good trend that more and more people are paying attention to the ecological issues.
5 The weather was very good.
6 We had a very good meal at the local tavern.

2 **Opisz ilustrację i odpowiedz na pytania ze s. 242. Oceńcie w parach swoje wypowiedzi na podstawie poniższych kryteriów.**



Przydatne zwroty na s. 240

Czy Twój kolega / koleżanka …
- unikał/unikała stosowania powtórzeń i nadużywanych słów typu *good* i *nice*?
- w pełni opisał/opisała ilustrację, w tym uwzględnił/uwzględniła informacje na temat przedstawionego miejsca, osób i wykonywanych przez nich czynności?
- odpowiadał/odpowiadała zgodnie z treścią pytań i rozwinął/rozwinęła swoje wypowiedzi?
- mówił/mówiła w sposób płynny i zrozumiały?

Rozmowa na podstawie materiału stymulującego

Aby zdobyć maksymalną liczbę punktów za zasób środków leksykalno-gramatycznych, staraj się budować zdania złożone z użyciem odpowiednich spójników.

3 **120** **Uzupełnij zdania z wypowiedzi ucznia spójnikami z ramki. Jeden spójnik został podany dodatkowo. Wysłuchaj nagrania i sprawdź odpowiedzi.**

because despite however unless while

Do young people care about the environment?
1 Unless something is done to protect the environment, their own future might be endangered.
2 However, some people remain passive.
3 Despite the fact that they are aware of the problem, they don't take any initiative.
4 While some solutions are ecological, they are not always the most convenient.

4 **Wykonajcie w parach poniższe zadanie.**

Popatrz na ilustracje 1, 2 i 3. Organizujesz szkolną zbiórkę plastiku. Szukasz grafiki, która zachęci twoich rówieśników do udziału w tej akcji.
- Wybierz tę propozycję, która wydaje ci się najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.







Odpowiedz na pytania.
1 What is your opinion about eco-friendly products?
2 Are climate protests a good way to promote an ecological lifestyle? Why? / Why not?

Materials
Classroom presentation tool
Class audio, tracks 119–120
Online practice

Exercise 1
1 comfortable
2 close
3 useful
4 positive
5 excellent
6 delicious

Warm up
- Ask students to work in pairs. They look at the items in exercise 1 and say as many words that can replace the underlined phrases as they can.

Exercise 1 **119**
Audio script page 262
- Students listen and compare with their ideas from the warm up task.

Exercise 2
- Go through the checklist under the picture with the students and make sure they know what they need to do.

Exam tip
Remind students that they should learn word alternatives while preparing for the exam, so that they are able to use a wide range of vocabulary in the speaking part of the exam.

Exercise 3 **120**
Audio script page 262
- Students look at the words in the box and decide which of them are linkers that give a reason (*because*), a contrasting idea (*however*, *despite*), and which can be used in the place of *if* (*unless*) or as a conjunction of time (*while*).

Materials
Classroom presentation tool
Online practice
Short test

Exercise 2
1 could / may / might
2 could / may / might
3 could / may / might
4 could / may / might
5 can't
6 must
7 must
8 can't

Exercise 3
1 it will rain
2 there are
3 There was
4 It is dangerous
5 It has been very hot

Exercise 5
1 is better to do
2 might be able to
3 must be the worst
4 were there (any) bears
5 may be trapped
6 it has been hot

GRAMMAR IN USE

Czasowniki modalne (2); zdania z podmiotami *there* i *it*

1 Wybierz poprawne uzupełnienia zdań.

1 Up to twenty people (could) / *can't* be inside the building that collapsed because they're still missing.
2 The animal shelter *must* / (might) have a kitten for us. They're going to tell us more tomorrow.
3 This package (can't) / *may not* be for me. It's dog food and I haven't got a dog!
4 It *may* / (must) be very cold outside. Everyone's wearing thick coats and woolly hats.
5 We (may) / *must* go to Portugal for our summer holiday, but we haven't decided yet.
6 The island (can't) / *might not* be very far away because it only takes half an hour to get there.
7 The electricity bill for their office *could* / (must) be enormous as they have so many computers on all the time.

2 Uzupełnij tekst czasownikami modalnymi z ramki.

can't could may might must

A scientific study published in 2020 warned that a third of all plant and animal species [1]_____ be extinct by 2070 because they would be unable to escape higher temperatures caused by climate change. And other experts have said that it [2]_____ take the Earth up to 5 million years to recover from the loss of diversity that [3]_____ occur.

Many species are already declining due to hotter temperatures. For example, bee populations are falling in Europe and North America and they [4]_____ disappear completely before long. This [5]_____ be good news for farmers who rely on them to help their crops grow. They [6]_____ wonder how they will produce fruit, vegetables and nuts – about a third of the human diet – without bees. Ecologists [7]_____ hope that we will act to protect them and all other insects as well. You might think they [8]_____ all be as important as bees, but they all play their part in our ecosystem.

3 W każdym z poniższych zdań znajdź błąd gramatyczny i go popraw.

1 I think there will rain tomorrow, so we're not going swimming.
2 In these forests, are many rare species of birds.
3 It was a tornado in the south of the US and a lot of people lost their homes.
4 Dangerous it is to get too close to a mother animal who's protecting her babies.
5 Has been very hot so I've stayed indoors.

Więcej gramatyki na s. 233

Minidialogi

4 Uzupełnij poniższe minidialogi (1–4). Wybierz spośród podanych opcji brakującą wypowiedź.

1 **X:** I'm going to work on a nature reserve in the summer.
Y: _____
X: Yes, I can't wait!
A That could be really awful!
B The journey out there can't be easy!
(C) You must be very excited!

2 **X:** What was the weather like on your birthday?
Y: _____
X: What a shame! You couldn't have your picnic, I suppose.
(A) It rained a lot and it was very windy.
B It was rather cloudy, but quite pleasant.
C It was beautifully warm and sunny.

3 **X:** I don't know what to do with my old phone.
Y: _____
A You must remember what brand it is.
(B) You could sell it to a company that recycles them.
C You can't be right about the cost.

4 **X:** I think the south coast would be a good place to camp.
Y: _____
(A) I know there are some gorgeous beaches there.
B I'm worried they might be crowded.
C I guess we could hire a guide, if you like.

Gramatykalizacja / struktury gramatyczne

5 Uzupełnij zdania 1–6. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.

1 It _____ (good/do) something to protect the environment than sit back and do nothing.
2 We _____ (might/able) prevent the extinction of some species if we act now.
3 The air quality there _____ (must/bad) in the country because of the pollution from the factories.
4 Sophie, _____ (be/bear) in the nearby woods when fewer people lived here?
5 Floods have affected many towns in the north and some people _____ (may/trap) in their homes.
6 We haven't been sleeping well recently because _____ (be/hot) at night.

Warm up
• Write two incorrect sentences on the board. Ask students to point out the mistakes, and briefly revise the most important grammar points connected with modal verbs and *there* and *it* used as subjects.

Exercise 1
• Go through the different uses of modal verbs presented in the exercise. Have students explain the meanings and why the other option is incorrect.

Exercise 4
• Make sure students read through all the items carefully before answering each question.

Exam tip
Remind students that more than one option might appear correct after reading the beginning of a dialogue, so they should pay attention to the ending as it may change the meaning of the whole exchange (as in item 2).

Tłumaczenie (zadanie zamknięte)

6 **Spośród podanych opcji wybierz tę, która jest tłumaczeniem fragmentu podanego w nawiasie poprawnie uzupełniającym lukę w zdaniu.**

1 My cat (*chyba ma*) _____ an infection in her paw, but I'm not sure.
A can have **B** must have **C** may have

2 The mountains looked beautiful because (*w nocy spadł śnieg*) _____ in the night.
A it snowed.
B it had snowed.
C it has snowed.

3 Please could you (*wyłączyć światło*) _____ when you leave?
A keep the heat in
B turn the light off
C take the lamp out

4 The trees by the river (*na pewno są*) _____ very old because they're so huge.
A must be **B** should be **C** would be

5 I heard on the news that (*było*) _____ a big earthquake in Turkey last night.
A this was **B** it was **C** there was

Zadanie z lukami

7 **Przeczytaj tekst. Uzupełnij każdą lukę (1–5) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna uzupełnionych zdań.**

HEDGEHOG HIGHWAYS

The hedgehog is on the list of mammals that are at risk of extinction. The reasons for this are not clear but they [1]_____ include the loss of habitat in both urban and rural areas and the use of poisonous chemicals in gardens.

There are several charities that work to [2]_____ the hedgehog, and a couple of them have launched a campaign called Hedgehog Street. This asks people [3]_____ make holes in their garden fences to allow hedgehogs to pass through. Hedgehogs need to be able to visit a lot of gardens to find the beetles and other insects they feed on and so [4]_____ is important to create these 'hedgehog highways' through gardens.

Once you have made your garden accessible to hedgehogs you can then create places [5]_____ they can live, such as piles of old wood or dead leaves. In the spring you may find you have a hedgehog family in your garden!

POWERUP

Słowotwórstwo

8 **Przeczytaj tekst. Uzupełnij każdą lukę (1–5), przekształcając wyrazy podane w nawiasach w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna uzupełnionych zdań.**

The 21st century promises to be an [1]_____ (**CREDIBLE**) exciting era in space exploration as many different space agencies seek to expand their knowledge.

Mars, as the planet nearest to us, has always inspired [2]_____ (**CURIOUS**), and it is the hope of various space agencies to send a human mission there. Robotic missions sent by the US and China have already landed [3]_____ (**SUCCESS**) on the Red Planet and sent back images of the surface but, as of yet, no human has set foot there. The dangers of doing so, which include the lack of water and [4]_____ (**EXPOSE**) to radiation, are enormous, but the desire to learn more by sending people there remains.

Asteroids, which are much smaller than planets, are also objects of great interest. Visiting them and studying their composition may help us understand more about the [5]_____ (**FORM**) of the solar system and Earth.

Transformacje (zadanie otwarte)

9 **Wykorzystując wyrazy podane dużymi literami, uzupełnij lukę w każdym zdaniu, tak aby zachować sens zdania wyjściowego (1–5). W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając w to wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna uzupełnionych zdań. Nie zmieniaj formy podanych wyrazów.**

1 I'm sure there's been a lot of rain here as the river's very high. **MUST**
It _____ a lot here to make the river so high.

2 It is likely that people didn't hear the orders to evacuate their homes. **MAY**
People _____ the orders to evacuate their homes.

3 Trees won't grow here so it's not a good idea to plant them. **USE**
It _____ trees here because they won't grow.

4 It was definitely possible for us to do more to prevent climate change. **COULD**
We definitely _____ more to prevent climate change.

5 Persuading people to change their habits is difficult. **CHALLENGING**
It _____ people to change their habits.

Exercise 7
1 could / may / might
2 save / protect
3 to
4 it
5 where

Exercise 8
1 incredibly
2 curiosity
3 successfully
4 exposure
5 formation

Exercise 9
1 must have rained / must have been raining
2 may not have heard
3 is no use planting
4 could have done
5 is challenging to persuade

Exercise 6

Mixed ability
You can ask more confident students to cover the options and try to come up with translations of their own first. Then they compare their ideas with the options in the task.

Exercise 7
- Ask students to read through the text first before answering and try to guess what type of word is missing, e.g. noun, adjective, verb, etc.

Exercise 8
- Go through each word in parentheses and ask students for their derivatives. Write them on the board. Students can refer to the board as they do the exercise.

Mixed ability
When eliciting answers, make sure less confident students are first given the chance to check their answers with a partner.

13 Wypowiedź pisemna

Materials
Classroom presentation tool
Online practice

Wpis na blogu

Po napisaniu wypowiedzi sprawdź ją, ponieważ jednym z kryteriów jej oceny jest poprawność językowa. Pod uwagę brane są błędy językowe (gramatyczne, leksykalne) i ortograficzne oraz ich wpływ na komunikatywność.

1 Znajdź błędy w poniższych zdaniach i popraw je.

1 I immediately took to this puppy because it looked so sympathetic.
2 In the shelter were many unhappy dogs waiting to be adopted.
3 Yesterday I met my best friend and together with his new puppy we go for a walk.
4 In our local shelter all animals are feed properly.
5 I can't have a dog or a cat because my mum is allergy to pets.
6 Most dogs is afraid of loud noises such as fireworks, firecrackers or thunder.

2 Przeczytaj przykładową wypowiedź. W każdym akapicie znajdź dwa błędy spośród wymienionych na liście.

- niepoprawna forma czasownika
- niewłaściwy wyraz
- niepoprawny szyk zdania
- błąd ortograficzny
- brak przedimka
- błąd w użyciu przymiotnika dzierżawczego
- niepoprawny czas gramatyczny
- błąd ortograficzny zmieniający znaczenie wyrazu

Hi everybody,

I'd like to share a few thoughts about adopting a dog from an animal shelter. My very best friend, Maciej, did it a few weeks ago.

First, he visited the shelter a few times to get to know the dog he wanted adopt a bit better. Then he completed a questionnaire and talked with the vet from the shelter about the dog's diet and training. Finally, he was informed about the dog's healthy and then he signed the final adoption agreement.

The dog probably in the past wasn't very happy. It was a stray dog found roaming the streets of Wrocław. It was skiny and had a broken rib. The dog fully recovered before the adoption but was wary and shy.

That's why Maciej has surrounded it with loving care and the dog soon got used to a new home. Now it seems to be happiest dog in the world. It wags it's tail all the time and smiles at everybody.

I think adopting a dog from the shelter is a perfect option if you will want to have a pet. On the one hand, you don't spend a fortune on a pedigree dog. But what's more important, you change a homeless animal's hole world by making it a part of your family.

3 Popraw błędy w wypowiedzi z ćwiczenia 2.

4 Napisz tekst (100–150 wyrazów, nie licząc słów już podanych), w którym rozwiniesz każdy z czterech podpunktów.

Wraz z rodzicami postanowiłeś/postanowiłaś zaadoptować psa. Chciałbyś/Chciałabyś przygarnąć bezdomne zwierzę ze schroniska. Na swoim blogu:

- opisz psa, jakiego chciałbyś/chciałabyś mieć
- poinformuj, w jaki sposób przygotowałeś/przygotowałaś się do jego przyjęcia
- opisz, jak zareagowali rodzice na propozycję adopcji psa ze schroniska
- zachęć czytelników do wyrażania opinii na temat adopcji zwierząt ze schroniska i poproś o rady.

Hi everybody,
I'm absolutely thrilled. I'm going to have a dog!

Opis psa
It doesn't need to be (well-trained).
I want it to be lovable and loyal.
Opis przygotowań
I have already bought …
I read a book about …
Opis reakcji rodziców
At first, they …
But then, they …
Finally, they …
Wyrażanie zachęty
Why don't you share your opinion?
Prośba o poradę
Do you have any advice/tips on … ?
Could you advise me how/what to … ?

Więcej przydatnych zwrotów na s. 243

POWERUP

Rozprawka

5 Napisz tekst składający się z 200–250 wyrazów.

Schroniska są pełne psów i kotów różnorodnych maści i rozmiarów, dlatego wiele osób decyduje się na adopcję. Napisz rozprawkę, w której przedstawisz dobre i złe strony adopcji zwierzęcia ze schroniska.

Przydatne zwroty na s. 247

Exercise 1
Suggested answers:
1 I immediately took to this puppy because it looked so ~~sympathetic~~ **cute**.
2 In the shelter ~~were~~ **there were** many unhappy dogs waiting to be adopted.
3 Yesterday I met my best friend and together with his new puppy we ~~go~~ **went** for a walk.
4 In our local shelter all animals are ~~feed~~ **fed** properly.
5 I can't have a dog or a cat because my mum is ~~allergy~~ **allergic** to pets.
6 Most dogs ~~is~~ **are** afraid of loud noises such as fireworks, firecrackers or thunder.

Exercises 2 and 3
- *niepoprawna forma czasownika:* wanted adopt > wanted to adopt
- *niewłaściwy wyraz:* healthy > health
- *niepoprawny szyk zdania:* The dog probably in the past wasn't very happy. > The dog probably wasn't very happy in the past.
- *błąd ortograficzny:* skiny > skinny
- *brak przedimka:* be happiest dog > the happiest dog
- *błąd w użyciu przymiotnika dzierżawczego:* it's > its
- *niepoprawny czas gramatyczny:* if you will want > if you want
- *błąd ortograficzny zmieniający znaczenie wyrazu:* hole > whole

Warm up
• Ask students to work in pairs and tell their partner about an interesting blog post they've read recently.

Exercise 2
• Ask students to compare their ideas in pairs and have a class feedback session. Make sure it's clear where the mistakes are.

Optional activity
Students write incorrect grammar sentences for each of the items presented and have their partner correct them.

Exercise 3
• Ask students to work in pairs to correct the mistakes in the blog post in exercise 2.

Exercise 4
• Ask students to work in pairs to brainstorm ideas and vocabulary they can use to complete the task.
• Remind them to use the phrases from the Writing box in their writing.
• Set the writing task as homework.

Exam tip
Remind students to plan their text before they start writing.

Bank zadań Wypowiedź ustna

Materials
Classroom presentation tool

2 minuty

Rozmowa wstępna

Odpowiedz na pytania.

1 Which application on your smartphone do you use the most?
2 How much time do you spend browsing social media every day?
3 What is your favourite pet? Why?
4 How do you save electricity?

4 minuty Zadanie 1

Rozmowa z odgrywaniem roli

Studiujesz za granicą. Postanowiłeś/Postanowiłaś zorganizować spotkanie z naukowcem światowej sławy. W rozmowie ze swoją koleżanką ze Szkocji omów poniższe kwestie.

- program spotkania
- uczestnicy spotkania
- miejse spotkania
- zaproszenie innych osób na spotkanie

(Rozmowę rozpoczynasz ty).

3 minuty Zadanie 2

Opis ilustracji i odpowiedzi na trzy pytania

Opisz poniższe zdjęcie i odpowiedz na pytania.



Pytania znajdziesz na s. 242

5 minuty Zadanie 3

Rozmowa na podstawie materiału stymulującego

Popatrz na ilustracje 1, 2 i 3. Pracujesz jako woluntariusz/woluntariuszka w schronisku dla bezdomnych zwierząt. Przygotowujesz grafikę na stronę internetową schroniska mającą na celu promocję adopcji zwierząt.

- Wybierz tę propozycję, która wydaje ci się najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

1



2



3



Odpowiedz na pytania.

1 What animals make the best friends? Why?
2 Some people say that the way we treat animals says a lot about how we treat other people. What do you think?
3 Should all zoos be shut down? Why? / Why not?
4 What can individuals do to save the environment?

Warm up
• Place students in small groups. Tell them they have to talk for two minutes on the unit topic. The other students listen and note down any mistakes they hear, as well as any interesting phrases that the speaker has used.

Zadanie 1
• As a class, make a mind map on the board containing key words they can use for each of the key ideas.
• Ask students to work in pairs and do the role-play.

Zadanie 2
• Before students do the activity, give them one minute to look at the picture and answer these questions: *Who is in the picture, where are they and what are they doing?*
• Remind students that they also need to answer the three questions on page 242.

Zadanie 3
• Give students one minute to look at the pictures and analyse the captions. Remind them that they should refer to the captions while they are speaking, but they should avoid quoting them directly. Then students do the task in pairs.

Legenda
Oxford 3000
Oxford 5000
Poziom rozszerzony

121.1 Cechy geograficzne, krajobraz

bay /beɪ/ zatoka
capital city /ˌkæpɪtl ˈsɪti/ stolica
cliff /klɪf/ klif
coast /kəʊst/ wybrzeże
continent /ˈkɒntɪnənt/ kontynent
deep /diːp/ głęboki
dense /dens/ gęsty
desert /ˈdezət/ pustynia
dune /djuːn/ wydma
estuary /ˈestʃuəri/ ujście
fast-flowing /ˌfɑːst ˈfləʊɪŋ/ wartki
field /fiːld/ pole
forest /ˈfɒrɪst/ las
high /haɪ/ wysoki
hill /hɪl/ wzgórze
island /ˈaɪlənd/ wyspa
lake /leɪk/ jezioro
mountain /ˈmaʊntən/ góra
mountain range /ˈmaʊntən reɪndʒ/ łańcuch górski
mountain top /ˈmaʊntən tɒp/ szczyt górski
narrow /ˈnærəʊ/ wąski
national park /ˌnæʃnəl ˈpɑːk/ park narodowy
ocean /ˈəʊʃn/ ocean
peninsula /pəˈnɪnsjələ/ półwysep
plain /pleɪn/ równina
rainforest /ˈreɪnfɒrɪst/ las tropikalny
river /ˈrɪvə(r)/ rzeka
sandy /sændi ˈbiːtʃ/ piaszczysty/ piaszczysta
valley /ˈvæli/ dolina
vast /vɑːst/ rozległy, obszerny
waterfall /ˈwɔːtəfɔːl/ wodospad
wide /waɪd/ szeroki
winding /ˈwaɪndɪŋ/ kręty

121.2 Pogoda, klimat, pory roku

autumn /ˈɔːtəm/ jesień
below zero /bɪˌləʊ ˈzɪərəʊ/ poniżej zera
cloud /klaʊd/ chmura
cloudy /ˈklaʊdi/ pochmurnie
cold /kəʊld/ zimno
cool /kuːl/ chłodno
current /ˈkʌrənt/ prąd
fog /fɒg/ mgła
foggy /ˈfɒgi/ mgliście
heavy rain /ˌhevi ˈreɪn/ ulewny deszcz
high wind /ˌhaɪ ˈwɪnd/ silny wiatr
hot /hɒt/ gorąco
it's freezing /ɪts ˈfriːzɪŋ/ jest mroźno
it's raining /ɪts ˈreɪnɪŋ/ pada deszcz
it's snowing /ɪts ˈsnəʊɪŋ/ pada śnieg
it's sunny /ɪts ˈsʌni/ świeci słońce
lightning /ˈlaɪtnɪŋ/ błyskawica
rain /reɪn/ deszcz; padać (o deszczu)
rainbow /ˈreɪnbəʊ/ tęcza
rainy /ˈreɪni/ deszczowy
season /ˈsiːzn/ pora roku
snow /snəʊ/ śnieg; padać (o śniegu)
spring /sprɪŋ/ wiosna
storm /stɔːm/ burza
strong wind /ˌstrɒŋ ˈwɪnd/ silny wiatr
summer /ˈsʌmə(r)/ lato
sun /sʌn/ słońce
thunderstorm /ˈθʌndəstɔːm/ burza z piorunami
vortex /ˈvɔːteks/ wir
vortices /ˈvɔːtɪsiːz/ wiry
warm /wɔːm/ ciepły
weather /ˈweðə(r)/ pogoda
weather forecast /ˈweðə fɔːkɑːst/ prognoza pogody
wind /wɪnd/ wiatr
windy /ˈwɪndi/ wietrzny
winter /ˈwɪntə(r)/ zima

121.3 Klęski żywiołowe

ash /æʃ/ popiół
avalanche /ˈævəlɑːnʃ/ lawina
be evacuated /biː ɪˈvækjueɪtɪd/ zostać ewakuowanym
be trapped /biː ˈtræpt/ być uwięzionym
blizzard /ˈblɪzəd/ zamieć
casualty /ˈkæʒuəlti/ ofiara (wypadku, katastrofy)
collapse /kəˈlæps/ zawalić się, runąć (o budynkach)
destroy /dɪˈstrɔɪ/ niszczyć
drought /draʊt/ susza
earthquake /ˈɜːθkweɪk/ trzęsienie ziemi
eruption /ɪˈrʌpʃn/ wybuch, erupcja
famine /ˈfæmɪn/ głód
flood /flʌd/ powódź
hurricane /ˈhʌrɪkən/ huragan
natural disaster /ˌnætʃrəl dɪˈzɑːstə(r)/ katastrofa naturalna
rescue /ˈreskjuː/ ratunek; ratować, ocalić
rescue team /ˈreskjuː tiːm/ ratownicy, ekipa ratownicza
rescue workers /ˈreskjuː wɜːkəz/ ratownicy, ekipa ratownicza
send aid /ˌsend ˈeɪd/ wysyłać pomoc
survivor /səˈvaɪvə(r)/ osoba, która ocalała z katastrofy
tornado /tɔːˈneɪdəʊ/ tornado
tsunami /tsuːˈnɑːmi/ tsunami, wysoka fala
victim /ˈvɪktɪm/ ofiara, poszkodowany
volcanic eruption /vɒlˌkænɪk ɪˈrʌpʃn/ wybuch wulkanu

121.4 Świat roślin

branch /brɑːntʃ/ gałąź
bush /bʊʃ/ krzew, krzak
flower /flaʊə(r)/ kwiat
fruit /fruːt/ owoc
grass /grɑːs/ trawa
grow /grəʊ/ rosnąć; uprawiać
leaf /liːf/ liść
leaves /liːvz/ liście
plant /plɑːnt/ roślina
vegetable /ˈvedʒtəbl/ warzywo
water /ˈwɔːtə(r)/ podlewać (rośliny)
weed /wiːd/ chwast

121.5 Zwierzęta

ant /ænt/ mrówka
bee /biː/ pszczoła
beetle /ˈbiːtl/ żuk
butterfly /ˈbʌtəflaɪ/ motyl
canary /kəˈneəri/ kanarek
cheetah /ˈtʃiːtə/ gepard
cow /kaʊ/ krowa
crocodile /ˈkrɒkədaɪl/ krokodyl
deer /dɪə(r)/ sarna, jeleń
dolphin /ˈdɒlfɪn/ delfin
eagle /ˈiːgl/ orzeł
elephant /ˈelɪfənt/ słoń
ferret /ˈferɪt/ fretka
fly /flaɪ/ mucha
giraffe /dʒəˈrɑːf/ żyrafa
goat /gəʊt/ koza
guinea pig /ˈgɪni pɪg/ świnka morska
hedgehog /ˈhedʒhɒg/ jeż
horse /hɔːs/ koń
kitten /ˈkɪtn/ kotek, kocię
leopard /ˈlepəd/ lampart
lion /ˈlaɪən/ lew
lioness /ˈlaɪənes/ lwica
lizard /ˈlɪzəd/ jaszczurka
monkey /ˈmʌŋki/ małpa
mosquito /mɒˈskiːtəʊ/ komar
octopus /ˈɒktəpəs/ ośmiornica
ostrich /ˈɒstrɪtʃ/ struś
owl /aʊl/ sowa
parrot /ˈpærət/ papuga
penguin /ˈpeŋgwɪn/ pingwin
pet /pet/ zwierzę domowe
pup /pʌp/ szczeniak
rabbit /ˈræbɪt/ królik
rat /ræt/ szczur
shark /ʃɑːk/ rekin
sheep /ʃiːp/ owca
snake /snəɪk/ wąż
squirrel /ˈskwɪrəl/ wiewiórka
starfish /ˈstɑːfɪʃ/ rozgwiazda
swallow /ˈswɒləʊ/ jaskółka
tiger /ˈtaɪgə(r)/ tygrys
tortoise /ˈtɔːtəs/ żółw lądowy
wasp /wɒsp/ osa
whale /weɪl/ wieloryb
wolf /wʊlf/ wilk
zebra /ˈzebrə/ zebra

121.6 Opisywanie zwierząt

amphibian /æmˈfɪbiən/ płaz
bark /bɑːk/ szczekać
bird /bɜːd/ ptak
claw /klɔː/ pazur, szpon
feather /ˈfeðə(r)/ pióro
fur /fɜː(r)/ futro
insect /ˈɪnsekt/ owad
mammal /ˈmæml/ ssak
meow /miˈaʊ/ miauczeć
paw /pɔː/ łapa
purr /pɜː(r)/ mruczeć
reptile /ˈreptaɪl/ gad
sea creature /ˈsiː kriːtʃə(r)/ stworzenie morskie
shell /ʃel/ muszla
skin /skɪn/ skóra
species /ˈspiːʃiːz/ gatunek; gatunki
tail /teɪl/ ogon
teeth /tiːθ/ zęby
wing /wɪŋ/ skrzydło

121.7 Zagrożenia środowiska naturalnego

acid rain /ˌæsɪd ˈreɪn/ kwaśny deszcz
air pollution /ˈeə pəluːʃn/ zanieczyszczenie powietrza
become extinct /bɪˌkʌm ɪkˈstɪŋkt/ wyginąć
climate change /ˈklaɪmət tʃeɪndʒ/ zmiana klimatyczna
damage the environment /ˌdæmɪdʒ ðɪ ɪnˈvaɪrənmənt/ niszczyć środowisko naturalne
decompose /ˌdiːkəmˈpəʊz/ rozkładać się
endangered species /ɪnˌdeɪndʒəd ˈspiːʃiːz/ zagrożony gatunek
environment /ɪnˈvaɪrənmənt/ środowisko naturalne
environmental problem /ɪnvaɪrənˌmentl ˈprɒbləm/ problem ekologiczny
exhaust fumes /ɪgˈzɔːst fjuːmz/ spaliny
global warming /ˌgləʊbl ˈwɔːmɪŋ/ globalne ocieplenie
greenhouse effect /ˈgriːnhaʊs ɪfekt/ efekt cieplarniany
hole in the ozone layer /ˌhəʊl ɪn ðɪ ˈəʊzəʊn leɪə(r)/ dziura ozonowa
kill wildlife /ˌkɪl ˈwaɪldlaɪf/ zabijać dzikie zwierzęta
pollute the environment /pəˌluːt ðɪ ɪnˈvaɪrənmənt/ zanieczyszczać środowisko naturalne
pollution /pəˈluːʃn/ zanieczyszczenie
water pollution /ˈwɔːtə pəluːʃn/ zanieczyszczenie wody

121.8 Ochrona środowiska naturalnego

bottle bank /ˈbɒtl bæŋk/ kontener na zużyte butelki
conservation /ˌkɒnsəˈveɪʃn/ ochrona przyrody
eco-friendly /ˌiːkəʊ ˈfrendli/ przyjazny dla środowiska
ecological /ˌiːkəˈlɒdʒɪkl/ ekologiczny
electric car /ɪˌlektrɪk ˈkɑː(r)/ samochód elektryczny
green /griːn/ zielony, ekologiczny
organic food /ɔːˌgænɪk ˈfuːd/ żywność organiczna
protect the environment /prəˌtekt ðɪ ɪnˈvaɪrənmənt/ chronić środowisko naturalne
recycle /ˌriːˈsaɪkl/ utylizować odpady
recycling /ˌriːˈsaɪklɪŋ/ recykling; utylizacja odpadów
save electricity /ˌseɪv ɪlekˈtrɪsəti/ oszczędzać energię
save water /ˌseɪv ˈwɔːtə(r)/ oszczędzać wodę
solar panel /ˌsəʊlə ˈpænl/ panel słoneczny
solar power /ˌsəʊlə ˈpaʊə(r)/ energia słoneczna
sort rubbish /ˌsɔːt ˈrʌbɪʃ/ sortować śmieci
turn the lights off /ˌtɜːn ðə ˈlaɪts ɒf/ wyłączać światło
use less fuel /ˌjuːz ˌles ˈfjuːəl/ używać mniej paliwa
wind energy /ˈwɪnd ˌenədʒi/ energia wiatrowa
wind farm /ˈwɪnd fɑːm/ elektrownia wiatrowa

How to learn vocabulary

- Ask students to choose ten words or phrases from the wordlist that they find interesting or have difficulty learning. They write sentences with these words, but with a gap instead of the words.
- They work in pairs and swap sentences with their partner, who has to read them and complete them.
- Students check their answers in pairs. Ask several pairs to read some of their sentences in class with a pause instead of the words they want to test. The other students have to say the missing words.

Brainpower

- Students work in pairs. They choose five items from the wordlist that they have a problem remembering and follow the instructions in the Brainpower box: they visualize the items and describe them, adding elements of all the senses (e.g. a bottle bank could be imagined as a building full of colourful bottles accompanied by the sound of glass bottles clinking).

121.9 Eksploracja przestrzeni kosmicznej

asteroid /'æstərɔɪd/ asteroida
comet /'kɒmɪt/ kometa
gravity /'grævəti/ grawitacja
launch /lɔːntʃ/ wystrzelić
satellite /'sætəlaɪt/ satelita
solar system /'səʊlə(r) ˌsɪstəm/ układ słoneczny
space shuttle /'speɪs ʃʌtl/ prom kosmiczny
space station /'speɪs ˌsteɪʃn/ stacja kosmiczna

121.10 Katastrofy ekologiczne

agricultural practice /ˌægrɪˌkʌltʃərəl 'præktɪs/ praktyka rolnicza
contamination /kənˌtæmɪ'neɪʃn/ zanieczyszczenie
depletion /dɪ'pliːʃn/ uszczuplenie, wyczerpanie
ecological disaster /ˌiːkəˌlɒdʒɪkl dɪ'zɑːstə(r)/ katastrofa ekologiczna
environmental activism /ɪnˌvaɪrənˌmentl 'æktɪvɪzəm/ działalność ekologiczna
groundwater pollution /'graʊndwɔːtə(r) pə'luːʃn/ zanieczyszczenie wód gruntowych
industrial activity /ɪn'dʌstriəl æk'tɪvəti/ działalność przemysłowa
leak /liːk/ wyciek
oil spill /'ɔɪl spɪl/ wyciek ropy
radioactive material /ˌreɪdiəʊˌæktɪv mə'tɪəriəl/ materiał radioaktywny
toxic chemicals /ˌtɒksɪk 'kemɪklz/ toksyczne środki chemiczne

121.11 Wordpower s. 177

be to blame for something /biː tə 'bleɪm fə(r) sʌmθɪŋ/ być winnym czegoś
carry on /ˌkæri 'ɒn/ kontynuować
count on something /'kaʊnt ɒn sʌmθɪŋ/ liczyć na coś
rise to the challenge /ˌraɪz tə ðə 'tʃælɪndʒ/ stanąć na wysokości zadania
stumbling block /'stʌmblɪŋ blɒk/ przeszkoda
take something into consideration /ˌteɪk sʌmθɪŋ ɪntu kənˌsɪdə'reɪʃn/ wziąć coś pod rozwagę

121.12 Wordpower s. 179

bury /'beri/ pogrzebać, zakopać
hatch /hætʃ/ wykluwać się
lay eggs /ˌleɪ 'egz/ składać jaja
mature /mə'tʃʊə(r)/ dojrzewać
odds /ɒdz/ szanse, prawdopodobieństwo

121.13 Często mylone wyrażenia

allocate /'æləkeɪt/ przeznaczyć, przydzielić
differentiate /ˌdɪfə'renʃieɪt/ odróżnić, rozróżnić
interfere with nature /ɪntəˌfɪə wɪð 'neɪtʃə(r)/ ingerować w działania natury
let nature take its course /ˌlet 'neɪtʃə teɪk ɪts 'kɔːs/ pozwolić naturze biec swoim torem
make a difference /ˌmeɪk ə 'dɪfrəns/ robić rożnicę
relocate /ˌriːləʊ'keɪt/ przenosić się
take turns /ˌteɪk 'tɜːnz/ robić coś na zmianę
turn into /ˌtɜːn 'ɪntu/ zamienić się w

BRAINPOWER

Gdy szukasz polskich lub angielskich skojarzeń ze słowem, którego akurat się uczysz, staraj się zaangażować wszystkie zmysły. Jeżeli wzbogacisz swoje wyobrażenie o elementy koloru, zapachu, dotyku, ruchu lub dźwięku, będzie ono pełnić funkcję tzw. „kotwicy pamięciowej". Na przykład słowo *butterfly* możesz „zakotwiczyć" w swojej pamięci poprzez zwizualizowanie sobie ogromnej muchy pochłaniającej kostkę masła. Obraz ten powinien być możliwie plastyczny i szczegółowy.

Sprawdź się!

1 Fragmenty zdań w języku polskim przetłumacz na język angielski.

1 They (*nie mogą być na Florydzie*) _____ – I just saw them in the shop this morning.
2 What's (*najmniejsza wyspa*) _____ in the world?
3 (*Może być bardzo gorąco*) _____ today.
4 (*Deszcz pada*) _____ all week.
5 (*Czy wiele było*) _____ casualties of the earthquake?
6 I'd like to ask (*czy przygotują Państwo wystawę*) _____ of modern art this year.
7 The doctor asked the nurse (*jak często mierzy pacjentowi temperaturę*) _____.

Wymowa

1 122 Wysłuchaj nagrania. Jaka intonacja została zastosowana w poszczególnych zdaniach: rosnąca czy opadająca?

1 We don't use plastic carrier bags.
2 Are you eco-friendly?
3 Throw that out!
4 What do you think about it?
5 Could you give me a hand, please?

2 123 Wysłuchaj poniższych zdań. W jaki sposób ich intonacja różni się od rodzajów intonacji z ćwiczenia 1?

1 Why should I?
2 Oh, be quiet!
3 I am not sure if they will come.
4 Carry on, I'm listening.

3 124 Wysłuchaj nagrania i powtarzaj zdania 1–6. Jaka intonacja została zastosowana w każdym z nich?

1 Give it to me at once!
2 Could you open the window, please?
3 Oh, be reasonable!
4 Do you often cycle to school?
5 What do you do to save water?
6 People waste a lot of food.

Sprawdź się! Exercise 1
1 can't be in Florida
2 the smallest island
3 It may be very hot
4 It has been raining
5 Were there many
6 if you're going to have an exhibition
7 how often she took the patient's temperature

Wymowa Exercise 1
1 falling
2 rising
3 falling
4 falling
5 rising

Wymowa Exercise 2
1 rising – falling
2 rising – falling
3 falling – rising
4 falling – rising

Wymowa Exercise 3
1 falling
2 rising
3 rising – falling
4 rising
5 falling
6 falling

Sprawdź się!

Optional activity
Ask students to pick five items from the wordlist and write sentences with them. Then ask them to rewrite the sentences including Polish translations of these phrases. Students exchange their sentences with their partner, who has to read them and complete them with the English translations of the phrases in Polish.

Wymowa

Exercises 1 and 2 122 123

Audio script page 262

- If students have difficulties deciding on the intonation used in the sentences, play the recording several times and ask them to repeat the sentences.

Exercise 3 124

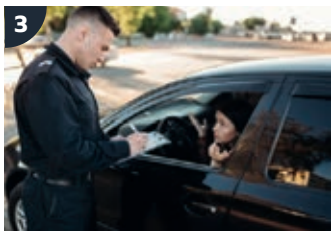
Audio script page 262

Optional activity
Students work in pairs. Ask them to write four sentences of their own: one that would be read with a rising intonation, one with falling, one with rising – falling, and one with falling – rising.

14 Państwo i społeczeństwo

Materials
Classroom presentation tool
Online practice
Short test








Słownictwo

1 **Pracujcie w parach. Przyjrzyjcie się zdjęciom i odpowiedzcie na pytania.**

1 What is happening in each picture?
2 Do the people in the pictures have a positive or negative impact on society?

Przestępczość

2 **Dopasuj czasowniki z ramki do ich definicji.**

burgle forge kidnap mug murder pickpocket rob shoplift smuggle steal

1 kill somebody intentionally
2 copy something illegally
3 take money from a person or bank
4 get into a building to steal things
5 take something that belongs to somebody else
6 take something from a shop
7 attack somebody in the street to get money
8 take something from somebody's pocket or handbag
9 take somebody away by force and demand money for their return
10 take something illegally from one country to another

3 **Uzupełnij tabelę nazwami przestępstw i przestępców.**

Verb	Crime	Criminal
1 burgle		
2 kidnap		
3 murder		
4 mug		
5 rob		
6 shoplift		
7 pickpocket		
8 steal		
9 smuggle		
10 forge		

POWERUP

4 **Uzupełnij zdania wyrazami z ramki. Jedno słowo podano dodatkowo.**

arson forge harassment launder ransom scam trespassing

1 An example of a cybercrime is taking control of someone's computer and demanding a _____.
2 If you burn down a house or a building you could be charged with _____.
3 Criminals can _____ your identification documents and steal your identity.
4 Organized criminal gangs often use shops or small businesses to _____ their money.
5 You could be accused of _____ if you walk or camp in an area that doesn't belong to you.
6 Sexual _____ can be punished with a prison sentence of up to ten years.

Przestrzeganie prawa

5 **Dopasuj początki zdań do ich zakończeń.**

1 If you are **innocent**, *c*
2 If you are **guilty**, *e*
3 If something is **legal**, *f*
4 If something is **illegal**, *a*
5 A **lawyer** *d*
6 A **trial** *g*
7 A **judge** *h*
8 An **offender** *b*

a it is against the law.
b is a person who committed a crime.
c it means you didn't do the crime.
d defends people in a courtroom.
e it means you did the crime.
f it is within the law.
g is what takes place in a courtroom.
h decides in court how criminals should be punished.

188

Exercise 2
1 murder
2 forge
3 rob
4 burgle
5 steal
6 shoplift
7 mug
8 pickpocket
9 kidnap
10 smuggle

Exercise 3
1 **burgle:** burglary, burglar
2 **kidnap:** kidnapping, kidnapper
3 **murder:** murder, murderer
4 **mug:** mugging, mugger
5 **rob:** robbery, robber
6 **shoplift:** shoplifting, shoplifter
7 **pickpocket:** pickpocketing, pickpocket
8 **steal:** theft, thief
9 **smuggle:** smuggling, smuggler
10 **forge:** forgery, forger

Exercise 4
1 ransom
2 arson
3 forge
4 launder
5 trespassing
6 harassment

Warm up
• Ask students what is the most common crime in their area and what is being done about it.

Exercise 2
• With books closed, ask students to name as many types of crimes as they can. Write them on the board.
• Then open books and see if students managed to mention all the crimes in the box.

Exercise 4
• Before completing the exercise, ask students to translate the words in the box.

Exercise 5
• When they have completed the exercise, students can make their own sentences with the vocabulary in bold.

Differentiation
Practice new vocabulary by placing students in small groups. Each group member says a definition of a chosen word for their group members to guess.

6 **W każdym zdaniu wskaż właściwe uzupełnienie.**

1 Smoking under the age of sixteen is *with* / *for* / *against* the law in Britain.
2 The man was charged *at* / *with* / *for* burglary.
3 The woman accused the man *of* / *at* / *by* stealing her phone.
4 The young boy *was* / *got* / *gave* a suspended sentence for shoplifting.
5 The driver of the speeding car had to *make* / *do* / *pay* a fine.
6 The teacher punished the children *with* / *for* / *by* their bad behaviour.
7 The three men *committed* / *made* / *had* a very serious crime.
8 The judge *sentenced* / *arrested* / *committed* the guilty man to three years in prison.

7 **Wykonajcie w parach poniższe zadanie.**

You are town councillors. You have 100,000 PLN of public money to spend. Which of the following good causes will you help, and why?

- A programme for young people who have run away from home.
- A homeless shelter in the city centre.
- A group of volunteers who pick up litter.
- A fund to give money to underprivileged children who need school equipment.
- A foundation that awards sponsorships to poor students who want to study at university.

Rodzaje kar

8 **Ustalcie w parach, jaki rodzaj kary byłby właściwy dla osób, które popełniły poniższe przestępstwa. Uzasadnijcie swoje stanowisko.**

community service death penalty fine
life sentence prison sentence suspended sentence

1 A man who was caught stealing flowers from his neighbour's garden.
2 An elderly woman who crossed the road when the traffic lights were red.
3 A politician who was caught taking a bribe from a businessman.
4 A seventeen-year-old who shoplifted CDs and games.
5 A student who was caught cheating during an exam.
6 A young man who was speeding on a residential road.
7 A football hooligan who broke seats at the stadium.
8 A drunk driver who killed a pedestrian.
9 A pickpocket who stole credit cards to buy food.
10 A human trafficker who smuggled people to different countries.

Struktura państwa i urzędy

9 **Przeczytaj definicje i dopasuj do nich właściwe wyrazy lub wyrażenia.**

1 It's a person who is legally accepted as a member of a particular country. **c** *itizen*
2 It's the line that divides two countries. **b** *order*
3 It's a country or all the people in a country. **n** *ation*
4 It's the official song of a country. **n** *ational* **a** *nthem*
5 It's the total number of people in a country. **p** *opulation*
6 It's a system of beliefs based on a god or gods. **r** *eligion*

Polityka

10 **Uzupełnij quiz wyrazami i wyrażeniami z ramki.**

currency forms general elections head
Members of Parliament (MPs) political parties
population Prime Minister vote



BRITISH and AMERICAN Politics

1 **What are the main** _____ **in the USA?**
The Democratic Party and the Republican Party.
2 **Who is the** _____ **of state in the USA?**
The President.
3 **Where does the** _____ **of the UK live?**
At 10 Downing Street.
4 **How many** _____ **are there in the British Parliament?** 650.
5 **How often are** _____ **held in the UK?**
Every five years.
6 **How old do you have to be to** _____ **in the UK and the USA?** Over eighteen.
7 **What is the name of the** _____ **in the UK?**
Pound sterling.
8 **What is the** _____ **of the USA?**
Approximately 314 million.
9 **Who** _____ **the government in the USA?**
The President.

Exercise 10
1 political parties
2 head
3 Prime Minister
4 Members of Parliament (MPs)
5 general elections
6 vote
7 currency
8 population
9 forms

Exercise 7
- Place students in five groups and allocate each group one of the causes. Tell students they will have to persuade the class to spend the money on their cause.
- Ask students to make a mind map of ideas before working on the presentation.
- Have each group present their ideas. Then have a class vote on which group was the most persuasive, and which cause deserves the funding.

Exercise 8

Optional activity
Have a class discussion on what the students think of each type of punishment. Ask them which are too hard or too lenient and encourage them to explain their reasoning.

Exercise 10
- Have students answer the questions in relation to Poland, e.g. *What are the main political parties in Poland? Who is the head of state in Poland?*, and so forth.

Praca społeczna

11 **Dobierz wytłuszczone wyrazy do ich znaczeń.**

1 Does your school or college ever **raise** money for charity? What does it do? *b*
2 Do you think celebrities should **donate** more money to charity? Why? / Why not? *d*
3 Would you ever be a **relief worker**? Why? / Why not? *c*
4 How much **aid** do you think governments should send to countries that have had natural disasters? *a*

a money, food, etc. sent to a country or to people to help them
b to collect money for a particular purpose
c a person that helps people who are in trouble or difficulty, e.g. during a natural disaster
d to give money or goods to a person or organization

12 **Zadajcie sobie nawzajem w parach pytania z ćwiczenia 11 i odpowiedzcie na nie.**

Exercise 13
1 underprivileged
2 mission
3 awareness
4 social
5 community
6 charity
7 public

Exercise 16
1 dignity
2 speech
3 education
4 fair
5 protection
6 conscience
7 humanity

POWERUP

13 **Uzupełnij tekst wyrazami z ramki.**

awareness charity community mission public social underprivileged



Woodlands
Homeless Centre

We are a busy homeless shelter providing food and beds for those in need. We work with [1]_____ and homeless people who find themselves with nowhere to live. Our provision operates in the centre of the city, and our [2]_____ is to provide free health care and temporary night shelter, as well as to raise [3]_____ of homelessness in our society and the causes of it.

We have three full-time [4]_____ workers here. However, there are also a number of volunteers who want to give something back to the [5]_____.

Woodlands is a [6]_____ and we raise a substantial amount of money from fundraising events, although we do also receive donations from individuals who want to support a good cause. We also receive some [7]_____ money from the council.

Problemy współczesnego świata

14 **Wybierz poprawne uzupełnienia zdań.**

1 There was a *peaceful* / *violent* protest on the streets of the capital yesterday, and several people were injured.
2 Workers went on *strike* / *conflict* on Monday and marched through the streets demanding higher pay.
3 Hundreds of *soldiers* / *civilians* attacked the parliament, but the army did not get involved.
4 Riots broke out, with people *attacking* / *protesting* about the cuts in public spending.

15 **Odpowiedzcie w parach na poniższe pytania.**

1 Why do you think young people commit crimes?
2 Should children and teenagers get the same punishment for crimes as adults?
3 Do you believe in the death penalty for people who commit terrible crimes?
4 If you were the Prime Minister, what would you change in Poland?
5 Are you interested in international politics? Why? / Why not?
6 Do you think armed conflict is ever justified?

POWERUP

Prawa człowieka

16 **Uzupełnij tekst wyrazami z ramki. Jedno słowo podano dodatkowo.**

conscience dignity discrimination education fair humanity protection speech

WHAT ARE HUMAN RIGHTS?

Human rights protect people's [1]_____ and apply regardless of where you are from, what you believe or the way in which you choose to live your life. It's universally considered that human rights include:

- the right to free [2]_____
- the right to a/an [3]_____
- the right to a/an [4]_____ trial
- the right to the [5]_____ of the law
- the right to freedom of thought, [6]_____ and religion
- the right to life.

Human rights can't be removed, although they can be restricted in some cases – for example, if an individual breaks the law or commits a crime against [7]_____.



Exercise 11
- Have students define the words in bold as best they can.
- Students complete the exercise in pairs, then share answers with the class.

Exercise 14

Differentiation
Ask students to make sentences with the alternative answer options after completing the exercise.

Exercise 15
- Place students in pairs and ask them to discuss the first three questions.
- Monitor and assist as necessary while gently correcting any grammar or vocabulary inaccuracies.
- Ask pairs to share their answers with the class. Then have students swap pairs. Repeat the above steps for items 4 to 6.

Exercise 16

Mixed ability
Ask less confident students to go through the text and raise any unknown words before completing the exercise. More confident students can make their own sentences with the key words.

Rozumienie ze słuchu





Wybór wielokrotny

1 **Popatrzcie na zdjęcia i przeczytajcie poniższą definicję. Odpowiedzcie w parach na pytania.**

craze (n) /kreɪz/ an enthusiasm for a particular activity which appears suddenly and achieves widespread but short-lived popularity

1 What crazes do the pictures show?
2 What's the latest craze in Poland? What does it involve doing?

2 125 **Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania: A, B albo C.**

Tekst 1

1 Where did the girl learn the dance moves?
A on holiday (B) at home C at school

Tekst 2

2 Which of the following came first?
A So Flash performances
B Silent discos
(C) The Liverpool Street event

3 Which statement is true of the speaker and her friends?
A They never earn money when they perform.
(B) They earn money only occasionally.
C They earn money when they perform in the street.

Tekst 3

4 The 'wrap it up' challenge involves doing something that
A can be expensive.
B is dangerous.
(C) results in a mess.

5 What have the authorities claimed about the 'wrap it up' challenge?
(A) It has a negative effect on certain people.
B It is damaging to the local environment.
C People who do it should try a different activity.

6 What statement best summarizes the official reaction to the 'wrap it up' craze?
A It has generally been well-received.
B There has been a mixed response.
(C) It has been widely criticized.

WORDPOWER

3 **Dopasuj słowa z ramki do opisów (1–8).**

authorities buskers bystanders mobs
pedestrians pranksters strangers victims

People who

1 walk: _____
2 play music on the streets for money: _____
3 may have been attacked or hurt: _____
4 play funny tricks on other people: _____
5 take decisions that affect whole communities: _____
6 may attack or threaten others: _____
7 you don't know: _____
8 see incidents but don't take part in them: _____

4 **Uzupełnij zdania wyrazami z ćwiczenia 3.**

1 You shouldn't talk to _____, go near _____ of people, or believe what _____ tell you.
2 Some charities try to raise awareness of _____ of homelessness.
3 _____ should protect _____ from vehicles.
4 Talented _____ often attract a lot of _____.

POWERUP

Tekst z lukami

5 126 **Usłyszysz dwukrotnie rozmowę na temat organizacji pewnej akcji protestacyjnej. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w notatce, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.**

JOIN THE EMPTY PLATES PROTEST!

AIM
- children should be offered [1] _____ when they're at school

PLAN
- slogans on empty paper plates

ISSUE
- the number of children affected by food insecurity: [2] _____

LOCATION
- outside the [3] _____, Victoria Park, 4 p.m.

ATTRACTIONS
- a professional footballer is participating

SPONSOR
- Junk Food Café – uses food that's going to be [4] _____ by supermarkets

Materials
Classroom presentation tool
Class audio, tracks 125–126
Online practice

Exercise 3
1 pedestrians
2 buskers
3 victims
4 pranksters
5 authorities
6 mobs
7 strangers
8 bystanders

Exercise 4
Suggested answers:
1 strangers, mobs, pranksters
2 victims
3 Authorities, pedestrians
4 buskers, bystanders

Exercise 5
1 free meals
2 two/2 million
3 (local) newspaper office
4 thrown away

Warm up
• Do exercise 1 as a warm up task. Ask students to describe the pictures in pairs. Then hold a class feedback session.

Exercise 2 125

Audio script page 262

• Ask students to read the questions and options quietly and to find key words that will help them answer the questions.
• Go through the key words with the class.
• Play the audio twice. You might play it for a third time with pauses after each question to discuss answers with the students.
• Check answers as a class.

Exercise 3

Optional activity
Go through each word in the box and ask students if they see these types of people regularly in their area. For example, say *I rarely see victims of crime because the authorities are always on the streets.*

Exercise 5 126

Audio script pages 262–263

14 Rozumienie tekstów pisanych

Materials
Classroom presentation tool

Dobieranie pytań do części tekstu / Tekst z lukami

1 **Odpowiedzcie w parach na poniższe pytania.**

1 In what ways can young people contribute to society?
2 In what way do you think you could volunteer to help others?

2 **Przeczytaj cztery teksty związane z tematem pracy społecznej. Dopasuj do każdego zdania (1–3) właściwy tekst (A–D). Jeden tekst nie pasuje do żadnego zdania.**

Zwróć uwagę na słowa kluczowe w zadaniu i upewnij się, że wszystkie elementy z zadania mają odzwierciedlenie w tekście.

In which text does the author

1 discuss a procedure for choosing participants? *C*
2 ask the readers for help? *D*
3 explain the reason for a growing number of teenage volunteers? *B*

Tekst A

Josh I've just signed the World Youth Alliance charter.

Ellen What's it about? Is it like a petition?

Josh Kind of. It's just to say you agree with the aims of this organization, which tries to help disadvantaged people and minorities around the world.

Ellen So do you have to actually do anything?

Josh Well, they send you newsletters about campaigns run by charities that they support, and you can get involved with them.

Ellen Are you going to support any of them?

Josh I think so. There's a programme that arranges visits to people in hospitals, which I think I might sign up to. Oh, and there's a camp in Amsterdam next summer, run by professional campaigners, so I'm thinking of booking a place on it.

Ellen I might be interested in that. Could you send me the link?

Josh Sure. Here it is: World Youth Alliance

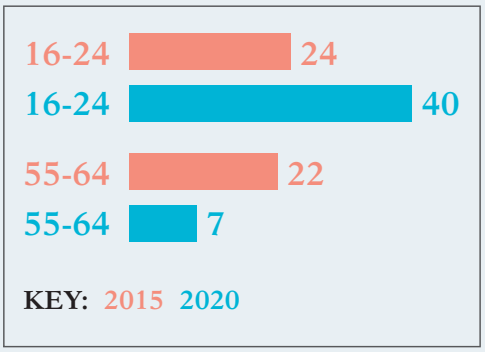
Tekst B



Volunteering changes with the times

The current situation stands in sharp contrast to the trend from a decade ago when older volunteers far outnumbered their younger counterparts.
A spokesperson for Third Sector, a group representing charities, suggested that schools and universities were partly to thank as they are favouring candidates with experience in the voluntary sector.
'It is widely agreed that voluntary activities can help young people secure places on university courses and get scholarships,' they said.

Volunteers according to age



192

Warm up
- Ask students what they think of volunteering and what its benefits are.
- Then ask students if they would like to do volunteer work and, if so, what kind of volunteering they would be most interested in doing.

Exercise 2

Mixed ability
Place less confident students in pairs and have them read each text to discuss what it is about before they move on to do the task. Then they read through the questions and work together to find the answers.
Ask more confident students to point to the parts of the texts where they found the answers.

Exam tip
Remind students that there is one extra text that none of the questions refers to.

Tekst C

Send

Dear Channel 5,

I watched your documentary about compulsory national service on 13th March with great interest. I particularly enjoyed hearing the stories about young people in the 1950s, the period when youngsters in this country last did compulsory service with the army. However, I felt that the programme failed to mention that compulsory national service still exists in many countries and that many people think it should be brought back here, too. Being half Norwegian, I've become quite familiar with the system there, which is much more competitive. Young people undergo tests and are selected for service based on their scores. Such a selective system has made the system quite popular there and helps attract the brightest minds to public service.

Jake Hamill



Tekst D

TOBY'S STORY

Toby Abayonu is seven years old and suffers from a rare condition that prevents him from moving his body from the shoulders downwards. There are over 70,000 children in the UK like Toby, who rely on mobility equipment to perform daily tasks and to lead as normal a life as possible. However, Toby couldn't be provided with suitable equipment from government health services and so he had to be carried if he wanted to leave the house. Thanks to the charity Mobility Matters, Toby is now finally being given a wheelchair that will allow him to go out and mix with his friends once again, giving him greater confidence and freedom.

Your donations will help other children like Toby to transform their lives. To give £10 PLEASE CLICK here.

3 **Przeczytaj wiadomość Dana do koleżanki. Uzupełnij luki 1–4 zgodnie z treścią tekstów (A–D), tak aby jak najbardziej precyzyjnie oddać ich sens. Luki należy uzupełnić w języku angielskim. W każdą lukę można wpisać maksymalnie dwa wyrazy.**

Send

Hi Abbi!

I've decided to do a sponsored charity walk – and I wondered if you wanted to join me? According to an article I read, [1] _____ of 16–24 year olds are getting involved in volunteering so I'm not alone. I'm going to raise money for a charity that provides [2] _____ for young people who need them. They also accept donations. I heard about this campaign in a [3] _____ from a group I've signed up with. So what do you think? I've read that volunteering might help you get on [4] _____ when you graduate from high school, or even get a scholarship.

Let me know,

Dan

WORDPOWER

4 **Uzupełnij tabelę wyrażeniami wyróżnionymi w tekstach. Następnie do każdej kategorii dodaj dwa własne pomysły.**

People who need help	
People who help	
Ways of helping	

Słowotwórstwo

5 **Utwórz nazwy osób z podanych słów oraz końcówek *-or, -er, -ian, -eer, -ster* lub *-ist*.**

1 young	4 terror	7 fraud
2 donate	5 gang	8 social
3 conservation	6 voluntary	9 politics

6 **Uzupełnij pytania, używając słów z ćwiczeń 4 i 5. W niektórych lukach możliwe są różne poprawne uzupełnienia.**

1 Would you be interested in working as a _____?
2 Do you know anyone who has been the victim of a _____?
3 How often do you meet people from an ethnic _____ background?
4 Are there any charities in your area that help people who are _____?
5 Have you ever made a _____ to a charity or signed a _____?

7 **Odpowiedzcie w parach na pytania z ćwiczenia 6.**

Exercise 3
1 40%
2 wheelchairs / mobility equipment
3 newsletter
4 a university course / university courses

Exercise 4
People who need help: disadvantaged, minorities
People who help: campaigners
Ways of helping: donation, petition

Exercise 5
1 youngster
2 donor
3 conservationist
4 terrorist
5 gangster
6 volunteer
7 fraudster
8 socialist
9 politician

Exercise 6
Suggested answers:
1 volunteer / campaigner / conservationist
2 fraudster
3 minority
4 disadvantaged
5 donation, petition

Exercise 3

Optional activity
Place students in pairs. Tell students to imagine they are going to volunteer their time for a good cause. Ask them to write a similar email to the one in the exercise using their ideas. Ask students to share their ideas with the class.

Exercise 4
• Go through the highlighted words as a class and complete the table. Then ask students to use the words in sentences of their own.

Exercise 5

Optional activity
Ask students to write more words with the suffixes and explain their meaning. They then make sentences with six of the new words.

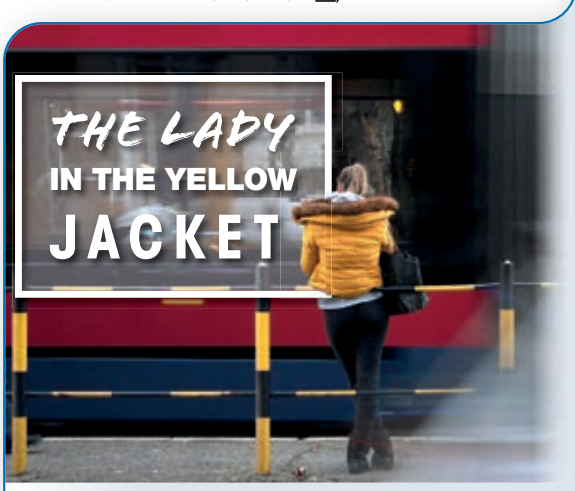
Exercise 7
• Once students have completed the exercise, ask them to share their answers with the class.

Exercise 8
1 put on her clothes / jacket and scarf
2 the fourth lesson
3 picking on her / harassing her
4 guilty / ashamed

POWERUP

Tekst z lukami

8 **Przeczytaj tekst i uzupełnij jego streszczenie. Uzupełnij luki 1–4 zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Na pytania należy odpowiedzieć w języku angielskim. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.**



Anna and her friends tumbled out of the bus near their college. As usual they were so busy listening to their favourite tunes through their headphones that they'd totally lost track of their whereabouts. They only noticed the stop was coming up when the bus was already slowing. Anna had barely had time to gather up her yellow puffer jacket, leopard-print scarf and designer tote bag from the seat next to her before the passengers started surging towards the exit.

Once outside, Anna dumped her things on the pavement and took a moment or two to slip her jacket over her shoulders and fling her scarf around her neck, freeing her long hair from beneath it. She then began running to catch up with her friends.

'Ex … Excuse me,' called out a voice from behind the bus shelter. Anna had been dimly aware of the dishevelled-looking homeless guy as she stepped off the bus. Ignoring him was rude and snobbish, she knew that, but she didn't have any cash and could do without being further delayed by an awkward exchange over 'borrowing' loose change.

Soon Anna and her friends were stepping through the college gates and into their usual Wednesday routine. Functional maths to start, budgeting and the like, and then home economics.

It wasn't until the fourth lesson was drawing to a close that Anna realized one of her earbuds was missing. She usually kept them in, as the staff members seldom noticed them hidden away beneath her hair.

A familiar feeling of alarm rose up inside her. They had cost £200, or had cost her mum, to be precise. Top-of-the range. Losing them was NOT an option.

'Excuse me, Ms Hayes,' she said. 'Can I go to the bathroom?'

'Okaaay, Anna,' the teacher replied wearily.

Once out of the door, Anna tore around the corridors retracing her steps as best she could, but it was all to no avail. She spent the rest of the day dejected, running the excuses that she'd give to her parents through her head.

Her mood only darkened as she left the college at 3 p.m., walking back along the street towards the bus stop. Then from the doorway of a betting shop she heard a familiar rasping voice.

'Hey you, lady in the yellow jacket.'

The homeless guy! Again. Why was he shouting at her? Why not pick on her friends? This time she turned, trying hard not to roll her eyes. But the man wasn't looking at her. He was fumbling in his pocket for something. Presently he withdrew his hand and held it out to her. There, between his fingers was a small white object.

'It flew off when you were putting on your scarf earlier,' he explained. 'I kept it for you.'

Her missing earbud! A torrent of emotion flooded through Anna's head. The sweet relief and then … guilt. And now she found herself fumbling in her jacket pocket, a mirror image of the homeless man, but remembered too late she had no change to offer.

But the man was waving her away. 'Don't you worry.'

Suddenly she felt a rush of conflicting emotions at her effort to find cash. Why did she think she needed to pay for his decency? But then neither could she let it go unacknowledged.

'Thank you so, so much,' she managed.

The man smiled faintly, and turned away.

Anna's day started like any other. Her bus reached the college, she collected her things and got off in a rush. After she quickly [1]_____ at the bus stop, she started running towards the college gates. On the way, a homeless man called out to her but she ignored him. Classes began normally but during [2]_____ she realized that she had lost one of her expensive earbuds. After searching desperately around the college, she gave up hope of recovering it. But her luck was about to change.
On the way back to the bus shelter the same homeless man called to her once again. It felt to Anna as if he was [3]_____. But instead of asking for money he held out the lost earbud: apparently, she had dropped it. Anna felt happy but also [4]_____ about trying to pay with money for the decent thing he'd done. Eventually she just thanked him.

194

Exercise 8
- Give students about ten minutes to read through the text, then ask them to raise anything they didn't understand. Discuss the queries as a class.
- Place students in pairs. Ask them to summarize the main points of the text.
- Have students complete the exercise. Explain that first they can complete the gaps that are easy for them and then look back at the text to complete the other gaps.
- Check answers as a class.

Optional activity
Place students in groups of three or four. Ask them to read the text again and then write a final paragraph for the end of the story. Then they present their work to the class.

Mówienie

Rozmowa wstępna

1 Odpowiedzcie w parach na poniższe pytania.

1 Are you interested in politics? Why? / Why not?
2 What are the most common social problems in your local area?

Rozmowa z odgrywaniem roli

2 Które z poniższych zdań nie są zgodne z zasadami dotyczącymi rozmowy z odgrywaniem roli? Dlaczego? Porównaj swoje odpowiedzi z odpowiedziami kolegi lub koleżanki.

1 Masz około pół minuty na zapoznanie się z treścią zadania.
2 Dialog zawsze rozpoczyna twój rozmówca.
3 Twoim zadaniem jest nawiązanie do wszystkich czterech elementów z polecenia i ich rozwinięcie.
4 Nie ma odgórnie narzuconej kolejności, w jakiej należy odnieść się do poszczególnych elementów.
5 Nie można wrócić do wcześniej już omówionego elementu.
6 W ocenie zadania nie jest brany pod uwagę zasób środków językowych.
7 Rozmowa trwa maksymalnie 2 minuty.

3 127 Przeczytaj zadanie i wysłuchaj przykładowego dialogu. Czy uczeń nawiązał do wszystkich punktów z polecenia i rozwinął je?

Gdy czekałeś/czekałaś na autobus w Londynie, byłaś/byłeś świadkiem aktu wandalizmu. W rozmowie ze współlokatorem porusz następujące kwestie:
- okoliczności zdarzenia
- zachowanie sprawców
- twoja reakcja
- zniszczone mienie.

4 Wykonajcie w parach poniższe zadanie. Następnie zamieńcie się rolami i wykonajcie je ponownie.

Podczas pobytu w Londynie dostałeś/dostałaś mandat za nieuważną jazdę na rowerze. W rozmowie ze znajomym porusz następujące kwestie:
- okoliczności zdarzenia
- rodzaj wykroczenia
- zachowanie policjanta
- konsekwencje incydentu.

Rozmowę rozpoczyna twój znajomy.

Przydatne zwroty na s. 239

Rozmowa na podstawie materiału stymulującego

5 Pracujcie w parach. Przeczytajcie zadanie i przeanalizujcie przedstawione zdjęcia. Omówcie zalety i wady poszczególnych propozycji.

Popatrz na ilustracje 1, 2 i 3. Zastanawiasz się nad podjęciem działalności charytatywnej na rzecz swojej lokalnej społeczności. Masz do wyboru trzy możliwości.
- Wybierz tę propozycję, która wydaje ci się najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.







Odpowiedz na pytania.
1 How do elderly people contribute to society?
2 What are the benefits of volunteering?

6 Popatrz na pytania do materiału stymulującego z ćwiczenia 5. Dopasuj do nich notatki a–f. W jaki sposób możesz je rozwinąć w swojej wypowiedzi?

a play an important role in family life
b gain a sense of purpose
c share valuable life experience with the younger generation
d improve future career prospects
e economically by paying taxes and using services
f help to put things into perspective and reduce stress

7 128 Wykonaj polecenie z ćwiczenia 5. Następnie wysłuchaj nagrania i porównaj je ze swoją odpowiedzią.

Materials
Classroom presentation tool
Class audio, tracks 127–128
Online practice

Exercise 2
1 True
2 False
3 True
4 True
5 False
6 False
7 False

Exercise 3
Yes, all the elements of the task have been correctly developed.

Exercise 6
1 a, c, e
2 b, d, f

Warm up
- Refer to exercise 1. Place students in small groups and have them discuss the questions.
- Ask groups to share their ideas with the class.
- Then, as a class, discuss which of the ideas presented were the most interesting.

Exercise 2
- After students have completed the exercise in pairs, ask them to share their answers with the class.

Exercise 3 127
Audio script page 263
- Play the recording twice before students answer.
- Then, as a class, discuss which points the speakers raised and developed.

Exercise 5

Mixed ability
Place less confident students in pairs. Ask them to look at the pictures and note key words they can use to answer the questions.
Ask some more confident students to do the task in front of the class.

Exercise 7 128
Audio script page 263

14 Znajomość środków językowych

Materials
Classroom presentation tool
Online practice
Short test

GRAMMAR IN USE

Pytania rozłączne; spójniki

1 **Uzupełnij pytania rozłączne.**

1 You haven't ever stolen anything, _____?
2 This banknote is a forgery, _____?
3 The state has a duty to help its citizens, _____?
4 You don't like him, _____?
5 Pick up the phone, _____?
6 The jury won't find him guilty, _____?
7 Let's tell the police about this, _____?

2 **Uzupełnij tekst spójnikami z ramki.**

although and because however so while

Some people seem to believe that politicians have an easy job. [1] *However*, this isn't quite true. [2] *Although* you might think that I mostly stay in the capital, I actually spend a lot of my week in my local area. [3] *Because* I need to travel back and forth a lot, I need to have two homes. I'm not part of the government [4] *so* I don't need to take part in meetings with the ministers, but I do still have a lot to do. I vote on new laws [5] *and* chase up the concerns of the people in my local area – they voted for me to be in parliament after all! I can't take time off [6] *while* the parliament is in session but I take a holiday in the summer.

Więcej gramatyki na s. 235

Zadanie z lukami

3 **Przeczytaj tekst. Uzupełnij każdą lukę (1–5) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna uzupełnionych zdań.**

Crime and Punishment

What are your views on crime and punishment? Do you think we need to give out tougher punishments or be more understanding about the people who [1] _____ *crime?*

'I honestly don't believe that capital punishment is effective. People break the law [2] _____ there is capital punishment or not, so I don't think it makes any difference at all as far as deterring crime is concerned.' *Kirsten, Berlin*

'I can't understand the idea of a suspended sentence. If someone has done what they're accused of, they should complete their full time in prison. It's like they have managed to get [3] _____ with the crime.' *Aga, Warsaw*

'Finding someone [4] _____ and then putting them in prison for a minor crime is not good for anyone in my opinion. It stops people taking part in valuable community work, [5] _____ the taxpayer pays to keep them in prison!' *Tony, London*

Gramatykalizacja / struktury gramatyczne

4 **Uzupełnij zdania 1–5. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane.**

1 Last month, United Nations forces _____ (send out/protect) civilians in the region.
2 The police haven't caught the man _____ (break/I/house).
3 He _____ (find/guilty) of the crime and given a suspended sentence.
4 The policeman pleaded innocent, but everyone knew he _____ (take/bribe) for many years.
5 Despite _____ (be/volunteer), he doesn't have any sympathy for the homeless.

Zadanie z wyrazami w ramce i lukami

5 **Przeczytaj tekst. Uzupełnij każdą lukę (1–4), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna uzupełnionych zdań. Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.**

add charge punish responsible sentence suspect

Does prison work?

Criminals are prosecuted and given prison [1] _____ every day. However, studies have found that prison is more likely to make a criminal reoffend than change their ways.

There are many reasons for this. Firstly, put together with other criminals, offenders can learn to become even better at breaking the law. They may also start to see [2] _____ and prison sentences as a normal part of their working life and indeed part of the job of being a crimial.

[3] _____, many crimes are committed on impulse or by people who are in an emotional state. They may not stop and think 'I will go to prison if I do this, won't I?'

So, how should criminals be punished? As a society, we have a [4] _____ to stop people from reoffending. This is a much bigger and more difficult question than just putting people behind bars.

196

Exercise 1
1 have you
2 isn't it
3 doesn't it
4 do you
5 will you
6 will they
7 shall we

Exercise 3
1 commit
2 if / whether
3 away
4 guilty
5 while

Exercise 4
1 were sent out to protect
2 who/that broke into my house
3 has been found guilty
4 had taken a bribe/bribes / had been taking bribes
5 being a volunteer

Exercise 5
1 sentences
2 punishment
3 Additionally
4 responsibility

Exercise 1
- As a class, go through the rules for using question tags.
- Check answers as a class and explain any questions about the form and use of question tags.

Optional activity
Name a tense and ask students to produce their own sentences in that tense using appropriate question tags.

Exercise 2
- Go through the words in the box and ask students to say how each linking word is used, e.g. *however* gives a contrasting idea, *because* gives a reason, etc.

Exercise 5

Mixed ability
Ask less confident students to complete this exercise in pairs and try to explain their answers. Have a short feedback session as a class to check their answers.
Ask more confident students to try to complete the gaps without looking at the options given. They then check to see if their ideas were correct.

Transformacje (zadanie zamknięte)

6 **Wykorzystując wyrazy podane dużymi literami, uzupełnij lukę w każdym zdaniu, tak aby zachować sens zdania wyjściowego (1–5). W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając w to wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna uzupełnionych zdań. Nie zmieniaj formy podanych wyrazów.**

1 He faced charges of corruption and bribery. **CHARGED**
The court _____ with corruption and bribery.

2 The police are going to investigate the incident. **INVESTIGATED**
The incident _____ by the police.

3 The court found him not guilty of manslaughter and set him free. **CONVICT**
The court _____ of manslaughter and set him free.

4 The courts fined him for minor traffic offences, but two years later he was elected a member of parliament. **PUNISHED**
Two years before he was elected a member of parliament, he _____ for minor traffic offences.

5 People wanted to vote for him but he was not allowed to stand for elections. **VOTED**
People _____ for him if he had been allowed to stand for elections.

Set leksykalny

7 **Wpisz wyraz, który poprawnie uzupełnia obydwa zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.**

1 After the election, the president *formed* a new government.
In order to make perfect donuts, she *formed* the dough into small balls.

2 An unexpected air *strike* on a small fishing village was the beginning of a long armed conflict.
The train *strike* next week will make travelling to work impossible.

3 Police *suspect* the man of being involved in terrorism.
I *suspect* it will rain later – look at those dark clouds.

4 I'm sorry, I didn't mean to *offend* you with what I said.
The judge warned him not to *offend* again or he would be sent to prison.

POWERUP

Tłumaczenie (zadanie otwarte)

8 **Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 The policeman claimed that everything he had done (*było w granicach prawa*) _____.

2 (*Deficyt budżetowy powiększył się*) _____ by about ten per cent this year alone.

3 The actions of a quick-thinking minister (*zapobiegły krachowi na giełdzie*) _____ in October last year.

4 Last year's (*cięcia w wydatkach publicznych wpłynęły na*) _____ services from education to healthcare.

5 Any companies (*które dyskryminują pracowników*) _____ on the basis of gender, are most surely in breach of international law.

Wybór wielokrotny

9 **Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst.**

A brief history of human rights

Before the birth of the modern state, humans only had any rights because of the family or group they [1]_____. In 539 BC the conqueror of Babylon, Cyrus the Great, freed every slave in the city. [2]_____, he gave them the freedom to choose their own religion. It was the first example of someone exercising their human rights in history. However, the idea of individual rights spread to ancient Greece, where freedom of thought, liberty and respect were all valued – [3]_____ a free man and not a slave!

The Magna Carta, signed in England in 1215, meant that the monarch was also subject to the rule of law. In 1776, the United States Declaration of Independence proclaimed everyone's right to life, liberty and happiness. However, it wasn't until 1920 in the USA [4]_____ women were allowed to vote. Modern feminist ideas would not emerge for many years to come.

1 **A** fought with
B voted for
C reacted to
D belonged to

2 **A** Consequently
B Furthermore
C Although
D While

3 **A** so long as you were
B unless you were
C in spite of being
D but not if you were

4 **A** than
B that
C when
D which

Exercise 6
1 has charged him
2 is going to be investigated
3 didn't convict him
4 had been punished
5 would have voted

Exercise 8
1 had been within the law
2 The budget deficit has increased
3 prevented a market crash
4 cuts in public spending affected
5 which discriminate against (their) employees

Exercise 6
• After checking answers as a class, ask students to say what grammar form was used to complete each item. For example, item 5 required students to use the third conditional.

Exercise 7

Differentiation
As a class, discuss what type of word can go into each gap and elicit examples. Do not confirm answers yet. Remind students that the words need to have a different meaning in each gap. Then, give students a few minutes to complete the exercise.

Exercise 9

Differentiation
Ask students to try to complete the gaps without looking at the options first. They then look at the options and check if their ideas were correct.

Optional activity
Students can make sentences with the multiple choice items to check understanding.

14 Wypowiedź pisemna

Materials
Classroom presentation tool
Online practice

Wpis na forum

Jeśli twoja wypowiedź jest za długa, nie wykreślaj całych zdań, ponieważ to może wpłynąć na jej spójność i logikę. Zamiast tego przeformułuj myśli. Upewnij się, że przekazałeś/przekazałaś wszystkie wymagane informacje i że w twoim tekście nie ma błędów językowych ani ortograficznych.

1 Przeczytaj zadanie i przykładową wypowiedź. Przeanalizuj ją zgodnie z wytycznymi (1–4).

Mieszkańcy twojego osiedla zainstalowali monitoring. Na forum internetowym:

- wyjaśnij, dlaczego zdecydowaliście się go zainstalować
- przedstaw obawy, jakie początkowo miałeś/miałaś w związku z tą decyzją
- poinformuj, jakie korzyści przyniosła instalacja monitoringu
- wyraź swoją opinię na ten temat.

Upewnij się, że:

1 każdy z podpunktów polecenia jest rozwinięty poprzez minimum trzy komunikatywne odniesienia.
2 zdania są poprawnie połączone odpowiednimi spójnikami.
3 w wypowiedzi nie ma powtórzeń oraz wyrazów nadużywanych.
4 w twoim tekście nie ma błędów gramatycznych, leksykalnych ani ortograficznych.

Hi everybody,

Local residents decided to install security cameras in my neighbourhood, so I thought I might share my thoughts on monitoring with you.

The decision was made because of frequent acts of vandalism.

Although I found out that security cameras were to be installed, I was against it at first. I thought the cameras would interfere too much with our privacy. I expected that vandals would destroy the expensive equipment and that nothing would change for the better.

After a few weeks, I realized I was wrong. Since setting up the cameras, nothing has been damaged. Benches have been repaired and the new lawn has been planted. The neighbourhood looks nice and we all feel safer.

I think that monitoring has more advantages than disadvantages. It may not be able to completely prevent crime, but when it happens, it's easier to catch the offender. The most important thing is that we feel safe, knowing that we are protected.

2 Uzupełnij akapit, w którym brakuje wystarczającej liczby odniesień. Wykorzystaj odpowiednie formy wyrazów podanych poniżej lub swoje własne pomysły.

damage park benches destroy the lawn
pull down road signs

3 Popraw pozostałe akapity zgodnie z wytycznymi z ćwiczenia 1.

4 Napisz tekst (100–150 wyrazów, nie licząc słów już podanych), w którym rozwiniesz każdy z czterech podpunktów.

Gdy robiłeś/robiłaś zakupy, sprzed sklepu ukradziono ci rower, mimo że był zabezpieczony kłódką. Na forum mieszkańców miasta:

- zrelacjonuj okoliczności kradzieży
- opisz, jakie emocje wywołało w tobie to zdarzenie
- wyjaśnij, jak kradzież roweru wpłynie na twoje życie
- zaproponuj zainstalowanie monitoringu i wskaż odpowiednie miejsce.

Hi everybody,
Yesterday I had my bike stolen even though it was padlocked to a lamp post. Here's what happened.

Relacja
I left the bike in front of the shop and …
I left the shop and I realized …
Opis emocji
At first I was shocked because …
Later I was also a bit anxious because …
Uzasadnienie
Without the bike, I won't be able to …
Now I can't …
Przedstawianie propozycji
The right thing to do would be …
I suggest the security cameras should be placed …

Więcej przydatnych zwrotów na s. 244

POWERUP

Rozprawka

5 Napisz tekst składający się z 200–250 wyrazów.

W twojej szkole planuje się zainstalowanie monitoringu. Napisz rozprawkę, w której przedstawisz swoją opinię na ten temat i rozważysz sprawę z punktu widzenia uczniów oraz pracowników szkoły.

Przydatne zwroty na s. 247

Exercise 1
1 The first point is not properly developed – there is just one reference to it in the text.
2 Incorrect use of linkers: **Although** I found out that security cameras were to be installed, I was against it at first.
3 Simple vocabulary: The neighbourhood looks **nice**.
4 There are no grammar, lexical or spelling mistakes in the text.

Exercise 3
Suggested answers:
When I found out that security cameras were to be installed, I was against it at first.
The neighbourhood looks welcoming.

Warm up
• Ask students if they have visited an online forum recently and, if so, what it was about. Ask if they contributed to it and what they wrote.

Exercise 2
• Explain the meaning of the phrases in the box (translate them if necessary) before students complete the exercise.

Exercise 4
• Ask students to work in pairs to brainstorm ideas and vocabulary they can use to complete the task.
• Remind them to use the phrases from the Writing box in their writing.
• Set the writing task as homework.
• Ask students to check each other's work at draft stage and gently correct grammar and vocabulary where necessary.

Exercise 5
• Ask students to work in groups to write an outline for their answer.
• Groups share their outlines with the class and correct if necessary.
• Students then complete the exercise for homework.

Cumulative Revision Units 1–14

1 **Uzupełnij zdania 1–5. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.**

1 The journalist _____ (suspect/loggers) cutting down protected rainforest.
2 The court decided _____ (not/convict/girls) of vandalism.
3 If we don't act now, this company _____ (get/away/pollute) the river.
4 He said that long prison sentences _____ (discourage/young people/commit) crime.
5 My friend _____ (obsess/save) dolphins.

2 **Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie sześć wyrazów.**

1 The turtle dove is (*zagrożonym gatunkiem*) _____.
2 Do you understand _____ (*konsekwencje efektu cieplarnianego*)?
3 Don't forget (*wyłączyć świateł*) _____ when you leave the room.
4 The climbers (*zostali uwięzieni przez lawinę*) _____ over there last week.
5 The returning travellers (*byli leczeni na grypę*) _____, but they had contracted an infectious disease while they were in the tropics.

3 **Wykorzystując wyrazy podane dużymi literami, uzupełnij lukę w każdym zdaniu, tak aby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając w to wyraz już podany. Nie zmieniaj formy podanych wyrazów.**

1 I dislike elections for many reasons. **WHY**
_____ I dislike elections.
2 It's possible that I won't vote when I'm 18. **MIGHT**
I _____ when I'm 18.
3 People consider protecting the environment to be important. **IT**
People consider _____ the environment.
4 The Green Party will certainly win, won't it? **CAN'T**
The Green Party _____ it?
5 The vote-counting machines weren't working. **ORDER**
The machines for counting votes _____.

4 **Przeczytaj tekst z lukami. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst.**

YOUTH Justice

Young offenders are usually treated differently by the criminal justice system. When a young person [1]_____ a minor crime, they may be given a discharge by the judge before the case goes to [2]_____ if it's thought that the experience in front of a judge is punishment enough. In the UK, the most common [3]_____ that children get, affecting 45% of young offenders, is a *referral order* where the offender signs a [4]_____ with representatives from their community. The agreement may involve an element of community [5]_____. If children are sent to prison it will usually involve [6]_____ education and an emphasis on rehabilitation.

1	A does	**B** commits	C makes	D executes
2	A court	**B** trial	C prison	D police
3	A order	B offence	**C** sentence	D outcome
4	A deal	B meeting	C offer	**D** contract
5	**A** service	B action	C assistance	D help
6	A forced	B necessary	**C** compulsory	D legalized

5 **Przeczytaj tekst. Uzupełnij każdą lukę (1–8) słowem utworzonym od wyrazu podanego w nawiasie, tak aby powstał spójny i logiczny tekst.**

CUTS TO AID

The prime minister has been criticized by the [1]_____ (**OPPOSE**) parties for decreasing the amount of aid it gives to poorer countries. The [2]_____ (**DEPART**) that's responsible for [3]_____ (**INTERN**) development will now spend 20% less overseas. Charities that rely on [4]_____ (**GOVERN**) aid have said they will have to cut many of their programmes. The cuts come at a time when a particularly high number of [5]_____ (**CIVIL**) across the world are fleeing wars and [6]_____ (**ENVIRONMENT**) disasters, largely as a consequence of [7]_____ (**GLOBE**) warming, and there are fears that [8]_____ (**EMERGE**) responses to these crises will also be affected.

Materials
Classroom presentation tool
Cumulative test

Exercise 1
1 suspected (the) loggers of
2 not to convict the girls
3 will get away with polluting
4 discourage(d) young people from committing
5 is obsessed with saving

Exercise 2
1 an endangered species
2 the consequences of the greenhouse effect
3 to turn the lights off / to turn off the lights
4 were trapped by the / an avalanche
5 were treated for flu

Exercise 3
1 There are many reasons why
2 might not vote
3 it important to protect
4 can't lose, can
5 were out of order

Exercise 5
1 opposition
2 department
3 international
4 government
5 civilians
6 environmental
7 global
8 emergency

Warm up
• On the board, write examples of the following grammar areas: reported speech, modal verbs, and first and second conditionals.
• As a class, go through the examples and ask students to explain the forms and use of each.

Exercise 4

Mixed ability
With less confident students, go through each multiple choice item and translate it or have students define it as best they can.
Ask more confident students to make sentences with the incorrect options.

Exercise 5
• Ask students to make derivatives of the words in brackets. Write these on the board.
• Students complete the task individually, then compare their answers in pairs. Check answers as a class.

Legenda
Oxford 3000
Oxford 5000
Poziom rozszerzony

Materials
Classroom presentation tool
Class audio, tracks 129.1–132
Online practice
Unit test

129.1 Przestępczość

arson /'ɑːsn/ podpalenie
blackmail /'blækmeɪl/ szantaż
blackmailer /'blækmeɪlə(r)/ szantażysta
break into a house /ˌbreɪk ˌɪntu ə 'haʊs/ włamywać się do domu
bribe /braɪb/ łapówka
bribery /'braɪbəri/ łapówkarstwo
burglar /'bɜːglə(r)/ włamywacz/ włamywaczka
burglary /'bɜːgləri/ włamanie
burgle /'bɜːgl/ włamywać się
crime /kraɪm/ przestępstwo, zbrodnia
criminal /'krɪmɪnl/ przestępca
drug dealer /'drʌg diːlə(r)/ handlarz narkotyków
drug dealing /'drʌg diːlɪŋ/ handel narkotykami
drunk driver /ˌdrʌŋk 'draɪvə(r)/ pijany kierowca
football hooligan /'fʊtbɔːl huːlɪgən/ pseudokibic
forge /fɔːdʒ/ fałszować
forger /'fɔːdʒə(r)/ fałszerz/fałszerka
forgery /'fɔːdʒəri/ fałszerstwo
harassment /hə'ræsmənt/ molestowanie, nękanie
hooligan /'huːlɪgən/ chuligan/ chuliganka
kidnap /'kɪdnæp/ porywać
kidnapper /'kɪdnæpə(r)/ porywacz/ porywaczka
kidnapping /'kɪdnæpɪŋ/ porwanie
launder money /ˌlɔːndə(r) 'mʌni/ prać brudne pieniądze
mug /mʌg/ napadać na kogoś
mugger /'mʌgə(r)/ bandyta uliczny
mugging /'mʌgɪŋ/ napad uliczny
murder /'mɜːdə(r)/ mordować/ morderstwo
murderer /'mɜːdərə(r)/ morderca/ morderczyni
pickpocket /'pɪkpɒkɪt/ kieszonkowiec
pickpocketing /'pɪkpɒkɪtɪŋ/ kradzież kieszonkowa
ransom /'rænsəm/ okup
rape /reɪp/ gwałt; zgwałcić
rapist /'reɪpɪst/ gwałciciel
rob /rɒb/ obrabować
robber /'rɒbə(r)/ złodziej/złodziejka
robbery /'rɒbəri/ napad (np. na bank)
scam /skæm/ przekręt
shoplift /'ʃɒplɪft/ kraść w sklepie
shoplifter /'ʃɒplɪftə(r)/ złodziej sklepowy
shoplifting /'ʃɒplɪftɪŋ/ kradzież w sklepie
smuggle /'smʌgl/ przemycać
smuggler /'smʌglə(r)/ przemytnik/ przemytniczka
smuggling /'smʌglɪŋ/ przemyt
steal /stiːl/ kraść
take a bribe /ˌteɪk ə 'braɪb/ przyjmować łapówkę
terrorism /'terərɪzəm/ terroryzm
terrorist /'terərɪst/ terrorysta/ terrorystka
theft /θeft/ kradzież
thief /θiːf/ złodziej/złodziejka
thieves /θiːvz/ złodzieje
trespassing /'trespəsɪŋ/ wkroczyć na teren prywatny
turn to crime /ˌtɜːn tə 'kraɪm/ zacząć popełniać przestępstwa
victim /'vɪktɪm/ ofiara
violence /'vaɪələns/ przemoc

129.2 Przestrzeganie prawa

accuse sb of sth /ə'kjuːz sʌmbədi əv sʌmθɪŋ/ oskarżać kogoś o coś
against the law /əˌgeɪnst ðə 'lɔː/ nielegalnie, wbrew prawu
arrest sb /ə'rest sʌmbədi/ aresztować kogoś
be charged with sth /biː 'tʃɑːdʒd wɪð sʌmθɪŋ/ być o coś oskarżonym
commit a crime /kəˌmɪt ə 'kraɪm/ popełniać przestępstwo
defend sb /dɪ'fend sʌmbədi/ bronić kogoś
evidence /'evɪdəns/ dowód, dowody
find sb guilty of sth /ˌfaɪnd sʌmbədi 'gɪlti əv sʌmθɪŋ/ uznać kogoś za niewinnego (w sprawie jakiegoś przestępstwa)
find sb not guilty of sth /ˌfaɪnd sʌmbədi nɒt 'gɪlti əv sʌmθɪŋ/ uznać kogoś za niewinnego popełnienia przestępstwa
get away with sth /ˌget ə'weɪ wɪð sʌmθɪŋ/ uniknąć kary, uchodzić na sucho
go on trial /ˌgəʊ ɒn 'traɪəl/ mieć proces
have an alibi /ˌhæv ən 'æləbaɪ/ mieć alibi
illegal /ɪ'liːgl/ nielegalny
innocent /'ɪnəsnt/ niewinny
investigate /ɪn'vestɪgeɪt/ prowadzić dochodzenie
investigation /ɪnˌvestɪ'geɪʃn/ dochodzenie
judge /dʒʌdʒ/ sędzia
jury /'dʒʊəri/ ława przysięgłych
justice /'dʒʌstɪs/ sprawiedliwość
lawyer /'lɔɪə(r)/ prawnik/ prawniczka
legal /'liːgl/ legalny
offender /ə'fendə(r)/ przestępca, winowajca
prosecute sb for sth /'prɒsɪkjuːt sʌmbədi fə(r) sʌmθɪŋ/ ścigać kogoś sądownie za coś
responsibility /rɪˌspɒnsə'bɪlətɪ/ odpowiedzialność
suspect sb of sth /sə'spekt sʌmbədi əv sʌmθɪŋ/ podejrzewać kogoś o coś
the accused /ðɪ ə'kjuːzd/ oskarżony/oskarżona
treatment /'triːtmənt/ traktowanie
trial /'traɪəl/ proces
within the law /wɪˌðɪn ðə 'lɔː/ w granicach prawa
witness /'wɪtnəs/ świadek

129.3 Rodzaje kar

behind bars /bɪˌhaɪnd 'bɑːz/ za kratkami
capital punishment /ˌkæpɪtl 'pʌnɪʃmənt/ kara śmierci
community service /kəˌmjuːnəti 'sɜːvɪs/ prace społeczne
convict sb of sth /kən'vɪkt sʌmbədi əv sʌmθɪŋ/ skazywać kogoś za coś
death penalty /'deθ penəlti/ kara śmierci
escape from /ɪ'skeɪp frəm/ uciekać z
get a life sentence /ˌget ə ˌlaɪf 'sentəns/ dostać dożywocie
get a suspended sentence for sth /ˌget ə səˌspendɪd 'sentəns fə(r) sʌmθɪŋ/ dostać za coś wyrok w zawieszeniu
get punished /ˌget 'pʌnɪʃt/ zostać ukaranym
inmate /'ɪnmeɪt/ współwięzień
notorious /nəʊ'tɔːrɪəs/ mający złą sławę
pay a fine /ˌpeɪ ə 'faɪn/ płacić mandat, grzywnę
political prisoner /pəˌlɪtɪkl 'prɪznə(r)/ więzień polityczny
prison /'prɪzn/ więzienie
prison sentence /'prɪzn sentəns/ wyrok więzienia
prisoner /'prɪznə(r)/ więzień/ więźniarka
punish sb for sth /'pʌnɪʃ sʌmbədi fə(r) sʌmθɪŋ/ karać kogoś za coś
punishment /'pʌnɪʃmənt/ kara
sentence sb to three years in prison /'sentəns sʌmbədi tə θriː jɪəz ɪn 'prɪzn/ skazywać kogoś na trzy lata więzienia
speeding ticket /'spiːdɪŋ tɪkɪt/ mandat za przekroczenie prędkości

129.4 Struktura państwa i urzędy

border /'bɔːdə(r)/ granica (państwa)
citizen /'sɪtɪzn/ obywatel/ obywatelka
currency /'kʌrənsi/ waluta
democracy /dɪ'mɒkrəsi/ demokracja
democratic /ˌdemə'krætɪk/ demokratyczny
department /dɪ'pɑːtmənt/ urząd
form a government /ˌfɔːm ə 'gʌvənmənt/ tworzyć rząd
frontier /'frʌntɪə(r)/ granica (państwa)
government /'gʌvənmənt/ rząd
homeland /'həʊmlænd/ ojczyzna
institution /ˌɪnstɪ'tjuːʃn/ instytucja
kingdom /'kɪŋdəm/ królestwo
local government /ˌləʊkl 'gʌvənmənt/ samorząd lokalny
Member of Parliament/MP /ˌmembər əv 'pɑːləmənt/ / ˌem 'piː/ parlamentarzysta/ parlamentarzystka
minister /'mɪnɪstə(r)/ minister
ministry /'mɪnɪstri/ ministerstwo
monarchy /'mɒnəki/ monarchia
nation /'neɪʃn/ naród
national anthem /ˌnæʃnəl 'ænθəm/ hymn narodowy
national flag /ˌnæʃnəl 'flæg/ flaga narodowa
national identity /ˌnæʃnəl aɪ'dentətɪ/ tożsamość narodowa
nationality /ˌnæʃə'nælətɪ/ narodowość
parliament /'pɑːləmənt/ parlament
pay taxes /ˌpeɪ 'tæksɪz/ płacić podatki
population /ˌpɒpju'leɪʃn/ populacja
president /'prezɪdənt/ prezydent
prime minister/PM /ˌpraɪm 'mɪnɪstə(r)/ /ˌpiː 'em/ premier
religion /rɪ'lɪdʒən/ religia
royal family /ˌrɔɪəl 'fæməli/ rodzina królewska
society /sə'saɪətɪ/ społeczeństwo
state /steɪt/ państwo
tax /tæks/ podatek

129.5 Polityka

campaign /kæm'peɪn/ kampania
election /ɪ'lekʃn/ wybory
general election /ˌdʒenrəl ɪ'lekʃn/ wybory powszechne
hold an election /ˌhəʊld ən ɪ'lekʃn/ przeprowadzać wybory
immigration /ˌɪmɪ'greɪʃn/ imigracja
left-wing /ˌleft 'wɪŋ/ lewicowy
lose an election /ˌluːz ən ɪ'lekʃn/ przegrać wybory
opposition /ˌɒpə'zɪʃn/ opozycja
political /pə'lɪtɪkl/ polityczny
political leader /pəˌlɪtɪkl 'liːdə(r)/ lider polityczny
political party /pəˌlɪtɪkl 'pɑːti/ partia polityczna
politician /ˌpɒlə'tɪʃn/ polityk
politics /'pɒlətɪks/ polityka
reform /rɪ'fɔːm/ reforma
right-wing /ˌraɪt 'wɪŋ/ prawicowy
term /tɜːm/ kadencja
vote for sb /'vəʊt fə(r) sʌmbədi/ głosować na kogoś
win an election /ˌwɪn ən ɪ'lekʃn/ wygrać wybory

129.6 Praca społeczna

aid /eɪd/ pomoc, wsparcie
charitable /'tʃærətəbl/ charytatywny
charity /'tʃærətɪ/ organizacja charytatywna
do fundraising /ˌduː 'fʌndreɪzɪŋ/ organizować zbiórkę pieniędzy
do voluntary work /ˌduː 'vɒləntri wɜːk/ pracować jako wolontariusz
donate money to charity /dəʊˌneɪt ˌmʌni tə 'tʃærətɪ/ ofiarować pieniądze na cele charytatywne
give back to the community /gɪv ˌbæk tə ðə kə'mjuːnətɪ/ odwdzięczyć się lokalnej społeczności
help people in poverty /ˌhelp ˌpiːpl ɪn 'pɒvətɪ/ pomagać ubogim
look after the sick /ˌlʊk ɑːftə ðə 'sɪk/ opiekować się chorymi
public money /'pʌblɪk ˌmʌni/ fundusze publiczne
raise awareness /ˌreɪz ə'weənəs/ podnosić świadomość
raise money for charity /ˌreɪz ˌmʌni fə 'tʃærətɪ/ zbierać pieniądze na cele charytatywne
relief worker /rɪ'liːf wɜːkə(r)/ pracownik/pracownica organizacji humanitarnej
social mission /'səʊʃl ˌmɪʃn/ misja społeczna
underprivileged /ˌʌndə'prɪvəlɪdʒd/ w trudnym położeniu materialnym
volunteer /ˌvɒlən'tɪə(r)/ wolontariusz/wolontariuszka
volunteer to do sth /ˌvɒlən'tɪə tə 'duː sʌmθɪŋ/ zgłosić się do czegoś jako wolontariusz

How to learn vocabulary

- Place students in small groups. Ask them to study the first column of the wordlist. Give them about three minutes.
- Ask students to close their books. Explain that you will give them three minutes to write as many words as they can remember from the column.
- Students then work in pairs, testing each other on the vocabulary from the other columns in the same way.

Brainpower

- Ask students what gadgets they have that they can switch to using in English. Encourage them to do so.
- Take out your phone and make sure its prompts are in Polish. Call out different Polish prompts and have students say their English equivalents.

Sprawdź się!

Optional activity
Students can say other sentences with the key words to further understanding.

129.7 Problemy współczesnego świata

army /'ɑːmi/ armia
attack /ə'tæk/ zaatakować
civilians /sə'vɪlɪənz/ ludność cywilna
conflict /'kɒnflɪkt/ konflikt
go on strike /ˌgəʊ ɒn 'straɪk/ strajkować
international conflict /ˌɪntəˌnæʃnəl 'kɒnflɪkt/ konflikt międzynarodowy
keep the peace /ˌkiːp ðə 'piːs/ utrzymywać pokój
march /mɑːtʃ/ marsz
peaceful protest /ˌpiːsfl 'prəʊtest/ pokojowy protest
protest /'prəʊtest/ protest
riot /'raɪət/ zamieszki
soldier /'səʊldʒə(r)/ żołnierz
strike /straɪk/ strajk
tension /'tenʃn/ napięcia, napięta sytuacja
United Nations forces /juˌnaɪtɪd ˌneɪʃnz 'fɔːsɪz/ siły pokojowe ONZ
violent protest /ˌvaɪələnt 'prəʊtest/ gwałtowny protest
war /wɔː(r)/ wojna

129.8 Prawa człowieka

crime against humanity /ˌkraɪm əˌgenst hjuː'mænətɪ/ zbrodnia przeciw ludzkości
dignity /'dɪgnətɪ/ godność
discrimination /dɪˌskrɪmɪ'neɪʃn/ dyskryminacja
fair trial /feə(r) 'traɪəl/ sprawiedliwy proces
freedom of conscience /ˌfriːdəm əv 'kɒnʃəns/ wolność sumienia
freedom of speech /ˌfriːdəm əv 'spiːtʃ/ wolność wypowiedzi
protection of the law /prəˌtekʃn əv ðə 'lɔː/ ochrona prawna
right to an education /ˌraɪt tu (w) ən ˌedʒu'keɪʃn/ prawo do otrzymania wykształcenia

129.9 Wordpower s. 191

authorities /ɔː'θɒrətɪz/ władze
busker /'bʌskə(r)/ uliczny artysta
bystander /'baɪstændə(r)/ przypadkowy przechodzień
mob /mɒb/ tłum
pedestrian /pə'destrɪən/ pieszy
prankster /'præŋkstə(r)/ dowcipniś
stranger /'streɪndʒə(r)/ obcy
victim /'vɪktɪm/ ofiara

129.10 Wordpower s. 193

campaigner /kæm'peɪnə(r)/ aktywista
disadvantaged /ˌdɪsəd'vɑːntɪdʒd/ w trudnej sytuacji
donation /dəʊ'neɪʃn/ datek, darowizna
minorities /maɪ'nɒrətɪz/ mniejszości
petition /pə'tɪʃn/ petycja

129.11 Słowotwórstwo

conservationist /ˌkɒnsə'veɪʃənɪst/ ekolog
donor /'dəʊnə(r)/ dawca
fraudster /'frɔːdstə(r)/ oszust
gangster /'gæŋstə(r)/ gangster
politician /ˌpɒlə'tɪʃn/ polityk
socialist /'səʊʃəlɪst/ socjalista
terrorist /'terərɪst/ terrorysta
volunteer /ˌvɒlən'tɪə(r)/ ochotnik
youngster /'jʌŋstə(r)/ małolat, młoda osoba

BRAINPOWER

Spróbuj zapewnić sobie możliwie intensywny kontakt z językiem, stosując elementy metody *total immersion* (pełne zanurzenie). Kiedykolwiek to możliwe, „przestaw się" na język angielski. Zmień menu w telefonie i komputerze. Jadąc tramwajem, słuchaj angielskich podcastów i audiobooków. Znajdź partnera do konwersacji online w ramach programu wymiany językowej. Korzystaj ze słowników jednojęzycznych. Zacznij myśleć po angielsku.

Sprawdź się!

1 Uzupełnij oba zdania z danej pary tym samym wyrazem.

1 You have to write this essay again; there are three mistakes in the very first _____.
The offender only got a suspended _____ because the crime wasn't serious.
2 Let's _____ online and see what's on at the cinema.
You need to _____ straight to get to the cinema.
3 I'm _____ a bath right now, please call me later.
Jane's _____ her hair cut at the moment.
4 His father _____ on an assembly line in a factory.
Jane _____ out in the gym every other evening.
5 Jake's father _____ a living as a plumber when he was younger.
My sister _____ an appointment to see her doctor on Friday.

Wymowa

1 130 Przeczytaj kilka razy poniższe łamańce językowe, stopniowo przyspieszając tempo mówienia. Wysłuchaj nagrania. Co dzieje się z poszczególnymi głoskami przy szybkiej mowie?

1 Which wristwatches are Swiss wristwatches?
2 Fred fed Ted bread, and Ted fed Fred bread.

2 131 Wysłuchaj nagrania i wskaż głoski, które zostały pominięte lub skrócone.

you and me camera library exactly
landscape hot tea old men the last post
Where is he? I have to go.

3 132 Przeczytaj płynnie poniższe przykłady. Wskaż głoski, które mogą zostać pominięte lub skrócone w potocznej wymowie. Wysłuchaj nagrania i powtórz zdania (1–5).

1 Hold the dog or I will call the police!
2 I don't know how to answer the question correctly.
3 You are such a good dancer.
4 He sat next to me and ordered fish and chips.
5 They told him to leave.

Sprawdź się! Exercise 1
1 sentence
2 go
3 having
4 works
5 made

Wymowa Exercise 1
In fast speech some sounds are omitted.

Wymowa Exercise 2
you (a)nd me
cam(e)ra
libr(ar)y
exac(t)ly
lan(d)scape
ho(t) tea
ol(d) men
the las(t) post
Where is (h)e?
I have t(o) go.

Wymowa Exercise 3
1 Hol(d) the dog or I will call the p(o)lice!
2 I don('t) know how to answer the question correc(t)ly.
3 You are such a goo(d) dancer.
4 He sat nex(t) to me and ordered fish (a)nd chips.
5 They told (h)im t(o) leave.

Wymowa

Exercise 1 130

Audio script page 263

- Ask students to record themselves as they say the tongue twisters. Then tell them to play the audio and note any incorrect pronunciation.
- Have students say the tongue twisters again and record themselves. They then check to see if they have improved their pronunciation.

Exercise 2 131

Audio script page 263

Exercise 3 132

Audio script page 263

Differentiation

Ask students to write and say their own sentences using omitted sounds and words that can be shortened. They swap sentences with their partner who has to read them aloud.

Gramatyka

Czasy *present simple* i *present continuous*

Present simple

Twierdzenia i przeczenia

I We You They	work don't (=do not) work	in a city.
He/She/It	works doesn't (=does not) work	

Pytania i krótkie odpowiedzi

Do	I we you they	work in a city?	Yes, I/we/you/they do. No, I/we/you/they don't.
Does	he she it		Yes, he/she/it does. No, he/she/it doesn't.

Czas ***present simple*** stosujemy wtedy, gdy:

- mówimy o czynnościach rutynowych, powtarzających się, np.
  I usually start school at 8 a.m.
- mówimy o stałych, niezmiennych sytuacjach, np.
  My teacher lives in the suburbs.
- przytaczamy znane prawdy lub fakty, np.
  The Earth goes around the Sun.
- mówimy o ustalonych terminach, rozkładach, np.
  History starts at 10 a.m. tomorrow.
- wyrażamy uczucia (*love, like, hate*), stany umysłu (*know, hope, seem, believe, remember, want*) i doznania zmysłowe (*feel, hear, see*), np.
  I hope our timetable isn't as bad as last year.

Z czasem *present simple* używamy następujących określeń czasu: *always, every day, often, regularly, usually, sometimes, hardly ever, never.*

Present continuous

Twierdzenia i przeczenia

I	'm (=am) 'm not (=am not)	watching TV.
He/She/It	's (=is) isn't (=is not)	
We You They	're (=are) aren't (=are not)	

Pytania i krótkie odpowiedzi

Am	I	watching TV?	Yes, I am. No, I'm not.
Is	he she it		Yes, he/she/it is. No, he/she/it isn't.
Are	we you they		Yes, we/you/they are. No, we/you/they aren't.

Czas ***present continuous*** stosujemy wtedy, gdy:

- mówimy o czynnościach mających miejsce teraz lub w bieżącym okresie, np.
  My sister is studying in her room at the moment.
  I'm doing extra Spanish this year.
- opisujemy zachodzące zmiany, np.
  The number of students in primary school is going down these days.

W zdaniach w czasie *present continuous* używamy następujących określeń czasu: ***right now***, ***at the moment***, ***nowadays***, ***today***, ***this week***, ***this year***.

W czasie *present continuous* zwykle nie używamy tzw. czasowników statycznych, takich jak: *believe, hate, know, like, love, need, want, think* i *understand*, np.
Do you know the answer?
I like your new dress.
I don't understand a word you are saying.

1 Uzupełnij e-mail Ani do jej nowej koleżanki czasownikami z ramki we właściwych formach. Zastosuj czas *present simple*.

come do go (x2) have (x2) listen
live not like not live not speak not study
play share speak visit watch work

Hi Jessica,

Let me tell you about myself. Well, my name's Ania. I'm Polish and I [1]_____ in Warsaw.

My parents are from Warsaw, too, but I [2]_____ with them. I share a flat with my best friend, Kasia. We're students, but we [3]_____ jobs. I'm a shop assistant in a bookshop and Kasia [4]_____ in a hairdresser's. We have a lot of homework, but we [5]_____ all the time. We [6]_____ to the cinema at weekends and we often [7]_____ friends, too. They sometimes [8]_____ to us as well and we [9]_____ to music together. Kasia [10]_____ a lot of team sports. She's very good at basketball.

I [11]_____ sport because it's boring, but I [12]_____ jogging sometimes and I [13]_____ important matches and games on TV. What about you? What [14]_____ you _____ in your spare time? [15]_____ you _____ any interesting hobbies? Who is your best friend? [16]_____ he or she _____ a flat with you? And what about languages? [17]_____ you _____ any other languages? I speak Polish, of course, and English. I also know a little French, but I [18]_____ it very well!

Write soon!

Ania

Exercise 1
1 live
2 don't live
3 have
4 works
5 don't study
6 go
7 visit
8 come
9 listen
10 plays
11 don't like
12 go
13 watch
14 do (you) do
15 Do (you) have
16 Does (he or she) share
17 Do (you) speak
18 don't speak

2 **Uzupełnij dwie rozmowy telefoniczne właściwymi formami czasowników podanych w nawiasach. Zastosuj czas *present continuous*.**

1

James What [1]_____ (you/do) at the moment?
Mike I [2]_____ (study) for next week's exam. What about you? [3]_____ (you/do) your homework?
James No, I [4]_____ (not work) today. Sam's here. We [5]_____ (listen) to music.
Mike Sounds good! I [6]_____ (come) round now!

2

Pete Hi! Is that Amy?
Amy Yeah.
Pete Hi. It's Pete. Can I speak to Johnny, please?
Amy Sorry! He [7]_____ (play) football at the moment.
Pete Oh, right.
Amy I [8]_____ (not do) anything at the moment. Do you want to come round?
Pete Er … well … I [9]_____ (look) after my little brother right now. We [10]_____ (play) a computer game.
Amy I love computer games! I'm on my way!

3 **W każdym zdaniu wskaż właściwą formę czasownika.**

1 My sister *works* / *is working* hard right now because she has exams.
2 What *do the students study* / *are the students studying* in class at the moment?
3 I usually *visit* / *am visiting* my friends on Saturdays, but today I *go* / *am going* to my aunt's house.
4 Jack *doesn't play* / *isn't playing* football today. He has a bad leg.
5 The girls *don't play* / *aren't playing* football. They prefer basketball.
6 How often *does your sister come* / *is your sister coming* home from university?
7 We *know* / *are knowing* a lot of people in the area.
8 *Do you listen* / *Are you listening* to your teacher right now?

4 **Uzupełnij tekst właściwymi formami czasowników podanych w nawiasach. Zastosuj czasy *present simple* i *present continuous*.**

The Harrogate School of Performing Arts

Our school of performing arts [1]_____ (be) well known for its variety of opportunities, and this year, we [2]_____ (offer) even more exciting and original courses in modern dance, drama and singing. One of our music teachers [3]_____ (currently/start) a new jazz group, and she [4]_____ (plan) to take this group on a European tour later in the year.

All our instructors [5]_____ (be) talented and successful performers and [6]_____ (have) recognized teaching certificates. We have a policy that we [7]_____ (not employ) anybody who [8]_____ (not have) talent, commitment and enthusiasm.

Lessons [9]_____ (take) place every evening. They usually start at 7 p.m. and finish at 9 p.m. Students can also [10]_____ (have) lessons on Saturday mornings.

We [11]_____ (organize) two performances every year, but students [12]_____ (not have to) take part in these if they really [13]_____ (not want) to. There are plenty of opportunities to help backstage.

Here is what some of our students and parents have said:
'I'm quite a shy person. I [14]_____ (not like) performing in front of other people. But now, I [15]_____ (get) used to it and I [16]_____ (begin) to enjoy the stage. It's all thanks to my great teachers.' *Lucy, aged 15*

'My daughter started dance lessons last term. She [17]_____ (seem) really happy and her teachers [18]_____ (say) that she [19]_____ (make) really good progress! She certainly [20]_____ (love) going each week.' *Mrs Jones – mother of Jess, aged 4*

5 **Napisz zdania w języku angielskim zgodnie z poleceniami. Zastosuj czasy *present simple* i *present continuous*.**

1 Powiedz, jak często twoja siostra gra na jakimś instrumencie.
2 Powiedz, co robią twoi rodzice w tym momencie.
3 Powiedz, jak często chodzisz do kina.
4 Zapytaj, czy twój brat uczy się w tej chwili.
5 Powiedz, co teraz robisz.
6 Zapytaj, co w tej chwili robi kolega/koleżanka.

Exercise 2
1 are you doing
2 am/'m studying
3 Are you doing
4 am/'m not working
5 are/'re listening
6 am/'m coming
7 is/'s playing
8 am/'m not doing
9 am/'m looking
10 are/'re playing

Exercise 4
1 is
2 are offering
3 is currently starting
4 is planning
5 are
6 have
7 don't employ
8 doesn't have
9 take
10 have
11 organize
12 don't have to
13 don't want
14 don't like
15 am/'m getting
16 am/'m beginning
17 seems
18 say
19 is making
20 loves

Exercise 5
Zadanie otwarte.

Gramatyka

Przedimki *a/an*, *the* i brak przedimka

a/an

Przedimka nieokreślonego ***a/an*** używamy:

- gdy mówimy o czymś po raz pierwszy, np.
  We went to a museum last Tuesday. (jakiegoś, jednego z wielu)
- gdy mówimy, czym jest jakaś rzecz lub kim jest jakaś osoba, np.
  My uncle is a scientist. (to jest jego zawód)
- w niektórych wyrażeniach związanych z szybkością, częstotliwością itp., np.
  I go to the gym twice a week.
  You're driving at 90 miles an hour.

the

Przedimka określonego ***the*** używamy:

- gdy mówimy o czymś ponownie, np.
  We went to a museum on Friday. The museum was very crowded.
- kiedy osoba lub rzecz, o której mówimy, jest nam znana, np.
  The actor who lives in my street was on TV last night. (ten, o którym ci mówiłam)
- gdy mówimy o rzeczach lub osobach jedynych w swoim rodzaju, np.
  the Moon, the Sun, the Earth
- przed liczebnikami porządkowymi i formami stopnia najwyższego przymiotników, np.
  the first female inventor, the most interesting film
- w wyrażeniach określających stulecia, np.
  the nineteenth century
- przed nazwami wynalazków, np.
  The radio was invented by Marconi.
- przed nazwami rzek, mórz, oceanów i archipelagów, np.
  the Hudson River, the North Sea, the Pacific Ocean, the Shetland Islands
- przed nazwami niektórych państw, regionów oraz pasm górskich, np.
  the USA, the UK, the Middle East, the Rocky Mountains

Brak przedimka

Przedimków nie używamy:

- przed rzeczownikami w liczbie mnogiej zastosowanymi w znaczeniu ogólnym, np.
  Cows eat grass.
- przed rzeczownikami niepoliczalnymi i abstrakcyjnymi o charakterze stwierdzeń ogólnych, np.
  Money makes the world go round.
  I think eduation is very important.
- przed imionami, nazwami ulic, miast, szczytów górskich, pojedynczych wysp, państw, języków i kontynentów, np.
  Oxford Street, Caracas, Everest, Hong Kong Island, Africa
- gdy mówimy ogólnie o instytucjach, np. szpitalach, szkołach, więzieniach itp., i nie mamy na myśli konkretnego miejsca; w przeciwnym wypadku użyjemy przedimka, np.
  My uncle is in hospital. (Mój wujek jest w szpitalu.)
  Are you going to the hospital to visit him?
  Does your little sister go to school yet? (Czy twoja siostra chodzi już do szkoły?)
  My brother goes to the school down the road.

1 **Uzupełnij dialog właściwymi przedimkami. Wykorzystaj przedimek *a/an* lub *the*. Tam, gdzie przedimek nie jest potrzebny, wpisz znak –.**

Mike Is Maria [1] a student in your college?
Rosie No, she's [2] a friend of mine. We were at school together.
Mike What does she do now?
Rosie She's [3] a computer programmer. She's not English, you know. She comes from Brazil, but she's living in New York at the moment.
Mike Has she got [4] a job there?
Rosie Yes, she's working for [5] a big company there.
Mike Do you write [6] – letters to each other?
Rosie Yes, and I actually had [7] a long letter from her yesterday.
Mike What did she say in [8] the letter?
Rosie She said that she was living in [9] a nice apartment in [10] the centre of New York.

2 **Uzupełnij tekst właściwymi przedimkami. Wykorzystaj przedimek *a/an* lub *the*.**

My **BLOG**

Last Sunday I decided to visit [1] the Science Museum with my close friend, Kate. We went there in [2] the afternoon to avoid the crowds. To our surprise, [3] the rooms were full of noisy schoolchildren. What's more, we had to hurry because [4] the museum was closing in half [5] an hour. We enjoyed [6] the exhibition [7] a lot. When we were leaving [8] the building I realized I didn't have my camera! [9] The next morning, I put [10] a notice on [11] a noticeboard outside [12] the museum, but I didn't have much hope. I had already begun to look for [13] a new one online, but while I was busy browsing [14] the Internet, [15] a woman called and said she had found it in the toilets. She noticed [16] a camera on [17] the floor under [18] the washbasin and picked it up. I thanked [19] the woman and offered her [20] a reward but she refused to accept it.

3 **W dziewięciu spośród poniższych zdań znajdź błąd gramatyczny i go popraw.**

1 A Moon moves around the Earth.
2 Doctors earn the good salaries.
3 What's a name of the inventor who visited our school last week?
4 My mum is a microbiologist and she works for a company which manufactures vaccines.
5 That's least comfortable car I have ever sat in.
6 This is a third time I have been to this town.
7 Students who took part in the survey are all eighteen.
8 How big is the Saturn?
9 Alexander Graham Bell invented telephone at the age of 29.
10 Most of today's home appliances were invented in twentieth century.

4 **Uzupełnij zdania właściwymi przedimkami. Wykorzystaj przedimek *a/an* lub *the*. Tam, gdzie przedimek nie jest potrzebny, wpisz znak –.**

1 My neighbour's in ___–___ prison for burglary.
2 We've got ___a___ new English teacher.
3 I saw ___an___ interesting documentary last night.
4 ___The___ man that reads the news looks like my dad.
5 My friend goes to ___–___ church every Sunday.
6 I saw a man and a woman in the park. ___The___ man was wearing ___a___ red hat.
7 We went to ___an___ interesting art gallery at the weekend.
8 Mark is ___the___ most intelligent person I know.

5 **W poniższym e-mailu znajdź sześć błędów gramatycznych i popraw je.**

Hi Ela,
I haven't spoken to you for ages! How's life? Are you enjoying the school? Have you done anything interesting recently? Things are pretty much the same here. I'm working hard because I've got the important exam next month. I don't have much free time, but I went out with some friends last weekend. We did some shopping in Covent Garden. I bought the new bag and a T-shirt. A T-shirt is a bit boring, but it was all I could find. Later we went to the cinema and after that for the pizza. It was a best day I'd had for ages, but now I have to study again.
Write soon and tell me your news!
Love,
Jenny

6 **Uzupełnij zdania właściwymi przedimkami. Wykorzystaj przedimek *a/an* lub *the*. Tam, gdzie przedimek nie jest potrzebny, wpisz znak –.**

1 Australia is ___an___ island.
2 ___The___ Sun is the brightest star.
3 ___The___ Alps are a mountain range in Europe.
4 ___–___ happiness is a wonderful thing.
5 We walked through a forest and a field. ___The___ field was full of horses.
6 My sister lives in ___–___ Holland.
7 ___–___ Ben Nevis is the highest mountain in Britain.
8 While we were on holiday, we saw ___a___ magnificent waterfall.
9 ___–___ tigers are endangered animals.

7 **Uzupełnij pytania quizu. Wpisz *the* lub znak –.**

1 Where is ___–___ Table Mountain?
2 In which American city is ___–___ Harvard University?
3 Is ___the___ Amazon the longest river in the world?
4 Is ___–___ Oxford Street in Oxford?
5 Where are ___the___ Fiji Islands?
6 Where is ___the___ Grand Canal and the Rialto Bridge?
7 Are ___the___ Rocky Mountains in ___–___ Australasia?
8 Does ___the___ President of the United States live in ___–___ Downing Street?

8 **Uzupełnij odpowiedzi. Wpisz *the* lub znak –. Następnie dopasuj odpowiedzi do pytań z ćwiczenia 7.**

a No, it isn't. It's in ___–___ London.
b It's in ___–___ Cambridge, Massachusetts.
c It's in ___–___ South Africa.
d They're in ___the___ South Pacific Ocean.
e They're in ___–___ Venice, Italy.
f No, he lives in ___the___ White House which is in ___–___ Washington, D.C.
g No, it isn't. It's ___the___ River Nile.
h No, they aren't. They're in ___–___ North America.

Exercise 3

1 ~~A~~ **The** Moon moves around the earth.
2 Doctors earn ~~the~~ good salaries.
3 What's ~~a~~ **the** name of the inventor who visited our school last week?
4 ✓
5 That's **the** least comfortable car I have ever sat in.
6 This is ~~a~~ **the** third time I have been to this town.
7 ~~Students~~ **The students** who took part in the survey are all eighteen.
8 How big is ~~the~~ Saturn?
9 Alexander Graham Bell invented **the** telephone at the age of 29.
10 Most of today's home appliances were invented in **the** twentieth century.

Exercise 5

Hi Ela,
I haven't spoken to you for ages! How's life? Are you enjoying ~~the~~ school? Have you done anything interesting recently? Things are pretty much the same here. I'm working hard because I've got ~~the~~ **an** important exam next month. I don't have much free time, but I went out with some friends last weekend. We did some shopping in Covent Garden. I bought ~~the~~ **a** new bag and a T-shirt. ~~A~~ **The** T-shirt is a bit boring, but it was all I could find. Later we went to the cinema and after that for ~~the~~ **a** pizza. It was ~~a~~ **the** best day I'd had for ages, but now I have to study again.
Write soon and tell me your news!
Love,
Jenny

Gramatyka

Czasy *present perfect simple* i *continuous*

Present perfect

Twierdzenia i przeczenia			
I We You They	've (=have) haven't (=have not)		seen this film.
He/She/It	's (=has) hasn't (=has not)		
Pytania i krótkie odpowiedzi			
Have	I we you they	seen this film?	Yes, I/we/you/they have. No, I/we/you/they haven't.
Has	he/she/it		Yes, he/she/it has. No, he/she/it hasn't.

Present perfect stosujemy wtedy, gdy:

- mówimy o zdarzeniach mających związek z teraźniejszością, np.
  I've lost some weight (jestem teraz szczuplejszy).
  I haven't drunk any coffee today (dlatego ciągle ziewam).
- mówimy o swoich lub czyichś doświadczeniach, ale nie określamy dokładnie, kiedy miały one miejsce, np.
  I've met a lot of famous people in my life.
  She's sailed across the Atlantic.
- mówimy, od jak dawna ma miejsce jakaś sytuacja, np.
  I have been ill for a week.
  Peter has had a headache since yesterday.

Określenia czasu

Czasu ***present perfect*** używamy z określeniami:

- ***ever*** (kiedykolwiek) i ***never*** (nigdy), kiedy mówimy o doświadczeniach, np.
  Have you ever seen a horror film?
  I've never been to Budapest.
- ***just*** (właśnie, dopiero co) i ***already*** (już) w zdaniach twierdzących, np.
  They've just gone out.
  We've already had lunch.
- ***yet*** (już, jeszcze) w przeczeniach i pytaniach, np.
  I haven't had breakfast yet.
  Have you done your homework yet?
- ***for*** (od, przez) i ***since*** (od). *For* używamy, kiedy chcemy powiedzieć, jak długo trwa jakaś czynność lub jakiś stan, a *since*, gdy mówimy, kiedy coś się zaczęło, np.
  I've known him for three years/five minutes/a long time.
  We've lived here since 1999/March/we were children.

Present perfect continuous

Twierdzenia i przeczenia			
I We You They	've (=have) been haven't (=have not) been		watching TV.
He/She/It	's (=has) been hasn't (=has not) been		
Pytania i krótkie odpowiedzi			
Have	I we you they	been watching TV?	Yes, I/we/you/they have. No, I/we/you/they haven't.
Has	he/she/it		Yes, he/she/it has. No, he/she/it hasn't.

Czas ***present perfect continuous*** stosujemy wtedy, gdy:

- mówimy o sytuacji lub czynności rozpoczętej w przeszłości i w dalszym ciągu trwającej; podkreślamy w ten sposób samą czynność i fakt, że trwa ona nieprzerwanie przez jakiś czas, np.
  I have been coughing for a week. (kaszlę od tygodnia).
  I've been reading this novel since last weekend.
- opisujemy czynność, która odbywa się od jakiegoś czasu aż do chwili obecnej i której skutki są nadal widoczne lub odczuwalne, np.
  I have been sleeping very badly. I feel tired.
  It has been raining for hours. The roads are very wet.

Present perfect i *present perfect continuous*

- Czasy ***present perfect*** i ***present perfect continuous*** mają bardzo podobne znaczenia, zwłaszcza gdy używamy ich z czasownikami opisującymi czynności ciągłe, np. *wait*, *live*, *work*, przy jednoczesnym zastosowaniu określeń czasu *for* lub *since*.
  He's waited a long time for this moment.
  He's been waiting a long time for this moment.
- Należy jednak pamiętać, że czasu *present perfect* używamy najczęściej, kiedy mówimy o jednorazowej czynności, która właśnie się zakończyła. Z kolei czasu *present perfect continuous* używamy, gdy chcemy podkreślić samą czynność i ciągłość jej trwania, np.
  I've done my homework. (właśnie skończyłem odrabiać pracę domową).
  I've been doing my homework for an hour (tak spędzam czas od godziny aż do teraz).
- Czasu *present perfect continuous* nie można używać z czasownikami wyrażającymi stany, takimi jak: *be*, *like*, *believe*, *have*, np.
  I've been a teacher since 2008.

1 **Uzupełnij poniższe zdania właściwymi formami czasowników podanych w nawiasach. Zastosuj czas *present perfect*.**

1 Brad Pitt _____ (star) in some great films.
2 _____ (you/be) to Kenya?
3 We _____ (be) to the cinema three times this month.
4 _____ (the film/finish) or are you still watching it?
5 James _____ (eat) snails.
6 I _____ (not/dance) the tango.

2 **W każdym zdaniu wskaż właściwy wyraz.**

1 My sister's had a flute *for* / *since* she was nine years old.
2 Have you *ever* / *never* met a famous actor?
3 I haven't seen the film *already* / *yet*.
4 I've *ever* / *never* seen a Quentin Tarantino film.
5 We've *already* / *yet* bought tickets for the film festival.
6 He's been playing chess *for* / *since* he was ten.
7 They've *just* / *yet* finished making a new film.
8 We've been in the cinema *since* / *for* an hour.

3 **Ułóż dialogi z podanych wyrazów i wyrażeń. Zastosuj czas *present perfect continuous* oraz *for* i *since*.**

1 **Sophie** what / you / do / today?
Kirsty I / watch / TV / this morning

2 **Chris** how long / your brother / play / the electric guitar?
Nick he / play / the electric guitar / five years

3 **Jane** you / wait / at the bus stop / long?
Robert Yes, we / wait / here / ages

4 **Louise** how long / your parents / live / in this town?
Amy they / live / here / 1995

5 **Anthony** what / you and Max / do / today?
Matt we / play / computer games / breakfast

6 **Lena** Jamie / study / languages / a long time?
Sarah he / study / Spanish / he / was / ten years old

4 **Wskaż zdania poprawne i popraw błędne.**

1 I haven't been having any fizzy drinks this week.
2 The students have been feeling very tired recently.
3 Has your brother just bought a new car?
4 I'm very annoyed because I've been losing my mobile phone.
5 We're exhausted because we've run in the park all morning.
6 How many text messages have you been sending today?
7 I have been working hard all week.
8 My parents have gone out a lot recently.

5 **Uzupełnij zdania właściwymi formami czasowników podanych w nawiasach. Zastosuj czasy *present perfect* i *present perfect continuous*.**

1 Doctor Holmes _____ (examine) seven patients this morning.
2 Granny _____ (take) these pills for a year. I think she _____ (swallow) a few hundred of them.
3 The surgeons _____ (operate) since this morning and they _____ (perform) three operations.
4 I can't get this medicine anywhere. I _____ (go) to three chemist's.
5 My grandfather _____ (not eat) meat for a very long time.
6 Maggie _____ (practise) yoga for a long time. She _____ (take) a lot of yoga courses.
7 The children _____ (never get) ill with flu.
8 I _____ (sneeze) a lot recently. I think it's hay fever.
9 Fred _____ (exercise) all afternoon. He _____ (do) 100 push-ups so far!
10 I _____ (swim). That's why my hair is wet.

6 **Uzupełnij zdania właściwymi formami czasowników podanych w nawiasach. Zastosuj czasy *present perfect* lub *present perfect continuous*.**

1 **Ellen** Where are you and your family going on holiday?
John Well, we [1]_____ (talk) about it for weeks, but we [2]_____ (not decide) anything yet.
2 **Tina** Excuse me, [3]_____ (you/stand) in this queue for a long time?
Larry Yes, [4]_____ (queue) for almost an hour.
3 **Susan** Excuse me. Whose is this bag? Who [5]_____ (leave) it here?
Wally I don't know. I [6]_____ (sit) here all afternoon, but I [7]_____ (not notice) it until now.

Exercise 1
1 has starred
2 Have you been
3 have been
4 Has the film finished
5 has eaten
6 haven't danced

Exercise 3
1 What have you been doing today?
I have been watching TV since this morning.
2 How long has your brother been playing the electric guitar?
He has been playing the electric guitar for five years.
3 Have you been waiting at the bus stop long?
Yes, we have been waiting here for ages.
4 How long have your parents been living in this town?
They have been living here since 1995.
5 What have you and Max been doing today?
We have been playing computer games since breakfast.
6 Has Jamie been studying languages a long time?
He has been studying Spanish since he was ten years old.

Exercise 4
1 I haven't ~~been having~~ **had** any fizzy drinks this week.
2 ✓
3 ✓
4 I'm very annoyed because I've ~~been losing~~ **lost** my mobile phone.
5 We're exhausted because ~~we've run~~ **we've been running** in the park all morning.
6 How many text messages have you ~~been sending~~ **sent** today?
7 ✓
8 My parents have ~~gone~~ **been going** out a lot recently.

Exercise 5
1 has examined
2 has been taking, has swallowed
3 have been operating, have performed
4 have been
5 hasn't eaten
6 has been practising, has taken
7 have never got
8 have been sneezing
9 has been exercising, has done
10 have been swimming

Exercise 6
1 have been talking
2 haven't decided
3 have you been standing
4 I have been queuing
5 has left
6 have been sitting
7 haven't noticed

Gramatyka

Zaimki nieokreślone

- Zaimków nieokreślonych: ***someone*** (lub *somebody*), ***anyone***, **no one** (lub *nobody*) używamy, gdy mówimy o osobach, np.
  Someone saw Peter in a bar last night.
  Has anyone seen my keys?
  No one talks about it.
- Zaimków nieokreślonych: ***something***, ***anything*** i ***nothing*** używamy, gdy mówimy o rzeczach, np.
  Something smells nice.
  Did you say anything?
  Nothing is certain.
- Zaimków nieokreślonych ***somewhere***, ***anywhere***, ***nowhere*** używamy, gdy mówimy o miejscach, np.
  Let's go somewhere nice after school.
  Have you seen Mr White anywhere?
  The poor girl has nowhere to go.
- Wyrazów złożonych z ***every-*** używamy, gdy mówimy o wszystkich (*everyone = everybody*), wszystkim (*everything*) lub o każdym miejscu („wszędzie") (*everywhere*), np.
  Everyone admires her.
  Is everything clear?
  People speak English everywhere I go.
- Po zaimkach nieokreślonych i przysłówkach zawsze używamy czasownika w liczbie pojedynczej, np.
  Everyone knows about it.
- Zaimki rozpoczynające się od ***some-*** stosuje się zazwyczaj w zdaniach twierdzących. Zaimków rozpoczynających się od ***any-*** używamy zwykle w pytaniach i przeczeniach.
  Someone took my bag!
  Is there anything I can do for you?
  I don't understand anything.
- Zaimki rozpoczynające się od ***no-*** występują w zdaniach przeczących: ponieważ ich znaczenie jest negatywne, czasownik w tych zdaniach występuje w formie twierdzącej, np.
  No one here speaks Chinese.
  There's nothing interesting in this museum.

1 **Wybierz właściwe uzupełnienia zdań: a, b lub c.**

1 Has _____ been to the new Internet café in town?
a no one **b** someone **c** anyone
2 Did you go _____ nice at the weekend?
a anywhere **b** anyone **c** anything
3 They've gone on holiday _____ in the Caribbean.
a somewhere **b** anywhere **c** nowhere
4 I didn't know _____ at the wedding. It was really boring!
a someone **b** no one **c** anyone
5 _____ is in the house. There's a light on!
a Someone **b** Anyone **c** No one
6 Did you argue about _____ with Tom? He looks really angry.
a anything **b** nothing **c** something

2 **Uzupełnij zdania zaimkami *everyone/everybody*, *everything* i *everywhere*.**

1 I go _____ by bike these days.
2 Have you got _____ you need for the journey?
3 _____ likes going on holiday.
4 _____ in the shop is half price today!
5 Has _____ finished their meal? Great! Let's have dessert.
6 There are cafés and restaurants _____ in this town.

3 **Uzupełnij zdania właściwymi zaimkami nieokreślonymi.**

1 It's a holiday and all the shops are closed. There's _____ to go.
2 There's _____ to talk to at home. I'm going out.
3 We need _____ who speaks Russian.
4 Don't worry! I said _____ to Joe about his surprise birthday party.
5 I knew _____ at the party. They were all my brother's friends.
6 I want to live _____ warm.
7 Sheila knows _____ about fashion. She's a fanatic.
8 I'm bored! There's _____ to do today!

4 **Uzupełnij każde zdanie, tak aby zachować znaczenie zdania wyjściowego. Wykorzystaj podany wyraz w niezmienionej formie.**

1 Is there an interesting programme on TV tonight? **ANYTHING**
Is there _____ on TV tonight?
2 You won't find better food in any other place. **ELSE**
You won't find better food _____.
3 Is there a cheap place we can go for lunch? **ANYWHERE**
Is there _____ we can go for lunch?
4 Let's listen to some different music. **SOMETHING**
Let's listen to _____.
5 I'd like a hot drink. **SOMETHING**
I'd like _____ to drink.

Exercise 2
1 everywhere
2 everything
3 Everyone / Everybody
4 Everything
5 everyone / everybody
6 everywhere

Exercise 3
1 nowhere
2 no one / nobody
3 someone / somebody
4 nothing
5 everyone / everybody
6 somewhere
7 everything
8 nothing

Exercise 4
1 anything interesting
2 anywhere else
3 anywhere cheap
4 something different
5 something hot

Czasy przeszłe; konstrukcja *used to*

Past simple

Twierdzenia i przeczenia		
I You He/She/It We They	lived didn't (=did not) live	here.

Pytania i krótkie odpowiedzi			
Did	I you he/she/it we they	live here?	Yes, I/you/he/she/it/we/they did. No, I/you/he/she/it/we/they didn't.

- Czas ***past simple*** stosujemy, gdy mówimy o czynności zakończonej w określonym czasie w przeszłości. Dotyczy to także wydarzeń następujących jedno po drugim lub wydarzeń powtarzających się w przeszłości, np.
  When Sara came home, her mother made dinner.
  (Gdy Sara przyszła do domu, jej mama ugotowała obiad.)
  When we were in Warsaw, we went to the cinema every evening. (Gdy byliśmy w Warszawie, codziennie chodziliśmy do kina.)
- W zdaniach w czasie *past simple* często używamy określeń czasu, takich jak: ***yesterday***, ***(two days) ago***, ***when I was a child***, ***in April/2008***, ***last night/week/month/year*** itp.

Past continuous

Twierdzenia i przeczenia		
I He/She/It	was wasn't (=was not)	travelling very fast.
We You They	were weren't (=were not)	

Pytania i krótkie odpowiedzi			
Was	I he/she/it	travelling very fast?	Yes, I/he/she/it was. No, I/he/she/it wasn't.
Were	we you they		Yes, we/you/they were. No, we/you/they weren't.

- Czas ***past continuous*** stosujemy, gdy opisujemy czynność trwającą w jakimś czasie w przeszłości (często będącą tłem dla innego wydarzenia), np.
  When Sara came home, her mother was making dinner.
  (Gdy Sara przyszła do domu, jej mama właśnie gotowała obiad.)
- ***Past simple*** i ***past continuous*** często używamy w tym samym zdaniu, opisując sytuację, w której dłuższa czynność została przerwana przez inną, krótszą czynność, np.
  It was raining when we left the house.
- Zdanie w czasie *past continuous* rozpoczynamy od ***while***. *While* nie jest stosowane w czasie *past simple*.
- Czasu *past continous* nie używamy z czasownikami opisującymi stany, np. *believe*, *need*, *understand* itp. Używamy go z czasownikami, które wyrażają dłuższą czynność, np. *wait*, *live*, *work*, *rain* itp.

Past perfect

Twierdzenia i przeczenia		
I You He/She/It We They	had hadn't (=had not)	passed the test.

Pytania i krótkie odpowiedzi			
Had	I you he/she/it we they	passed the test?	Yes, I/you/he/she/it/we/they had. No, I/you/he/she/it/we/they hadn't.

- Czas ***past perfect*** stosujemy, gdy mówimy o czynności lub zdarzeniu z przeszłości, które poprzedziło inną czynność w przeszłości, np.
  When Sara came home, her mother had already made dinner.
  (Gdy Sara przyszła do domu, jej mama już ugotowała obiad.)

Used to

- Konstrukcji ***used to*** + **forma podstawowa czasownika** używamy, kiedy mówimy o przeszłych sytuacjach lub przyzwyczajeniach, które uległy już zmianie.
  My sister used to have long hair, but now it's short.
  I didn't use to like football, but now I love it.
  Did you use to watch a lot of TV when you were younger?

1 W każdym zdaniu wskaż właściwą formę czasownika.

BLOG

I [1] *played* / *was playing* in a football match last weekend, and a few things [2] *went* / *were going* wrong. Firstly, when I [3] *arrived* / *was arriving* at the pitch at ten o'clock, I [4] *discovered* / *was discovering* that there was nobody there. Then, I realized the match [5] *didn't start* / *wasn't starting* until midday. I was two hours too early. While I [6] *waited* / *was waiting* for everybody to arrive, it started raining and I [7] *didn't have* / *wasn't having* an umbrella. At last the sun came out and the game [8] *began* / *was beginning*. I played for twenty minutes before I was injured. This is what happened: the score was 2–0 to the other team. Suddenly I had a chance, but as I [9] *ran* / *was running* for the ball, I [10] *fell* / *was falling* and [11] *hurt* / *was hurting* my leg. I stopped playing after that and we [12] *lost* / *were losing* the match 5–0.

Gramatyka

Exercise 2
1 I was excited because I hadn't **been** abroad before.
2 By the time I got to the party, everybody **had** gone home.
3 When Jack arrived, I had **not** finished my lunch, so he waited for me.
4 **Had** your sister known her boyfriend for long before he asked her to marry him?
5 How much studying had **you** done before you took the exam?
6 By the end of the course, I **had** learned a lot of English.

Exercise 3
1 Had you seen, went
2 didn't make
3 did
4 had finished, went
5 did your parents give
6 got, realized, had forgotten
7 was eating, rang
8 flew

Exercise 4
1 use to
2 didn't use to
3 used to
4 use to
5 used to
6 didn't use to
7 use to
8 used to

Exercise 5
1 frowned
2 had invited
3 told
4 bought
5 was cleaning
6 was dusting
7 knocked
8 saw
9 had done
10 picked
11 glued
12 was filling
13 looked
14 said
15 had

Exercise 6
1 were having
2 had left
3 opened
4 didn't use to drink
5 ate
6 was talking
7 Were you sleeping
8 wasn't raining
9 used to go out
10 didn't watch

2 **Wstaw brakujący wyraz, tak aby utworzyć poprawne i logiczne zdanie.**

1 I was excited because I hadn't abroad before.
2 By the time I got to the party, everybody gone home.
3 When Jack arrived, I had finished my lunch, so he waited for me.
4 Your sister known her boyfriend for long before he asked her to marry him?
5 How much studying had done before you took the exam?
6 By the end of the course, I learned a lot of English.

3 **Uzupełnij zdania właściwymi formami czasowników podanych w nawiasach. Zastosuj czasy *past simple*, *past continuous* i *past perfect*.**

1 _____ (you/see) an elephant before you _____ (go) on the safari?
2 The children _____ (not/make) any cakes at school today.
3 The students _____ (do) an exam yesterday.
4 The film _____ (finish) by the time we _____ (go) to the cinema.
5 What _____ (your parents/give) you for your birthday this year?
6 When we _____ (get) to the airport, we _____ (realize) we _____ (forget) our passports.
7 I _____ (eat) my breakfast when the phone _____ (ring).
8 My parents _____ (fly) to Warsaw this morning.

4 **Uzupełnij zdania właściwą formą wyrażenia *used to*.**

1 Did you _____ work hard at school?
2 I _____ like vegetables, but now I love them.
3 My sister _____ wear dresses. Now she prefers jeans.
4 Where did you _____ go on holiday when you were a child?
5 My parents _____ go out to restaurants, but now they prefer to eat at home.
6 The students _____ work hard, but now they study every day.
7 Did you _____ go to the seaside for holidays when you were a child?
8 Sue eats butter now, but she _____ eat margarine.

5 **Uzupełnij tekst właściwymi formami czasowników podanych w nawiasach. Zastosuj czasy *past simple*, *past continuous* i *past perfect*.**

When Anna read the email, she [1]_____ (frown). Peter's mother [2]_____ (invite) herself to stay. As soon as Peter got home from work that night, she [3]_____ (tell) him the news. 'We must remember to put out that awful vase she [4]_____ (buy) us before she gets here,' she added.

The day of the visit arrived. Anna [5]_____ (clean) the house. Unfortunately, when she [6]_____ (dust) the furniture, she [7]_____ (knock) over the vase. As soon as Anna [8]_____ (see) what she [9]_____ (do), she almost cried. She [10]_____ (pick) up the pieces, then she carefully [11]_____ (glue) them back together. Just as Anna [12]_____ (fill) the vase with flowers, Peter's mother arrived. She [13]_____ (look) at the vase and [14]_____ (say), 'Anna! Lovely to see you! But where did you get that vase? It's horrible! I thought you [15]_____ (have) better taste than that!'

6 **Przetłumacz fragmenty zdań w języku polskim na język angielski. Zastosuj czasy przeszłe.**

1 We (*jedliśmy*) _____ breakfast when the phone rang.
2 When I got home, I realized I (*zostawiłam*) _____ my bag on the bus.
3 When she knocked on the door, it (*otworzyły się*) _____ immediately.
4 I (*kiedyś nie piłem*) _____ coffee, but now I like it.
5 When we were in England, we (*jedliśmy*) _____ in restaurants every day.
6 While I was doing my homework, my brother (*rozmawiał*) _____ on the phone.
7 (*Czy spałaś*) _____ when I rang?
8 It (*nie padało*) _____ when I left home this morning.
9 My brother (*kiedyś wychodził*) _____ every night, but now he stays at home.
10 I (*nie oglądałem*) _____ the film last night because I'd seen it before.

Różnice w użyciu czasów *present perfect, present perfect continuous* i *past simple*

Present perfect, present perfect continuous, past simple

- Gdy informujemy o niedawnych wydarzeniach, stosujemy czas ***present perfect***. Gdy następnie opowiadamy o szczegółach tych wydarzeń, mówimy o nich w czasie ***past simple***, np.
  Ann has left her job at the bank. She didn't like her boss.
- Pozostałe różnice w użyciu tych czasów przedstawia poniższa tabela.

Czasy *perfect*	*Past simple*
Czasu ***present perfect*** używamy wtedy, gdy mówimy o doświadczeniach i czynnościach bez określania, kiedy miały miejsce. Często wykorzystujemy w zdaniach w tym czasie przysłówki ***ever***, ***never***, ***just***, ***yet*** i ***already***, ***once/twice***, np. *Have you ever been to Spain?* *I've never been to Spain.* *Carrie has stayed at the hotel twice.*	Czasu ***past simple*** używamy wtedy, gdy mówimy o czynnościach, które odbyły się w określonym momencie w przeszłości. W zdaniach w tym czasie często używamy ***ago***, ***last week/year***, ***in 2009***, ***yesterday***, ***when I was eight***, np. *John Lennon died in 1980.* *The plane landed at five o'clock.* W pytaniach z ***when*** również używamy *past simple*, np. *When did Lee go to Spain?* *Lee went to Spain last year.*
Czasów ***present perfect*** i ***present perfect continuous*** używamy wtedy, gdy mówimy o zakończonych lub niezakończonych czynnościach lub sytuacjach, których skutek jest widoczny w chwili obecnej. Często używamy tych czasów z określeniami ***since*** i ***for*** oraz ***how long***, np. *He's been waiting for us for two hours* (wciąż czeka). *I've written to John, so he knows everything.* *How long have you been studying English?*	Czasu ***past simple*** używamy wtedy, gdy mówimy o czynnościach lub sytuacjach, które zostały zakończone w przeszłości. *I lived in Germany from 2002 to 2006* (już tam nie mieszkam). *I had a cat two years ago* (już nie mam kota).

1 **Wybierz właściwe uzupełnienia zdań: a, b, c lub d.**

1 Have you _____ travelled around Europe?
a ever **b** never **c** already **d** yet

2 We've had our English teacher _____ the beginning of term.
a for **b** just **c** yet **d** since

3 Max hasn't been on holiday _____.
a since **b** ago **c** yet **d** never

4 I'm sorry. You can't speak to Jack. He's _____ gone out.
a since **b** just **c** yet **d** never

5 My sister met her boyfriend _____ summer.
a since **b** for **c** last **d** ago

6 I'm not hungry. I've _____ had a sandwich.
a yet **b** since **c** ever **d** already

2 **Uzupełnij dialog właściwymi formami czasowników podanych w nawiasach. Zastosuj czasy *past simple* i *present perfect*.**

Kate I [1]_____ (listen to) a very interesting lecture recently.

Jennifer Really? What [2]_____ (it/be) about?

Kate Professor Jenkins from Oxford University [3]_____ (talk) about an addiction to shopping. He [4]_____ (present) some unusual ways of fighting it and [5]_____ (give) a lot of practical advice.

Jennifer Professor Jenkins? I think I [6]_____ (hear) that name. [7]_____ (he/publish) anything?

Kate He [8]_____ (write) a few books about modern addictions and his latest book, *Don't Shop Until You Drop*, [9]_____ (be) published two years ago; it [10]_____ (be) quite popular ever since.

Jennifer Oh yes, I [11]_____ (read) it. But I [12]_____ (not find) it very practical. I [13]_____ (even try) a few of his tips but they [14]_____ (not work) for me. Would you believe that this week I [15]_____ (spend) over £100 on shoes?

Kate I think you [16]_____ (always be) a big spender.

Jennifer Me, too!

3 **Uzupełnij poniższy e-mail właściwymi formami czasowników podanych w nawiasach. Zastosuj czasy *past simple* i *present perfect*.**

Dear Alicia,

We [1]_____ (not hear) from you for a long time so I [2]_____ (decide) to write to you to find out if everything is OK with you. I hope you [3]_____ (enjoy) your stay in Brighton last month. How long ago [4]_____ (you/come) back? [5]_____ (you/meet) anybody interesting there?

Nothing [6]_____ (change) much round here since you [7]_____ (leave). The bad news is that I [8]_____ (fail) my driving test again! When I [9]_____ (approach) a junction, I [10]_____ (not notice) when the lights [11]_____ (turn) red and I [12]_____ (drive) on. The good news is that Piotr and Magda [13]_____ (just get) married. They [14]_____ (go) on their honeymoon to a Greek island last weekend.

Please write soon. Take care.

Kasia

Exercise 2
1 listened to
2 was it
3 was talking
4 presented
5 gave
6 have heard
7 Has he published
8 has written
9 was
10 has been
11 have read
12 didn't find
13 even tried
14 didn't work
15 spent
16 have always been

Exercise 3
1 haven't heard
2 decided
3 enjoyed
4 did you come
5 Did you meet
6 has changed
7 left
8 failed
9 was approaching
10 didn't notice
11 turned
12 drove
13 have just got
14 went

Gramatyka

Exercise 4

1 Josh ~~went to~~ **has been to** Cairo twice.
2 How long have you ~~been having~~ **had** this mobile phone?
3 Where are the children? They **have** just ~~went~~ **gone** outside.
4 When ~~has she bought~~ **did she buy** this house?
5 The police ~~didn't find~~ **haven't found** the stolen jewellery yet.
6 When Sam was a child he ~~has~~ lived with his aunt for a year.
7 Look! The dog ~~ate~~ **has eaten** your dinner!
8 Szymborska ~~has been~~ **was** Poland's first female writer to receive the Nobel Prize.
9 The modern art gallery ~~was~~ **has been** closed since last Monday.
10 I ~~knew~~ **have known** Mary for ages.

Exercise 6

1 have been, haven't lost
2 have spent
3 was, lived
4 have been solving, have solved
5 was
6 have you been doing
7 did you buy
8 have met
9 went, have returned

Exercise 7

1 arrived
2 have been exploring
3 have already been
4 visited
5 has been eating
6 have found
7 haven't tried
8 looked
9 Have you ever been
10 have never seen
11 didn't have
12 have you missed

Exercise 8

1 did
2 haven't eaten
3 haven't played
4 saw
5 haven't had
6 has been / has lived

4 **W każdym zdaniu znajdź jeden błąd gramatyczny dotyczący użycia czasów *present perfect*, *present perfect continuous* i *past simple* i go popraw.**

1 Josh went to Cairo twice.
2 How long have you been having this mobile phone?
3 Where are the children? They just went outside.
4 When has she bought this house?
5 The police didn't find the stolen jewellery yet.
6 When Sam was a child he has lived with his aunt for a year.
7 Look! The dog ate your dinner!
8 Szymborska has been Poland's first female writer to receive the Nobel Prize.
9 The modern art gallery was closed since last Monday.
10 I knew Mary for ages.

5 **Na podstawie pierwszego zdania ustal, czy drugie zdanie jest prawdziwe.**

1 Ruth went to Italy.
Ruth is in Italy now. Don't Know
2 Joe has gone to Japan.
Joe is in Japan now. Yes
3 Sarah has opened the door.
The door is now open. Yes
4 Bill opened the windows.
The windows are open now. Don't Know
5 It's been raining since three o'clock.
It is still raining. Yes
6 Peter put the TV on.
The TV is on now. Don't Know

6 **Uzupełnij zdania właściwymi formami czasowników podanych w nawiasach. Zastosuj czasy *present perfect*, *present perfect continuous* i *past simple*.**

1 I _____ (be) on a diet for three weeks now, but _____ (not lose) a pound yet.
2 They _____ (spend) their holidays in Tuscany three times.
3 When Tricia _____ (be) a student, she _____ (live) in a dormitory for almost a year.
4 We _____ (solve) crossword puzzles for two hours. So far we _____ (solve) five.
5 Robert _____ (be) last ill ages ago.
6 You look very tired. What _____ (you/do)?
7 The dress looks nice. Where _____ (you/buy) it?
8 Ania is one of the most interesting people I _____ (meet) in my life.
9 I first _____ (go) to London ten years ago and I _____ (return) several times since then.

7 **Uzupełnij e-mail właściwymi formami czasowników podanych w nawiasach. Zastosuj czasy *present perfect*, *present perfect continuous* i *past simple*.**

Hi Tom,
How are things? We [1]_____ (arrive) in New York last Saturday and we [2]_____ (explore) ever since. We [3]_____ (already/be) to Central Park, and this morning we [4]_____ (visit) the Statue of Liberty.
My brother's happy! He [5]_____ (eat) non-stop. You know how much he loves his food! We [6]_____ (find) so many interesting restaurants in New York, and so many different types of cuisines! I love Mexican and Chinese. We [7]_____ (not try) sushi yet, but that's next on our list.
This afternoon, we [8]_____ (look) round Times Square. [9]_____ (you/ever/be) there? It's amazing. I [10]_____ (never/see) so many great shops in one place. I wanted to go to Macy's, too, but we [11]_____ (not have) time today. Maybe we'll go tomorrow.
Anyway, [12]_____ (you/miss) me all this time? I can't wait to see you!
See you when I get back!
Love,
Tess

8 **Uzupełnij każde zdanie, tak aby zachować znaczenie zdania wyjściowego.**

1 We've already done a maths test today.
We _____ it earlier today.
2 I last ate meat three years ago.
I _____ meat for three years.
3 It's a long time since I've played football.
I _____ football for a long time.
4 I've just seen Tara.
I _____ Tara a few minutes ago.
5 I didn't have breakfast when I got up.
I _____ breakfast yet.
6 He moved to Warsaw years ago.
He _____ in Warsaw for years.

Rzeczowniki policzalne i niepoliczalne; wyrażenia określające ilość

Rzeczowniki policzalne i niepoliczalne

- Rzeczowniki policzalne występują zarówno w liczbie pojedynczej, jak i mnogiej, np.
  a bag – two bags
- Rzeczowniki niepoliczalne występują tylko w liczbie pojedynczej i używamy ich bez rodzajnika *a/an*, np.
  You can only pay in cash in this shop.
  Can I have some water, please?
- Niektóre rzeczowniki mogą być zarówno policzalne, jak i niepoliczalne, ale ich znaczenie ulega wtedy zmianie, np.
  I'll have a tea, please (jedną filiżankę herbaty).
  I don't like tea (herbaty jako napoju).
  We need some paper to write on (papieru).
  Please get me the morning paper (gazetę).
- Niektóre rzeczowniki są zawsze niepoliczalne i występują tylko w liczbie pojedynczej, np.
  furniture, ***news***, ***advice***, ***information***, ***luggage***, ***money***
  The furniture in my room is blue. (Meble w moim pokoju są niebieskie).
  I've stopped reading the papers. The news is always bad. (Przestałam czytać gazety. Wiadomości są zawsze złe).
  Money doesn't bring happiness. (Pieniądze nie dają szczęścia).
- ***Some*** i ***any*** używamy z rzeczownikami policzalnymi w liczbie mnogiej i z rzeczownikami niepoliczalnymi.
- ***Some*** (jakiś, trochę) używamy w zdaniach twierdzących.
- ***Any*** (żaden, jakiś) używamy w zdaniach przeczących i w pytaniach.
- ***A*** i ***an*** używamy z rzeczownikami policzalnymi w liczbie pojedynczej.

Wyrażenia określające liczbę/ilość

- Do określenia liczby przed rzeczownikami policzalnymi wykorzystujemy następujące wyrażenia: ***many***, ***a lot of*** (wiele, dużo), ***a few*** (kilka, parę) lub ***few*** (niewiele, mało), np.
  There aren't many people in the shop today.
  A lot of people only buy sale items.
  There were only a few banks open until 6 p.m.
  Few people I know can speak Russian.
- Przed rzeczownikami niepoliczalnymi stawiamy: ***a lot of***, ***much*** (dużo, wiele), ***a little*** (trochę) lub ***little*** (mało), np.
  How much money did you spend?
  She spent a lot of time trying on clothes.
  They only need a little water.
  We have little time.
- Wyrażenie *a lot of* stosujemy zwykle w zdaniach twierdzących, a określenia ***many*** i ***much*** – w pytaniach i przeczeniach, np.
  Susan has bought a lot of winter clothes.
  You can't buy many good books here.

Whole, all

- Wyraz ***whole*** (cały/cała) stosujemy przed rzeczownikiem w liczbie pojedynczej, a ***all*** (wszyscy, wszystkie) – przed rzeczownikami w liczbie mnogiej i rzeczownikami niepoliczalnymi, np.
  I drank a whole bottle of juice.
  Susan spends all her money on clothes.
  All the shops are closed today.

1 **Uzupełnij zdania. Wykorzystaj określnik *some* lub *any*.**

1 I haven't got ___any___ time to spare.
2 Can I get you ___some___ orange juice?
3 Have you met ___any___ interesting people at the party?
4 When we reached the top of the mountain, we felt we didn't have ___any___ energy left.
5 I can't find ___any___ skimmed milk in the fridge, but I can see we have ___some___ full-fat milk.
6 Would you like ___some___ cheesecake?
7 If you have ___any___ questions, please ask them now.
8 I have bought ___some___ detective stories to read on my holidays.

2 **Uzupełnij dialogi określnikami *some*, *a/an* lub –.**

1 **Pete** Can I have ___some___ water, please?
Diane Yes, of course. Can you get ___a___ glass from the cupboard?
2 **Tony** Would you like ___a___ cup of tea?
Andy No, thank you. I'd prefer ___some___ coffee.
3 **Amy** Do you have ___any___ sugar in your coffee?
Pippa No thanks, but I'd like ___some___ milk, please.
4 **Mike** Would you like ___some___ pasta for lunch?
Sandra That sounds good. I'll make ___some___ garlic bread.
5 **Janet** Can you get ___a___ loaf of bread on the way home?
Neil Sure. I'll get ___some___ butter, too.

3 **W każdym zdaniu wskaż właściwy wyraz.**

1 Give me (*a little*) / *a few* time.
2 I feel sick. I think I've eaten *too many* / (*too much*).
3 Hardly (*any*) / *some* of my friends know that I used to believe in ghosts.
4 Sonia's got a lot of friends, but only (*a few*) / *few* good ones.
5 Do you have (*much*) / *many* free time on weekdays?
6 She has put forward (*a lot of*) / *much* good ideas in her proposal.
7 There's still (*a lot of*) / *little* work to do.
8 Could you lend me *any* / (*some*) money till tomorrow?

Gramatyka

4 **Wskaż zdania poprawne i popraw błędne.**

1 Do you spend a lot of money on clothes? Yes, I do. Many.
2 I only bought a little eggs. We still have some in the fridge.
3 How many pairs of trousers have you got?
4 Do you save much? No, very little.
5 The whole students were tired after a long day in the shopping centre.
6 We need a little tomatoes for this meal.
7 I haven't bought many records this year.
8 A lot of children use computers at school.
9 How many sugar do you want in your tea?
10 Would you give me a few water, please?

5 **Uzupełnij zdania w języku angielskim zgodnie z poleceniami.**

1 Poproś o papier do drukarki.
Can I have _____ for my printer?
2 Poproś koleżankę o radę.
Can you give me _____?
3 Zamów kawę z mlekiem.
I'd like _____ with _____.
4 Zaproponuj kupno kurczaka na dzisiejszy obiad.
Let's buy _____ for dinner tonight.
5 Poinformuj, że nie jadasz ryb.
I never eat _____.
6 Zaproponuj koledze czekoladkę z karmelem.
Would you like _____ with caramel?
7 Powiedz, że te meble ci się nie podobają.
I don't like _____.
8 Zapytaj, czy zupy błyskawiczne są dziś w specjalnej cenie.
_____ the instant _____ on offer today?
9 Powiedz fryzjerce, że twoje włosy są za długie, i poproś o ich ścięcie.
My _____ too long. Can you cut _____?
10 Zapytaj, czy pieniądze na twoim koncie są opodatkowane.
I'd like to know if _____ in my account _____ taxed.

6 **W poniższym dialogu wskaż właściwe formy.**

Jess There isn't [1] *many* / *much* / *little* milk left. Can you buy some?
Seth I suppose so. But I don't really want to go shopping today. I went yesterday and the [2] *all* / *lot* / *whole* place was full of crazy people looking for bargains.
Jess Oh, come on! It's not that bad in the supermarket. Anyway, it's late. There aren't [3] *much* / *all* / *many* people there at this time of day.
Seth All right. Do we need anything else?
Jess Yeah, let's see … . Well, we've got [4] *a little* / *a few* / *a lot of* vinegar, but we've only got [5] *a little* / *a few* / *a lot of* olive oil. We're having salad tonight, so we really need some more.
Seth Anything else?
Jess Yeah, biscuits. We've got [6] *a little* / *a few* / *a lot of* left, but not [7] *all* / *many* / *whole*. I think that's [8] *whole* / *little* / *all* we need.
Seth OK, but I haven't got [9] *many* / *a lot* / *much* money.
Jess Well, you can go to the bank.
Seth The banks are [10] *all* / *whole* / *few* closed at this time, aren't they?
Jess All right, use your credit card, then. Hurry up or the supermarket will close!
Seth OK. I'm going.

7 **Przetłumacz fragmenty zdań w języku polskim na język angielski.**

1 I don't know (*żadnego kucharza*) _____ who can cook better than my mum.
2 There's (*mało*) _____ the government has done to help the unemployed.
3 I don't need (*żadnej pomocy*) _____.
4 (*Mało dzieci*) _____ came to the party, but they all had a good time.
5 We need (*kilka godzin*) _____ and (*dużo*) _____ patience to clean the whole house.
6 We bought (*nowe meble*) _____ for the study.
7 My (*cała*) _____ class is doing a survey on shopping habits.
8 Department stores offer their customers (*dużo*) _____ high-quality goods from different companies.

Exercise 4
1 Do you spend a lot of money on clothes? Yes, I do. ~~Many.~~ **A lot.**
2 I only bought a ~~little~~ **few** eggs. We still have some in the fridge.
3 ✓
4 ✓
5 ~~The whole~~ **All the** students were tired after a long day in the shopping centre.
6 We need ~~a little~~ **a few** tomatoes for this meal.
7 ✓
8 ✓
9 How ~~many~~ **much** sugar do you want in your tea?
10 Would you give me ~~a few~~ **some** water, please?

Exercise 5
1 some paper
2 a piece of advice / some advice
3 a cup of coffee, (some) milk
4 a/some chicken
5 fish
6 a piece of chocolate
7 this furniture
8 Are, soups
9 hair is, it
10 money, is

Exercise 7
1 any chef
2 little
3 any help
4 Few children
5 a few hours, a lot of
6 some new furniture
7 whole
8 many

Czasy przyszłe

Konstrukcja *be going to*

Be going to używamy:

- kiedy mówimy o powziętych planach na przyszłość, np.
  My parents are going to travel all over the world.
- kiedy coś przewidujemy, szczególnie gdy przewidywania dotyczą tego, co widzimy, np.
  Look at that driver. She's going to crash!

Will

Will używamy:

- kiedy podejmujemy decyzję w chwili mówienia, np.
  I'm bored. I think I'll go to the cinema.
- kiedy coś przewidujemy, szczególnie gdy przewidywania dotyczą naszych przemyśleń lub przekonań, np.
  One day there won't be any shops. People will only buy things on the Internet.
- kiedy coś obiecujemy lub o czymś zapewniamy, np.
  I promise I'll be there.

Present continuous

- Czasu ***present continuous*** używamy również do opisywania przyszłości. Stosujemy ten czas, gdy mówimy o zaplanowanych czynnościach, np.
  We're going on holiday to Italy next Monday.

Present simple

- ***Present simple*** stosujemy, gdy mówimy o wydarzeniach, które odbywają się zgodnie z rozkładem, planem, np.
  Our plane leaves at 7 p.m. so I'd like to be at the airport at 5.30 p.m.

Future continuous

Twierdzenia i przeczenia		
I You He/She/It We You They	will be won't be	playing football at 12.30.

Pytania i krótkie odpowiedzi			
Will	I you he/she/it we you they	be playing football at 12.30?	Yes, I/you/she/she/it/ we/you/they will. No, I/you/she/she/it/ we/you/they won't.

- Czasu ***future continuous*** używamy, kiedy mówimy o czynnościach, które w określonym momencie w przyszłości będą już trwały od pewnego czasu, np.
  This time next month I will be sitting on a beach.
- Czasu ***future continuous*** używamy również, gdy chcemy o coś uprzejmie zapytać, np.
  Will you be going anywhere near a chemist's this morning?

1 **W każdym zdaniu wskaż właściwą formę czasownika.**

1 The children *go* / *are going* to the museum later.
2 The play *doesn't end* / *isn't ending* until 10 p.m. on Friday nights.
3 He *sees* / *is seeing* his girlfriend this evening.
4 What time *does the bus arrive* / *is the bus arriving*?
5 The bus *leaves* / *is leaving* at 10 a.m. every day.
6 Where *do you meet* / *are you meeting* Ben tomorrow?
7 We *have* / *are having* a history lesson every Thursday.
8 My sister *doesn't go* / *isn't going* shopping later.

2 **Uzupełnij zdania właściwymi formami czasowników podanych w nawiasach. Zastosuj konstrukcję *be going to* lub *will*.**

1 What do you think the weather _____ (be) like today?
2 It's raining hard. They _____ (not/play) football today.
3 One day, people _____ (not travel) by plane any more.
4 _____ (go) on holiday this year?
5 My teacher _____ (look) for a job in London next year.
6 I like animals and I'm good at science and so I _____ (study) to be a vet.
7 I'm tired. I think _____ (go) to bed.
8 I _____ (not buy) that pizza. It doesn't look very nice.

3 **W każdym zdaniu zakreśl właściwą formę czasownika. Czasem obie formy będą poprawne.**

1 We *'ll go* / *'re going to go* on a cruise next week. I can't wait.
2 I'm really sorry you didn't like the room. I promise I *'ll give* / *'m giving* you a discount next time.
3 What *are you going to take* / *are you taking* with you on the excursion tomorrow?
4 Those suitcases look very heavy. I *'ll help* / *'m going to help* you carry them up to the room.
5 What time *does* / *will* the train arrive in Leeds?
6 I think I *go* / *will go* by train.
7 When *are you seeing* / *are you going to see* Janet?
8 In 2030, people *will drive* / *are going to drive* only hybrid cars.

Exercise 2
1 will be
2 won't play
3 won't travel
4 Are you going
5 is/'s going to look
6 am/'m going to study
7 I will go
8 won't buy

Gramatyka

Exercise 4
1 'll do
2 will live
3 am/'m going to travel
4 won't tell
5 is/'s going to hit
6 is/'s visiting
7 won't be
8 'll go
9 'm getting
10 am/'m meeting

Exercise 5
1 Hurry up! The film ~~is starting~~ **starts** at 7.30.
2 Maya ~~meets~~ **is going to meet / is meeting** her boyfriend at eight o'clock tonight outside the cinema.
3 Look at that boy on the bike! He ~~crashes~~ **'s going to crash** into that tree in a minute.
4 This time next week I ~~do~~ **'ll be doing** an exam.
5 My sister ~~will go~~ **is going to** university in London. She already has a place.
6 I'll ~~be sending~~ **send** you a postcard when I get to New York.
7 Oh look, we've run out of milk. ~~I'm going to go~~ **'ll go** to the shop to get some.
8 Don't phone me after ten o'clock tonight. I ~~sleep~~ **'ll be sleeping**.
9 Sit down. I ~~am making~~ **will make** you a cup of coffee.
10 What ~~will~~ **are** you **going to** do on Saturday?

Exercise 6
1 leaves
2 will/'ll come
3 am/'m meeting
4 will/'ll be sitting
5 will/'ll be taking off / are/'re going to take off
6 is/'s going to visit
7 will/'ll phone
8 will/'ll be playing

Exercise 7
1 am/'m going
2 am/'m meeting
3 am/'m visiting
4 am/'m not doing
5 will/'ll ask
6 Are you going to drive
7 am/'m getting
8 leaves
9 will/'ll meet
10 is/'s going to be

4 **Uzupełnij zdania właściwymi formami czasowników podanych w nawiasach.**

1 'When are you going to book the flight?'
'I haven't thought about it yet. I think I _____ (do) it tomorrow.'
2 One day, people _____ (live) on Mars.
3 'Do you know where you'd like to go next summer?'
'Yes, I _____ (travel) across Europe for two months.'
4 You can tell me who you went on your cycling trip with. I promise I _____ (not tell) anybody.
5 Look at Mr Black driving his car – he _____ (hit) that wall!
6 Our class _____ (visit) the Natural History Museum on Tuesday morning. We're really excited about the trip.
7 I'm sure my new driving instructor _____ (not be) as absent-minded as the last one I had.
8 'Could someone go and confirm the dates for the school trip to Warsaw?'
'OK. I _____ (go).'
9 I keep sneezing. I _____ (get) a bad cold.
10 I can't go out on Tuesday because I _____ (meet) Tim at the airport.

5 **W każdym zdaniu znajdź jeden błąd gramatyczny i go popraw.**

1 Hurry up! The film is starting at 7.30.
2 Maya meets her boyfriend at eight o'clock tonight outside the cinema.
3 Look at that boy on the bike! He crashes into that tree in a minute.
4 This time next week I do an exam.
5 My sister will go to university in London. She already has a place.
6 I'll be sending you a postcard when I get to New York.
7 Oh look, we've run out of milk. I'm going to go to the shop to get some.
8 Don't phone me after ten o'clock tonight. I sleep.
9 Sit down. I am making you a cup of coffee.
10 What will you do on Saturday?

6 **Uzupełnij dialogi właściwymi formami czasowników podanych w nawiasach.**

1 **Alison** Where are you going?
Jenny To the station. My train _____ (leave) at six o'clock.
2 **Dan** I'm going shopping in a minute.
Lee Are you? I _____ (come) with you!
3 **Katie** Do you fancy coming round to my house this afternoon?
Suzie Sorry, I can't. I _____ (meet) a friend.
4 **Brad** Are you looking forward to your holiday?
Danny Yes! Just think, this time next week, I _____ (sit) on the beach in the sun.
5 **Katie** Listen to the engine!
Al We _____ (take off) any minute.
6 **Jo** What are Jack's plans for the summer?
John He _____ (visit) his uncle in Canada.
7 **Matt** Have a good journey!
Claire Thanks. I _____ (phone) you when I get there.
8 **Gill** What do you think you'll be doing in five years' time?
Simon I think I _____ (play) the guitar in a rock band. I'll be famous all over the world.

7 **Przetłumacz fragmenty zdań w języku polskim na język angielski.**

Tom What are your plans for the weekend?
Jess I [1] (*idę*) _____ to the cinema tonight. Do you want to come?
Tom I can't. I [2] (*spotykam się*) _____ some friends after school. What about tomorrow?
Jess I [3] (*odwiedzam*) _____ my sister. She lives in Brighton.
Tom That sounds good! Can I come? I [4] (*nie robię*) _____ anything this weekend.
Jess Why not? I [5] (*zapytam*) _____ my sister.
Tom Thanks! [6] (*Czy jedziesz autem*) _____?
Jess No, I [7] (*jadę*) _____ the train. It [8] (wyjeżdża) _____ at eight o'clock.
Tom Great! I [9] (*zobaczę*) _____ you at the station if your sister says yes!
Jess OK. It [10] (*będzie*) _____ really sunny this weekend, so bring your sunglasses!

Przyimki

Przyimki miejsca

- **In:** *a classroom, the gym, the picture, the book, bed, the city, the centre, the playground, Poland, the fridge*
- **At:** *school/university, the party, the front, the back, 10 Downing Street, the bus stop, the cinema, the station*
- **On:** *the floor, the map, the right/left, the table*

Przyimki czasu

- **In:** *2011, November, winter, the morning, two years' time, three minutes' time*
- **On:** *Monday, Tuesday morning, Teachers' Day, 6 May*
- **At:** *eleven o'clock, lunch break, the moment, this/that time, the weekend*

Nie stosujemy przyimka w wyrażeniach: *this week, last September, next Saturday*

1 Uzupełnij zdania właściwymi przyimkami czasu.

1 I often watch TV ___in___ the evening.
2 We often go swimming ___on___ Tuesdays.
3 I never do my homework ___in___ the morning.
4 We sometimes have lunch ___at___ midday.
5 I usually see my friends ___at___ the weekend.
6 My brother plays football ___on___ Saturday mornings.

2 Uzupełnij zdania właściwymi przyimkami. Wykorzystaj przyimki *at*, *in* lub *on*. Tam, gdzie przyimek nie jest potrzebny, wpisz znak –.

1 I'd like to study law ___at___ university.
2 We have to hand in our work to the teacher ___–___ next Monday.
3 Hurry! The lesson starts ___in___ five minutes.
4 My school is on 11 Szeroka Street, right ___in___ the city centre.
5 What are you doing ___on___ Christmas Day?
6 There's a garden ___at___ the front of the house.
7 ___in___ fifty years' time, traditional notebooks will be a thing of the past.
8 Some students cannot concentrate when sitting ___at___ their desks.
9 Let's meet ___at___ the front of the school building.
10 We're having a school party ___on___ Saturday night.

Konstrukcje czasownikowe

Czasownika z końcówką *-ing* (tzw. *gerund*) używamy zwykle:

- po przyimkach (*in*, *on*, *at*, *to* itd.) i spójnikach (*after*, *before* itd.), np.
  I'm thinking of going to the gym.
  How about watching football on TV?
- jako podmiotu w zdaniu, np.
  Swimming is good for you.
- po niektórych czasownikach, takich jak: *admit, avoid, can't help, consider, deny, dislike, don't mind, enjoy, fancy, feel like, finish, give up, hate, imagine, involve, keep, like, love, miss, practise, prefer, risk, spend time, suggest*, np.
  I love skiing in the Tatras.
  I prefer jogging to cycling.
- po niektórych zwrotach, takich jak: *it's no good, it's not worth*, np.
  It's not worth worrying about it now.

Bezokolicznika (*infinitive*) używamy zwykle:

- po przymiotnikach, np.
  I find it difficult to get up early.
- gdy określamy cel, np.
  She goes to aerobic classes to lose weight (żeby schudnąć).
- po niektórych czasownikach, takich jak: *agree, arrange, decide, expect, fail, help, hope, learn, manage, mean, need, offer, plan, prepare, pretend, promise, refuse, seem, want, wish, would like, would prefer*, np.
  I want to try a new sport.
- w konstrukcjach typu czasownik + dopełnienie + *to* + bezokolicznik, np.
  My teacher advised me to do more grammar exercises.

Konstrukcje z imiesłowem i bezokolicznikiem

- Niektóre czasowniki zmieniają znaczenie w zależności od tego, czy czasownik, który po nich występuje, jest w bezokoliczniku czy ma końcówkę *-ing*, np.
  forget to do sth – zapomnieć, żeby coś zrobić
  forget doing sth – zapomnieć, że się coś robiło
  remember to do sth – pamiętać, aby coś zrobić
  remember doing sth – pamiętać, że się coś robiło
  stop to do sth – zatrzymać się, żeby coś zrobić
  stop doing sth – przestać coś robić
  try to do sth – próbować, starać się coś zrobić
  try doing sth – wypróbować (różne możliwości)

Uwaga!

- Po czasownikach modalnych (*can*, *may*, *must*, *should* itp.) oraz czasownikach *make* i *let* stosujemy bezokolicznik bez *to*, np.
  You shouldn't watch so much TV.
  Please don't make me do it again.

1 W każdym zdaniu wskaż właściwą formę czasownika.

1 I'm good at *to play* / *playing* sports such as football and basketball.
2 My sister's looking forward to *start* / *starting* her new dance class.
3 I enjoy *to walk* / *walking* in the countryside.
4 My brother can't afford *to take* / *taking* up any new hobbies.
5 I often imagine *to be* / *being* an Olympic athlete.
6 It's silly *to make* / *making* such a fuss about changing the timetable.
7 I'm doing extra English classes *to pass* / *passing* the exam.

Gramatyka

Exercise 3
Zadanie otwarte.

Exercise 4
1 ✓
2 ~~To do~~ **Doing** extreme sports is a great way to keep fit.
3 Our English teacher makes us ~~to work~~ **work** really hard. She gives us tests every week.
4 ✓
5 Simon promised ~~being~~ **to be** on time for the class.
6 ✓
7 I have joined the gym ~~keeping~~ **to keep** fit.
8 ✓
9 I haven't managed ~~doing~~ **to do** my homework yet.

Exercise 6
1 to do
2 to buy
3 taking care of / looking after
4 going
5 seeing
6 being
7 go
8 to like
9 buying
10 to like

2 Przetłumacz fragmenty zdań w języku polskim na język angielski.

1 Tom's favourite hobby is (*oglądanie*) watching sport on TV.
2 I hate (*chodzić*) going to the gym. It's so boring!
3 Carla says she'd prefer (*zostać*) to stay in than go out tonight.
4 When David was a boy he dreamed of (*zostaniu*) becoming a film star.
5 I'm hoping (*zobaczyć*) to see Radwańska play in the finals.
6 Would you mind (*powiedzieć*) telling the teacher that I will not be coming to the class?
7 My dad's kind. He sometimes (*pozwala*) lets me borrow his laptop.

3 Napisz zdania w języku angielskim zgodnie z poleceniami. Użyj czasowników zapisanych dużymi literami.

1 Powiedz, jaką umiejętność (np. czytanie) musisz jeszcze poćwiczyć. **PRACTISE**
2 Powiedz, co chciałbyś/chciałabyś robić dziś wieczorem. **WOULD LIKE**
3 Powiedz, za czym tęsknisz. **MISS**
4 Obiecaj, że coś zrobisz. **PROMISE**
5 Powiedz, co udało ci się zrobić w zeszłym miesiącu. **MANAGE**

4 Wskaż zdania poprawne i popraw błędne.

1 My brother wants to be a rock star.
2 To do extreme sports is a great way to keep fit.
3 Our English teacher makes us to work really hard. She gives us tests every week.
4 It's important to learn about different cultures.
5 Simon promised being on time for the class.
6 I can't wait to go out this evening.
7 I've joined the gym keeping fit.
8 My friends are mad about playing music.
9 I haven't managed doing my homework yet.

5 Uzupełnij zdania właściwymi formami czasowników podanych w nawiasach.

1 a I remember meeting (meet) my best friend all those years ago.
b Can you remember to buy (buy) some milk?
2 a I'll never forget losing (lose) my passport in Athens.
b Don't forget to lock (lock) the door.
3 a Please try to finish (finish) your homework by tomorrow.
b Try doing (do) a new sport. You might enjoy it!
4 a Hurry home! Don't stop to go (go) to the shops!
b We stopped doing (do) karate because we weren't very good.

6 Przetłumacz fragmenty zdań w języku polskim na język angielski. Użyj formy bezokolicznika lub imiesłowu.

My sister, Anna, wanted [1] (*zrobić*) _____ something different, so she decided [2] (*kupić*) _____ a new pet. She looked around the pet shop and chose a stick insect. Stick insects aren't very exciting pets, but Anna is mad about [3] (*opiekować się*) _____ any type of animal or insect, so she's very happy with it. She called it Ben. Anna has had quite a few unusual pets in the past. I always remember [4] (*jak wchodziłem*) _____ into the living room one day and [5] (*widziałem*) _____ a huge snake in a cage. The snake's name was Lily and she was orange. In those days, I couldn't stand [6] (*być*) _____ close to any type of reptile and so I refused to [7] (*wchodzenia*) _____ into the living room for about a month. Then I got used to Lily and gradually I started [8] (*lubić*) _____ her. These days, Anna has three snakes, two lizards and a tortoise, as well as Ben the stick insect. The other day she said she was thinking of [9] (*kupnie*) _____ a tarantula. I can't promise [10] (*że będę lubił*) _____ a tarantula, but I suppose I'll try.

So i *such; in order to; so as to*

- Spójników ***so … that*** i ***such (a) … that*** używamy, aby określić rezultat jakiejś sytuacji.
- Spójnik ***so*** stosujemy przed przymiotnikiem lub przysłówkiem, np.
  It was so hot that I couldn't study.
  The test was so difficult that everyone failed.
- Spójnik ***such a*** stosujemy przed przymiotnikiem i następującym po nim rzeczownikiem w liczbie pojedynczej, np.
  It was such a nice day that I went for a long walk.
- Spójnik ***such*** stosujemy, jeśli rzeczownik następujący po przymiotniku jest w liczbie mnogiej lub jest niepoliczalny, np.
  Our teacher gives us such difficult tests that most people fail.
- Spójniki ***in order (not) to***, ***so as (not) to***, ***to***, ***so that*** stosujemy wtedy, gdy określamy cel, np.
  I recycle bottles in order to help the environment (aby ochronić środowisko).
  She took an umbrella so as not to get wet in the rain (aby nie zmoknąć).

1 Połącz poniższe zdania pojedyncze w zdania złożone. Wykorzystaj spójniki *in order to* lub *so as (not) to*.

1 I'm taking extra lessons. I must prepare for my Matura exams in May.
_____
2 Mary bought an alarm clock. She didn't want to be late for work.
_____
3 Becky doesn't eat just before exercising. She wants to avoid feeling sick.
_____
4 I'm going on a beach holiday in Spain. I need to relax.
_____
5 He left the office earlier than usual today. He didn't want to miss his dental appointment.
_____
6 I phoned Julia. I didn't want to see her in person.
_____

2 Uzupełnij zdania. Wykorzystaj spójniki *so*, *such* lub *such a*.

1 I felt ___so___ tired that I went to bed at 10 p.m.
2 We had ___such a___ good time that we didn't want to leave the party.
3 Our neighbours have ___such___ noisy dogs that we can't sleep at night.
4 The essay was ___so___ badly written that she had to write a new one.
5 We had ___so___ little time that we decided to take a taxi.
6 I haven't played volleyball for ___so___ long that I can't remember how to do it.
7 There was ___such___ big interest in his talk that they had to move it to a larger room.
8 It was ___such a___ hot night that I could hardly get any sleep.

3 Uzupełnij każde zdanie, tak aby zachować znaczenie zdania wyjściowego. Użyj podanych wyrazów w niezmienionej formie.

1 People were surprised because the girl was such a good dancer. **SO**
The girl danced _____ that people were surprised.
2 The film was so boring that I left the cinema. **SUCH**
It was _____ that I left the cinema.
3 She wears such unusual clothes that people stare at her. **SO**
She dresses _____ that people stare at her.
4 I ordered the books online to pay less. **NOT**
I ordered the books online _____ pay much.
5 You must work harder if you want to succeed. **ORDER**
You must work harder _____ succeed.
6 Josh joined a sports club to get fitter. **AS**
Josh joined a sports club _____ get fitter.

Strona bierna; konstrukcja *have something done*

Strony biernej używamy, kiedy:

- bardziej interesuje nas sama czynność niż jej wykonawca;
- nie wiemy, kto wykonuje czynność lub jej wykonawca jest jasno określony przez kontekst. Stronę bierną tworzymy za pomocą formy czasownika *be* w różnych czasach i imiesłowu biernego (*past participle*).

present simple	→	*The engine is built.*
present continuous	→	*The engine is being built.*
present perfect	→	*The engine has been built.*
past simple	→	*The engine was built.*
past continuous	→	*The engine was being built.*
past perfect	→	*The engine had been built.*
future simple	→	*The engine will be built.*
konstrukcja *going to*	→	*The engine is going to be built.*
czasowniki modalne	→	*The engine must be built.*

- Wykonawca czynności jest najczęściej pomijany, szczególnie wtedy, gdy jest wyrażony zaimkiem, np. *I, he, she, somebody, they.*
- Jeśli chcemy powiedzieć, kto wykonał czynność, używamy słowa ***by***, np.
  The radio was invented by Marconi.
- Jeśli czasownik ma dwa dopełnienia (np. *ask*, *give*, *offer*, *send*), możliwe są dwa warianty tworzenia strony biernej, np.
  She sent me a present for Christmas.
  a I was sent a present for Christmas.
  b A present was sent to me for Christmas.
- Strony biernej używamy także w języku oficjalnym w konstrukcjach bezosobowych typu: ***It is said/believed/thought that*** … (Sądzi się, wierzy się, myśli się, że…), np.
  It is believed that children are better at using computers than adults.
  Children are believed to be better at using computers than adults.

Exercise 1
1 I'm taking extra lessons in order to prepare for my Matura exams in May.
2 Mary bought an alarm clock so as not to be late for work.
3 Becky doesn't eat just before exercising so as to avoid feeling sick.
4 I'm going on a beach holiday in Spain in order to relax.
5 He left the office earlier today so as not to miss his dental appointment.
6 I phoned Julia so as not to see her in person.

Exercise 3
1 so well
2 such a boring film
3 so unusually
4 so as not to
5 in order to
6 so as to

Gramatyka

Have something done

Konstrukcji *have* + rzeczownik + *past participle* używamy, kiedy chcemy powiedzieć, że ktoś dla nas coś zrobił. *Have* możemy użyć w różnych czasach, np.
We had a new sofa delivered yesterday.
I'm going to have my hair cut tomorrow.

1 Uzupełnij zdania właściwą formą czasownika. Wybierz odpowiedź a, b lub c.

1 Chinese _____ by millions of people today.
(a) is spoken c was spoken
b will be spoken

2 The first mobile phones _____ in the USA.
a are produced c will be produced
(b) were produced

3 The Internet _____ until the 1990s.
a isn't created c won't be created
(b) wasn't created

4 One day, a cure for all illnesses _____ by scientists.
a is discovered (c) will be discovered
b was discovered

5 *The Scream* _____ by Edvard Munch in 1893.
a is painted c will be painted
(b) was painted

6 In the future, petrol cars _____ any more.
a aren't made (c) won't be made
b weren't made

2 Uzupełnij każde zdanie, tak aby zachować znaczenie zdania wyjściowego.

1 People all over the world drive cars.
Cars _____.

2 Thomas Edison invented the light bulb.
The light bulb _____.

3 They are designing a new model of TV receiver.
A new model _____.

4 They are interviewing Jane for the job right now.
Jane _____.

5 He found that somebody had stolen his MP3 player.
He found that _____.

6 The police have just found the missing digital camera.
The missing _____.

7 They must do something with this washing machine.
Something _____.

8 They will tell you how long the delivery takes.
You _____.

9 Experts believe that the engine was destroyed by the fire.
It _____.

10 People think that scientists know all the answers.
Scientists _____.

11 They gave all employees new mobile phones.
All employees _____.

12 Has anybody solved this problem yet?
Has _____?

3 Uzupełnij tekst właściwymi formami czasowników podanych w nawiasach.

A driver [1]_____ (fine) for using a hand-held mobile phone while driving.

Suzanna Smith, 24, [2]_____ (stop) by police officers on the M1 a month ago when she was driving to her office in the morning. She said she was running late and it was a call from her boss. She was afraid she would [3]_____ (fire) if she didn't take it.

It was not the first time that Smith [4]_____ (catch) by the police. Two months before she [5]_____ (stop) for careless and dangerous driving. 'I am very sorry I have broken the law twice,' she says. 'At least I [6]_____ (not be) laid off.'

Every month, hundreds of drivers [7]_____ (stop) by the police for making phone calls while driving. That is why the authorities are considering changes in the law to solve this problem. However, no decision [8]_____ (make) yet.

4 Uzupełnij zdania właściwymi formami czasowników z nawiasów. Użyj strony czynnej lub biernej.

1 They _____ (sell) mobile phones in my local supermarket.
2 Hundreds of films _____ (make) in Mumbai over the years.
3 I'm sure scientists _____ (send) astronauts to Mars one day.
4 A new art gallery _____ (build) in the centre of the city right now.
5 My sister _____ (offer) a new job last week.
6 My brother _____ (make) lunch when I got home.
7 By the time I got to the cinema, the film _____ already _____ (start).
8 New computers _____ (install) at our school next month.

5 Uzupełnij każde zdanie, tak aby zachować znaczenie zdania wyjściowego. Użyj *by* tylko w tych zdaniach, w których jest to konieczne.

1 They grow tea in India and China.
Tea _____.

2 The hairdresser is going to dye my hair tomorrow.
I _____.

3 They made my leather handbag in Italy.
My _____.

4 They are opening more and more fast-food restaurants every day.
More _____.

Exercise 2
1 are driven all over the world
2 was invented by Thomas Edison
3 of TV receiver is being designed
4 is being interviewed for a/the job right now
5 his MP3 player had been stolen
6 digital camera has just been found by the police
7 must be done with this washing machine
8 will be told how long the delivery takes
9 is believed that the engine was destroyed by the fire
10 are thought to know all the answers
11 were given new mobile phones
12 this problem been solved yet

Exercise 3
1 has been fined
2 was stopped
3 be fired
4 had been caught
5 was stopped
6 have/'ve not been / haven't been
7 are stopped
8 has been made

Exercise 4
1 sell
2 have been made
3 will send
4 is being built
5 was offered
6 made
7 had (already) started
8 will be installed / are going to be installed

Exercise 5
1 is grown in India and China
2 am/'m going to have my hair dyed tomorrow
3 leather handbag was made in Italy
4 and more fast-food restaurants are opened every day
5 are/'re having some trees planted in our garden at the moment
6 is said that the rise of the Internet has changed our way of life
7 can't be ignored
8 man's car was damaged (by vandals)
9 computers were being fixed when we arrived
10 new hospital is going to be built in our town next year
11 will never be forgotten
12 is said to be getting worse

5 They're planting some trees in our garden at the moment.
We _____.
6 People say that the rise of the Internet has changed our way of life.
It _____.
7 You can't ignore technology.
Technology _____.
8 Vandals had damaged the man's car.
The _____.
9 An engineer was fixing the computers when we arrived.
The _____.
10 They're going to build a new hospital in our town next year.
A _____.
11 People will never forget Martin Luther King.
Martin Luther King _____.
12 All scientists say that global warming is getting worse.
Global warming _____.

6 Napisz pytania w odpowiednim czasie w stronie biernej. Użyj podanych wyrazów.

1 where / olives / grow?
_____
Often in Mediterranean countries such as Italy and Greece.
2 when / mobile phones / first sell?
_____
In the 1970s.
3 what / great things / discover / next?
_____
Maybe a cure for cancer.
4 what / do / to help / the environment / right now?
_____
Some governments are trying to reduce waste.
5 what / build / in your town / recently?
_____
A new hospital and a school.
6 what / activities / organize / at your school / this term?
_____
There are plans to visit London.

Zdania warunkowe (zerowy, pierwszy i drugi tryb warunkowy)

Zerowy tryb warunkowy

- Zerowego trybu warunkowego używamy, kiedy mówimy o faktach i o tym, co jest ogólnie uznane za prawdziwe.

WARUNEK	REZULTAT
If + czas *present simple*	czas *present simple*
If you heat up water, (Kiedy podgrzewasz wodę, …)	*it boils.* (…ona się gotuje.)

- Część zdania opisująca rezultat może znajdować się przed częścią opisującą warunek. Nie stosujemy wtedy przecinka, np. *Plants die if you don't water them.*
- Zamiast *if* możemy użyć ***when***, np. *When I go on holiday, I'll only sleep, eat and watch TV.*

Pierwszy tryb warunkowy

- Gdy mówimy o tym, co najprawdopodobniej wydarzy się w przyszłości, stosujemy pierwszy tryb warunkowy.

WARUNEK	REZULTAT
If + czas *present simple*	*will* + bezokolicznik
If I learn to cook, (Jeśli nauczę się gotować, …)	*I will make sushi.* (…zrobię sushi.)

- W pierwszym trybie warunkowym można również używać spójników ***as soon as***, ***when***, ***until***, ***before***, ***after*** zamiast *if*. Są to tzw. *time clauses*, czyli zdania podrzędne czasowe. Należy pamiętać o użyciu czasu teraźniejszego (NIE: przyszłego) po tych spójnikach, np. *When you have something to eat, you will feel much better.* (Gdy to zjesz, poczujesz się lepiej.) NIE: *When you ~~will have~~* …

Drugi tryb warunkowy

- Gdy mówimy o tym, co jest mało prawdopodobne i pewnie się nie wydarzy, stosujemy drugi tryb warunkowy.

WARUNEK	REZULTAT
If + czas *past simple*	*would* + bezokolicznik
If I had time, (Gdybym miał czas, …)	*I would learn to cook.* (…nauczyłbym się gotować.)

1 Uzupełnij dialog właściwymi formami czasowników z nawiasów. Zastosuj pierwszy tryb warunkowy.

Maya If Jessie and I [1]_____ (have) enough money this year, we [2]_____ (go) on holiday somewhere really interesting, like the Amazon rainforest!
Tess What a great idea. I [3]_____ (come) with you if I [4]_____ (get) a part-time job soon and can afford it.
Maya Well, you [5]_____ (not find) a job unless you [6]_____ (look) for one. Let's go into town tomorrow and ask around the shops.

Exercise 6
1 Where are olives grown?
2 When were mobile phones first sold?
3 What great things will be discovered next?
4 What can be done to help the environment right now?
5 What has been built in your town recently?
6 What activities have been organized at your school this term?

Exercise 1
1 have
2 will/'ll go
3 will/'ll come
4 get
5 won't
6 look

Gramatyka

Tess I've got a lot of homework to do tomorrow, but if I [7]_____ (finish) it, I [8]_____ (meet) you in town.

Maya Jessie [9]_____ (probably/come), too, if I [10]_____ (ask) her.

Tess OK. Let's meet outside the cinema at two o'clock.

Maya All right, but if we [11]_____ (not be) outside the cinema, we [12]_____ (be) in the café across the road.

2 Wskaż zdania poprawne i popraw błędne.

1 If you played basketball more often, you would be really good.
2 What would you do if you would see a ghost?
3 Joe would speak really good Spanish if he doesn't miss so many lessons.
4 You won't be so tired if you went to bed earlier.
5 Would you travel around the world if you had enough money?
6 If I lived in a hot country, I go to the beach every weekend.
7 The children wouldn't be bored if they played in the garden.
8 If I wouldn't like learning languages, I wouldn't do a course.

3 Dopasuj początki zdań 1–6 do ich zakończeń a–f.

1 If you do exercise, *e*
2 I'll call you *f*
3 If you worked a bit harder, *d*
4 We won't get there on time *b*
5 We should take some sandwiches *c*
6 I wouldn't wear those jeans to the party *a*

a if I were you.
b unless we hurry.
c in case they're not serving food.
d you would get better exam results.
e you get fit.
f as soon as I get there.

4 Przeczytaj opisy sytuacji i wskaż właściwe zdanie warunkowe.

1 Wiadomo, że osoby, które nie jedzą mięsa, są wegetarianami.
(a) If you don't eat meat, you're a vegetarian.
b If you don't eat meat, you'll be a vegetarian.
c If you didn't eat meat, you'd be a vegetarian.

2 Jest całkiem możliwe, że jutro będzie padać.
a We stay at home if it rains tomorrow.
(b) We'll stay at home if it rains tomorrow.
c We would stay at home if it rained tomorrow.

3 Wygospodarowanie większej ilości czasu jest mało prawdopodobne.
a If I have more time, I am happier.
b If I have more time, I will be happier.
(c) If I had more time, I would be happier.

4 Chłopcy są zmęczeni, więc nie będą grali w piłkę.
a If the boys are tired, they don't play football.
(b) If the boys are tired, they won't play football.
c If the boys were tired, they wouldn't play football.

5 To ogólnie znany fakt, że drewno unosi się na powierzchni wody.
(a) Wood floats if you put it in water.
b Wood will float if you put it in water.
c Wood would float if you put it in water.

5 W każdym zdaniu wskaż właściwą formę czasownika.

1 If you (go) / *will go* on this diet, you will lose five kilos in fourteen days.
2 If Bob (keeps) / *kept* drinking so much coffee, he will get a stomach ache.
3 If I were you, I *will cut* / (would cut) down on sugary foods.
4 It's very simple. If you *took* / (take) these tablets, you won't feel so ill.
5 Let me give you some advice. If you (ate) / *eat* fewer sweets, you wouldn't have problems with acne.
6 As soon as Claire *will get* / (gets) here, I will serve the starters.
7 Unless we (hurry) / *hurried*, we will be late for dinner.

6 Uzupełnij tekst właściwymi formami czasowników podanych w nawiasach.

BLOG

My sister, Hanna, is obsessed with food and she is constantly on a diet. She says that if she [1]_____ (not be) careful with food, she [2]_____ (look) like a hippo. But she is very slim! We all tell her she looks good, but she won't listen. If she [3]_____ (not stop) dieting soon, she [4]_____ (look) like a stick person! I really don't get it. If I [5]_____ (be) a woman, I [6]_____ (not worry) about my weight at all. I'm sure that many girls [7]_____ (say) my sister looks great if she [8]_____ (ask) them. But my sister keeps telling me that she [9]_____ (not feel) beautiful unless she [10]_____ (lose) three kilos. So she is on the Atkins diet now, and says she is close to reaching her goal. She promises that as soon as she [11]_____ (do), she [12]_____ (stop) dieting. I [13]_____ (not believe) her unless I [14]_____ (see) it.

Exercise 1 (cont.)
7 finish
8 will/'ll meet
9 will probably come
10 ask
11 aren't
12 will/'ll be

Exercise 2
1 ✓
2 What would you do if you ~~would see~~ **saw** a ghost?
3 Joe would speak really good Spanish if he ~~doesn't~~ **didn't** miss so many lessons.
4 You ~~won't~~ **wouldn't** be so tired if you went to bed earlier.
5 ✓
6 If I lived in a hot country, I **would** go to the beach every weekend.
7 ✓
8 If I ~~wouldn't~~ **didn't** like learning languages, I wouldn't do a course.

Exercise 6
1 wasn't
2 would look
3 doesn't stop
4 will/'ll look
5 was / were
6 wouldn't worry
7 would say
8 asked
9 won't feel
10 loses
11 does
12 will/'ll stop
13 won't believe
14 see

7 **Uzupełnij każde zdanie, tak aby zachować znaczenie zdania wyjściowego.**

1 Marta is allergic to strawberries so she doesn't eat them.
If Marta _____.
2 We might have some more ice cream. If so, we want to eat it on the patio.
If we _____.
3 I don't think we should make sandwiches. Let's order pizza.
If we _____.
4 Pam is coming tonight. She will help you prepare the food.
As soon as _____.
5 I don't have time to cook so I buy frozen meals.
If _____.
6 I can't eat nuts and so I rarely eat out.
If _____.
7 I think we might have drunk all the juice. If so, we will have to drink cola.
If _____.
8 I will eat this bread. I don't want it to get mouldy.
I will eat this bread before _____.

8 **Napisz zdania w języku angielskim zgodnie z poleceniami.**

1 Powiedz, co zrobisz, jak zdasz egzamin. Następnie zapytaj o to samo kolegę.
_____
_____
2 Powiedz, co zrobiłbyś/zrobiłabyś, gdyby ktoś poprosił cię o pomoc w angielskim. Następnie zapytaj o to samo koleżankę.
_____
_____
3 Powiedz, co zrobisz, jeśli w weekend będzie ładna pogoda. Następnie zapytaj o to samo kolegę.
_____
_____
4 Powiedz, jak zareagowałbyś/zareagowałabyś, gdyby ktoś poprosił cię o pożyczenie pieniędzy. Następnie zadaj to samo pytanie koleżance.
_____
_____

Either i *neither*; *every* i *each*; *both*; *another* i *other*

Both, either i *neither*

Zaimków ***both***, ***either*** i ***neither*** używamy, kiedy mówimy o dwóch osobach lub rzeczach.

- Zaimka *both* (oba, obydwa, obydwoje) używamy przed rzeczownikami w liczbie mnogiej, np.
  I've got two sisters. Both of them are teachers.
- Zaimka *either* (którykolwiek z dwóch) i *neither* (żaden z dwóch) używamy przed rzeczownikami w liczbie pojedynczej. Gdy używamy ich przed rzeczownikami w liczbie mnogiej, dodajemy *of*, np.
  'There are two cakes left. Which one would you like?'
  'I'll have either of them, thanks.'
  Neither film was very good.
  Neither of the twins was well behaved.

Every i *each*

- Gdy mówimy o każdym z osobna, używamy określnika ***each***. Gdy mówimy o każdym z grupy (czyli o wszystkich), używamy określnika ***every***, np.
  Each child who appeared in the film became famous (każde dziecko z osobna).
  I really like Ben Elton. I have read every one of his novels (każdą, którą napisał = wszystkie).
- Jeśli mówimy o dwóch rzeczach, używamy określnika *each*, np.
  The artist has a brush in each hand.
- *Each* może być zaimkiem, np.
  I bought three books. Each one was a paperback.

Another i *other*

- Zaimek ***another*** oznacza 'jakiś inny' lub 'jeszcze jeden', np.
  Have another sandwich.
- Wyrażenie ***the other*** oznacza 'ten drugi', np.
  Can I take the other book?
- Zaimek ***other*** oznacza 'jakieś inne', np.
  Can you show me some other earrings?
- Wyrażenie ***the others*** oznacza 'te inne', 'ci inni', np.
  Where are the others?

1 **Uzupełnij zdania. Wykorzystaj określniki *either* lub *neither*.**

1 I didn't like _either_ of the films we saw yesterday.
2 _Either_ of these dresses is fine. I like them both.
3 _Neither_ of the two people I met at the party were very interesting.
4 _Neither_ of these holidays are suitable. They are too expensive!
5 _Either_ course will suit your level. They're just on different days.
6 I'm not keen on _either_ of these pizzas.
7 Both students took the exam, but _neither_ passed.

Exercise 7

1 wasn't allergic to strawberries, she would eat them.
2 have some more ice cream, we'll eat it on the patio
3 don't make sandwiches, we'll order pizza
4 Pam comes, she'll help you prepare the food
5 I had more time to cook, I wouldn't buy frozen meals
6 I could eat nuts, I would eat out more often
7 we have drunk all the juice, we'll have to drink cola
8 it gets mouldy

Exercise 8

Zadanie otwarte.

Exercise 4
1 both
2 each of
3 Neither of
4 another
5 Neither
6 other
7 either, or
8 another, each

2 W każdym zdaniu wskaż właściwy wyraz.

1 I enjoyed *every* / *each* minute of the film.
2 'I will love you *every* / *each* single day of my life, Kate,' he whispered.
3 Susan goes to a concert *every* / *each* Sunday.
4 It is impossible to read *every* / *each* book in the school library.
5 *Every* / *Each* guest wanted to shake hands with the famous writer.
6 Almost *every* / *each* painting on display was considered a masterpiece.
7 He was a very prolific writer. He wrote a story *every* / *each* six months.
8 I bought four CDs. *Every* / *Each* one cost £1.

3 W każdym zdaniu wskaż właściwy wyraz.

1 Mary and Tom are here. I haven't seen *the other* / *the others*.
2 I don't like the food on this menu. I hope they have *other* / *another* choices.
3 We're not interested in this car. We'd like to see *other* / *another*.
4 This CD is good, but let's listen to the *another* / *other one*, too.
5 *Another* / *Other* people like Mark, but I don't get on with him very well.
6 I'll phone all the *another* / *others* if you phone Belinda, OK?

4 Przetłumacz fragmenty zdań w języku polskim na język angielski.

1 I like (*obydwoje*) _____ the new students in my class.
2 I'll read (*każdą z*) _____ these books. I don't mind which one I read first.
3 (*Żadne z*) _____ the children enjoyed the meal.
4 There's (*kolejny*) _____ Johnny Depp film on TV tonight.
5 (*Żadna z*) _____ of these films look very interesting.
6 I like this T-shirt, but have you got any (*inne*) _____ colours?
7 I promise that (*albo*) _____ Sara (*albo*) _____ Kara will come and help you.
8 I have to put on (*inną*) _____ T-shirt because this one is torn on (*każdym*) _____ sleeve.

Czasowniki modalne (1)

Wyrażanie konieczności

- Czasownik ***must*** wyraża wewnętrzną konieczność lub wewnętrzny przymus, np.
  I must lose five kilos (bardzo bym chciał/chciała schudnąć pięć kilogramów).
- Czasownik ***have to*** wyraża przymus zewnętrzny, który wynika z przepisów bądź reguł, np.
  You have to eat less fast food if you want to lose weight (nakaz lekarza).
- Czasowniki ***mustn't*** i ***can't*** wyrażają zakaz. *Mustn't* oznacza bardzo silny zakaz, np.
  You mustn't touch this! It's very hot. (Nie wolno ci!)
  In the UK you can't buy alcohol until you are eighteen.
- Czasowników modalnych ***need*** i ***need not*** (*needn't*) używamy, aby wyrazić brak konieczności, np.
  You needn't hurry – we're early.

Wyrażanie powinności

- Czasowników modalnych ***should*** i ***ought to*** używamy, aby udzielić porady i wyrazić powinność, np.
  You should go to bed earlier.
  Tom shouldn't stay up so late.
  We ought to go out this evening.
  You ought not to stay up late the night before an exam.

Mówienie o umiejętnościach

- Czasowników ***can***, ***can't***, ***could*** i ***couldn't*** używamy, kiedy mówimy o umiejętnościach. Czasowników *can* i *can't* używamy w czasie teraźniejszym, *could* i *couldn't* – w czasie przeszłym, np.
  Peter can draw amazing pictures.
  I couldn't swim when I was six.

Proponowanie, wyrażanie prośby

- Czasownika ***shall*** i ***would like to*** używamy, kiedy coś proponujemy lub gdy o coś prosimy. Czasownika *shall* używamy tylko w konstrukcjach w pierwszej osobie liczby pojedynczej lub mnogiej, np.
  Shall I help you with these suitcases? They look heavy.
  Shall we have lunch now?
  Would you like something to drink?
  I'd like some orange juice, please.

1 *Must* czy *have to*? Dopasuj właściwe wyjaśnienia do zdań 1–6.

1 I must eat less. *b*
2 I have to eat more fruit. *a*
   a The doctor told me so.
   b I want to lose weight.
3 I must make this Italian dish I've seen on TV. *b*
4 I have to make dinner tonight. *a*
   a I'm afraid I can't go out.
   b It would be really nice.
5 Oh dear! I must go on a diet. *a*
6 I have to go on a diet if I want to be a model. *b*
   a I want to be healthy.
   b It's one of the conditions, I'm afraid.

2 **Uzupełnij zdania właściwymi formami czasowników *must, mustn't* lub *(not) have to*.**

1 You _____ pick that red mushroom!
2 You _____ try this soup. It's really delicious.
3 I help my dad cook lunch at the weekend, but I _____ wash the dishes.
4 Sonia _____ learn to cook if she wants to work in a restaurant this summer.
5 The dinner party is starting. You _____ stop talking on your mobile.
6 Can we eat this meat cold or do we _____ heat it first?
7 You _____ bring any more food. We have enough.
8 When I was a child I _____ make sandwiches for my younger brother.
9 How many tablets _____ I take each day?
10 You _____ touch the oven when it's on. You might get burned.

3 **Uzupełnij dialogi. Wykorzystaj podane podpowiedzi. Wykorzystaj czasowniki *should* i *ought to*.**

do a practice paper eat a sandwich
not talk in class see a doctor study physics
watch a film

1 **Sophie** I'm hungry.
Rob *You should eat a sandwich. / You ought to eat a sandwich.*
2 **Lee** My sister's got an exam tomorrow.
Andy _____
3 **Hayley** Elaine feels ill.
Lil _____
4 **Ros** I'm bored.
Jo _____
5 **Jenny** The students don't understand.
Mark _____
6 **Chris** I'm interested in science.
Tom _____

4 **Uzupełnij zdania właściwymi czasownikami z ramki.**

can could don't have to have to like
mustn't needn't shall should would

1 When Paul was four he _____ read and write.
2 You _____ touch this dog! It may bite you.
3 In our school, we _____ wear any special clothes.
4 My art teacher _____ draw very well.
5 You _____ worry so much. I'll be fine!
6 _____ I help you with the luggage?
7 Do you think I _____ apply for this job?
8 You _____ pass the Matura if you want to study at university.
9 '_____ (you) _____ anything to drink?' 'Yes, a glass of orange juice, please.'

5 **W poniższym tekście wskaż właściwe czasowniki modalne.**

How to
make a good impression at work

When you've finally got your first job, you [1] *will / should / must* want to make a good impression on your colleagues and your boss. It [2] *mustn't / oughtn't to / doesn't have to* be a difficult task! Just follow these simple steps and you [3] *will / shall / have to* become a company star.

Always arrive on time or even slightly early. You [4] *mustn't / don't have to / needn't* come late to work as it [5] *must / should / will* show everyone you don't take your job seriously.

You [6] *have to / must / will* be aware that your body language gives you away: if you're nervous, you [7] *must / should / will* probably look unfriendly. Try to smile and look interested.

You [8] *ought to / don't have to / needn't* try to keep your workspace clean and organized.

Pytania pośrednie

- Pytań pośrednich używamy, aby w uprzejmy sposób wyrazić prośbę lub o coś zapytać. W pytaniach pośrednich stosujemy taki szyk wyrazów jak w zdaniach twierdzących, np.
  Could/Can you tell me where he works? (NIE: ~~*where does he work?*~~)
  I'd like to know if he works here. (NIE: ~~*does he work here*~~).
- Najczęściej używane zdania wprowadzające to:
  Could you tell me/Can you let me know … ?
  Do you happen to know … ?
  Do you know … ?
  Do you have any idea … ?
  I don't know … .
  I wonder/was wondering … .
  I'm not sure … .
  I'd like to know … .

1 **Ułóż zdania złożone z podanych wyrazów i wyrażeń. W pierwszych trzech zdaniach dla ułatwienia podano zdanie nadrzędne.**

1 Do you know / borrow / if / I / could / pen / this / ?
Do you know if I could borrow this pen?
2 Do you have any idea / is / time / it / what / ?
Do you have any idea what time it is?
3 Could you tell me / train / the / time / what / leaves / ?
Could you tell me what time the train leaves?
4 know / you / do / happen / to / arrives / bus / the / when / ?
Do you happen to know when the bus arrives?
5 time / arrive / you / could / what / me / let / know / you / ?
Could you let me know what time you arrive?

Exercise 2
1 mustn't
2 have to
3 don't have to
4 has to
5 have to
6 have to
7 don't have to
8 had to
9 must
10 mustn't

Exercise 3
2 She should/ought to do a practice paper.
3 She should/ought to see a doctor.
4 You should/ought to watch a film.
5 They shouldn't/ought not to talk in class.
6 You should/ought to study physics.

Exercise 4
1 could
2 mustn't
3 don't have to
4 can
5 needn't
6 Shall
7 should
8 have to
9 Would (you) like

Gramatyka

Exercise 2

1 when I can start
2 if any experience is necessary
3 if this work is part-time
4 what time you open
5 when the job starts
6 if we're required to wear suits
7 how long it takes you to get to work
8 if there's a canteen in the office building

Exercise 3

1 the working hours are
2 work in the company
3 the name of the boss is
4 if there is any lunch break
5 I will earn
6 the interviews are
7 should send my CV
8 kind of qualifications are required

Exercise 4

1 I wonder how much ~~will I~~ **I will** earn in this job.
2 My boss would like to know where ~~did I learn~~ **I learnt** to speak English.
3 Does anybody know what plans ~~does~~ the managing director ~~have~~ **has**?
4 Could you tell me where ~~is~~ Reception **is**?
5 I'd like to know how many times ~~had~~ he **had** changed jobs before he came here.
6 I was wondering what ~~are you~~ **you're** working on now.
7 I have no idea why ~~aren't we~~ **we aren't** allowed to have a break when we feel tired.
8 Do you happen to know ~~can we~~ **if we can** smoke on the factory premises?

2 **Napisz poniższe pytania jako pytania pośrednie.**

1 When can I start?
Can you tell me _____?
2 Is any experience necessary?
I'd like to know _____.
3 Is this work part-time?
I'd be interested to know _____.
4 What time do you open?
I wonder _____.
5 When does the job start?
Could you tell me _____?
6 Are we required to wear suits?
Do you know _____?
7 How long does it take you to get to work?
I'd like to know _____.
8 Is there a canteen in the office building?
Do you have any idea _____?

3 **Przeczytaj polecenia i napisz pytania pośrednie.**

1 Zapytaj o godziny pracy.
Could you tell me what _____?
2 Dowiedz się o liczbę osób pracujących w firmie.
I was wondering how many people _____.
3 Zapytaj o nazwisko szefa.
Can you tell me what _____?
4 Zapytaj o przerwę na lunch.
I'd like to know _____.
5 Dowiedz się o wysokość pensji.
Could you tell me how much _____?
6 Zapytaj, gdzie odbywają się rozmowy kwalifikacyjne.
Can you tell me where _____?
7 Zapytaj, gdzie należy przesłać życiorys.
I am not sure where I _____.
8 Dowiedz się, jakie są wymagane kwalifikacje.
I'd like to know what _____.

4 **W każdym zdaniu znajdź jeden błąd gramatyczny i go popraw.**

1 I wonder how much will I earn in this job.
2 My boss would like to know where did I learn to speak English.
3 Does anybody know what plans does the managing director have?
4 Could you tell me where is Reception?
5 I'd like to know how many times had he changed jobs before he came here.
6 I was wondering what are you working on now.
7 I have no idea why aren't we allowed to have a break when we feel tired.
8 Do you happen to know can we smoke on the factory premises?

Stopniowanie przymiotników i przysłówków; konstrukcje z przymiotnikiem i przysłówkiem

Stopniowanie przymiotników

Przymiotniki, w zależności od ich długości, stopniuje się na dwa sposoby:

- poprzez dodanie końcówek *-er* i *-est*, np.
  cheap *cheaper* *the cheapest* (jednosylabowe)
  thin *thinner* *the thinnest* (jednosylabowe zakończone jedną samogłoską + jedną spółgłoską)
  easy *easier* *the easiest* (dwusylabowe z końcówką *-y*)
- poprzez dodanie *more* i *the most* przed przymiotnikiem (wielosylabowe), np.
  dangerous *more dangerous* *the most dangerous*
- Formy nieregularne:

good	*better*	*the best*
bad	*worse*	*the worst*
many/much	*more*	*the most*
little	*less*	*the least*
far	*farther*	*the farthest*

Stopniowanie przysłówków

Również przysłówki, w zależności od ich długości, stopniuje się na dwa sposoby:

- przez dodanie *more* i *most* (z końcówką *-ly*), np.
  elegantly *more elegantly* *most elegantly*
- przez dodanie końcówek *-er* i *-est*, (jednosylabowe, które mają taką samą formę jak przymiotniki), np.
  close *closer* *the closest*
- Formy nieregularne:

well	*better*	*the best*
badly	*worse*	*the worst*
little	*less*	*the least*

Konstrukcje z przymiotnikiem i przysłówkiem

Aby porównać dwie osoby, rzeczy, dwa zjawiska itp., stosujemy:

- formę stopnia wyższego przymiotników lub przysłówków + *than*, np.
  Trains are slower than planes, but they are more comfortable.
  Planes can fly higher than birds.
- *(not) as* + przymiotnik lub przysłówek + *as*, np.
  Trains aren't as fast as planes.
  Business class doesn't sell as well as economy class.

Inne konstrukcje, w których używa się stopnia wyższego, to:

- *the* + stopień wyższy przymiotnika, *the* + stopień wyższy przysłówka, np.
  The faster you drive, the more dangerous it is (im szybciej …, tym bardziej …).

Aby powiedzieć, że coś lub ktoś jest naj, stosujemy konstrukcję:

- *the* + stopień najwyższy przymiotnika lub przysłówka. Możemy to podkreślić przez dodanie wyrażenia *of all* (ze wszystkich), np.
  This hotel is the best in town.
  John started his journey the earliest.
  Jerzy Janowicz is the most popular Polish tennis player of all.

Too i *enough*

Too (za, zbyt) wstawiamy przed przymiotnikiem, a ***enough*** (dość, wystarczająco) – po przymiotniku, np.
The film was too long.
It wasn't warm enough to go to the beach.

How i *what*

Zaimka pytajnego ***how*** (jak) używamy przed przymiotnikiem, a ***what*** (jaki) przed przymiotnikiem i następującym po nim rzeczownikiem. Wyrazy te często stoją na początku zdania, np.
How lovely you look today!
What a fantastic party!

1 Podaj wyrazy o przeciwnym znaczeniu do tych podanych poniżej.

1 the best
2 more wisely
3 shorter
4 the most
5 the furthest
6 faster
7 the least nervously
8 the cleanest
9 less
10 worse

2 W każdym zdaniu wskaż właściwy wyraz lub właściwe wyrażenie.

1 I drive as *well* / *better* / *best* as my brother.
2 My sister drives *carefully* / *the more carefully* / *the most carefully* of us all.
3 Sam eats *quickly* / *more quickly* / *the most quickly* than Joe.
4 Tess works *little* / *less* / *the least* hard than Jessica.
5 Harriet speaks *loud* / *more loudly* / *the most loudly* in our class.
6 Jane sang *beautifully* / *more beautifully* / *the most beautifully* in the competition and won.
7 Mark plays football *badly* / *worse* / *the worst* than anybody.
8 I travel *far* / *further* / *the furthest* to work in my family.
9 *How* / *What* / *As* an amazing singer you are!

3 Przyjrzyj się poniższym informacjom i napisz zdania. Wykorzystaj przymiotniki zapisane dużymi literami i konstrukcje *(not) as … as* lub *not so … as*.

1 The Palace of Culture and Science in Warsaw — height: 237 m
The Gherkin in London — height: 180 m
TALL

2 Claudio — English exam — 97%
Jorge — English exam — 75%
GOOD AT ENGLISH

3 Wawel Castle — built in the fourteenth century
Edinburgh Castle — built in the twelfth century
OLD

4 Moscow –13°C
St Petersburg –13°C
COLD

4 W każdym zdaniu znajdź jeden błąd gramatyczny i go popraw.

1 A holiday by the sea is the more relaxing type of holiday.
2 Their hotel room is as comfortably as ours.
3 The accommodation we had last year was much more better than this year's.
4 What is hottest place in the world?
5 Dirtiest beaches have been closed.
6 Heathrow Airport is more busy than London Luton Airport.
7 Anna drives as slow as her husband.
8 The engine in our new car is more loud than in the old one.

5 Uzupełnij poniższe informacje właściwymi formami przymiotników z ramki.

cheap expensive hot large mountainous old short

Travel Factfile

1 The Kraków Market Square (about 200 x 200 m) is _____ than the Old Market Square in Warsaw.
2 _____ scheduled airline flight is from one Scottish island to another one. The flight time is two minutes.
3 Damascus is said to be _____ city in the world, perhaps established in 8,000 BC.
4 New Zealand is _____ than Australia. The Australian continent is relatively flat.
5 In Britain you can usually travel _____ by train if you buy a return ticket instead of two singles.
6 One of _____ hotels in the world is in Cannes – it costs $37,000 per night.
7 _____ place in Britain is Gravesend with recorded temperatures as high as 38°C.

Exercise 1
1 the worst
2 less wisely
3 longer
4 the least
5 the nearest / closest
6 slower
7 the most nervously
8 the least clean
9 more
10 better

Exercise 3
1 The Gherkin in London is not as tall as the Palace of Culture and Science in Warsaw.
2 Jorge is not so good at English as Claudio.
3 Wawel Castle is not as old as Edinburgh Castle.
4 Moscow is as cold as St Petersburg.

Exercise 4
1 A holiday by the sea is the ~~more~~ **most** relaxing type of holiday.
2 Their hotel room is as ~~comfortably~~ **comfortable** as ours.
3 The accommodation we had last year was much ~~more~~ better than this year's.
4 What is **the** hottest place in the world?
5 ~~Dirtiest~~ **The dirtiest** beaches have been closed.
6 Heathrow Airport is ~~more busy~~ **busier** than London Luton Airport.
7 Anna drives as ~~slow~~ **slowly** as her husband.
8 The engine in our new car is ~~more loud~~ **louder** than in the old one.

Exercise 5
1 larger
2 The shortest
3 the oldest
4 more mountainous
5 most / more cheaply
6 the most expensive
7 The hottest

Exercise 7

1 I learn languages more ~~than~~ easily **than** I learn facts and figures.
2 Camping isn't as comfortable **as** staying ~~as~~ in hotels.
3 I find beach holidays less ~~than~~ interesting **than** city breaks.
4 I'm not ~~enough~~ good **enough** at driving to get a licence.
5 It's easier ~~than~~ to travel by train **than** to travel by car.
6 The service in the café was **as** good as the service ~~as~~ in the restaurant.
7 Being on holiday with ~~the~~ friends is **the** best type of holiday.
8 Last year's holiday in Turkey was **the** most ~~the~~ relaxing holiday I've ever been on.

6 Uzupełnij zdania wyrazami *too* lub *enough*.

1 It's *too* cold to go out tonight.
2 We weren't good *enough* to win the match.
3 These shoes are *too* small for me.
4 The car is *too* expensive. I can't afford it.
5 She's not tall *enough* to be a model.
6 The house isn't big *enough* for our family.
7 The sun's *too* hot to sit outside.
8 The story wasn't interesting *enough* to finish.

7 W każdym z poniższych zdań jeden z wyrazów jest w niewłaściwym miejscu. Znajdź go i wstaw w odpowiednie miejsce.

1 I learn languages more than easily I learn facts and figures.
2 Camping isn't as comfortable staying as in hotels.
3 I find beach holidays less than interesting city breaks.
4 I'm not enough good at driving to get a licence.
5 It's easier than to travel by train to travel by car.
6 The service in the café was good as the service as in the restaurant.
7 Being on holiday with the friends is best type of holiday.
8 Last year's holiday in Turkey was most the relaxing holiday I've ever been on.

8 Uzupełnij każde zdanie, tak aby zachować znaczenie zdania wyjściowego.

1 Peter is a bad tennis player.
Peter plays *badly*.
2 I am about 1m 60 tall. So is John.
John is *as tall as I am*.
3 Alan earns a lot of money. Sheila only earns a little.
Sheila doesn't earn *as much (money) as Alan*.
4 They aren't quick learners.
They don't *learn so quickly*.
5 I've got about 50 books. Jack's got about 100.
I haven't got *as many books as Jack*.
6 I drink about five cups of coffee every day, and so does Pam.
Pam drinks *as many cups of coffee as me*.

Mowa zależna

- Mowy zależnej używamy, kiedy chcemy przekazać, co powiedziała inna osoba.
- Jeżeli zdania w mowie zależnej są przytaczane przez innego mówiącego i w innym czasie, niż zostały użyte w mowie niezależnej, to trzeba zmienić czasy gramatyczne i zaimki. Poniżej przedstawiono, jak zmieniają się czasy gramatyczne po przekształceniu mowy niezależnej na mowę zależną.

Mowa niezależna		Mowa zależna
Present simple *She said, 'Ian snores very loudly.'*	→	*Past simple* *She said that Ian snored very loudly.*
Present continuous *'John's listening to music,' I said.*	→	*Past continuous* *I said that John was listening to music.*
Present perfect *'I've made my decision,' she said.*	→	*Past perfect* *She said that she had made her decision.*
Past simple *'I waited a long time,' Pete said.*	→	*Past perfect* *Pete said that he had waited a long time.*
Past continuous *'Chris and I were talking all evening,' said Helen.*	→	*Past perfect continuous* *Helen said that she and Chris had been talking all evening.*
Past perfect *'I'd already seen the film,' said Sam.*	→	*Past perfect* *Sam said that she'd already seen the film.*
can *'You can try again,' he said.*	→	*could* *He said that I could try again.*
will *They said, 'We'll think about it.'*	→	*would* *They said that they would think about it.*
must *Richard said, 'I must go.'*	→	*had to* *Richard said that he had to go.*

- Zwykle konieczne jest także zmienienie zaimków oraz przymiotników dzierżawczych, np.
*'**My** dog isn't very well,' Harry said. → Harry said that **his** dog wasn't very well.*
*'I'm buying a present for **my** dad,' she said. → She said that she was buying a present for **her** dad.*
- Zmieniamy również określenia czasu i miejsca:
now → then/at that moment
today → that day
this week → that week
last week → the week before
yesterday → the day before
tomorrow → the next/following day
a minute ago → a minute earlier/before
next week → the following week
here → there

Say i *tell*

- Aby zrelacjonować to, co ktoś powiedział, używamy czasowników *say* i *tell*.
- Po *tell* zawsze wstawiamy dopełnienie (zaimek lub czyjeś imię), np.
  Harry told me he was hungry.
  Harry told Sally he was hungry.
  NIE: ~~*Harry told he was hungry.*~~
- Nigdy nie wstawiamy dopełnienia bezpośrednio po *say*, np.
  Mary said that she wanted a sandwich.
  Dominic said to Tom that he had eaten some pasta.
  NIE: ~~*Mary said me that she wanted a sandwich.*~~

Pytania w mowie zależnej

- Gdy relacjonujemy pytania, zmianie ulega także szyk wyrazów – z pytającego na twierdzący, np.
  'What does your new girlfriend look like?'
  She asked me what my new girlfriend looked like.
  'Were you at home yesterday?'
  He wanted to know if/whether I had been/was at home the day before.

Polecenia i prośby w mowie zależnej

- Gdy relacjonujemy prośby i polecenia w mowie zależnej, stosujemy czasowniki *tell* i *ask* + bezokolicznik, np.
  'Be honest with me and don't lie, please.'
  He asked me to be honest with him and not to lie.
  'Stand up, John.'
  The teacher told John to stand up.

1 Przekształć poniższe zdania w mowie niezależnej na zdania w mowie zależnej.

1 'I'm allergic to fish,' said Sam.
Sam said _____.
2 'I haven't had lunch,' said Maria.
Maria said _____.
3 'We've been to a very nice restaurant,' said the women.
The women said _____.
4 'I'm making breakfast,' said Harry.
Harry said _____.
5 'I'll make some soup,' said Jessica.
Jessica said _____.
6 'I don't like coffee,' said Bella.
Bella said _____.

2 Uzupełnij zdania właściwymi formami czasowników *tell*, *say* lub *ask*.

1 Jack told Marta that he loved her cooking.
2 Tessa said that she would come for a meal.
3 My mother asked me if I would buy some milk on the way home.
4 Billy told his brother that he didn't want anything to eat.
5 The teacher asked us where we were from.
6 Suzie said that she loved fish and chips.

3 Przekształć poniższe zdania w mowie niezależnej na zdania w mowie zależnej.

1 'You look tired,' Jessica said to me.
Jessica said _____.
2 'I'm getting dressed for the party now,' said Anna.
Anna said _____.
3 'Joe and Ann have just got engaged,' my friend said to me.
My friend informed _____.
4 'You looked much better with short hair,' said Terry to Kate.
Terry told _____.
5 'I must tell my boss what I think of him,' said David.
David said _____.
6 'Trust me, please,' the man said to Susan.
The man asked _____.
7 'We will try to have your ID ready for tomorrow, Dave,' said the woman.
The woman told _____.
8 'My boyfriend gave me this ring last month,' said Sonia to us.
Sonia informed _____.
9 'Somebody broke into our house while we were at the party,' I said to the police.
I told the police that _____.
10 'Martha is going to have a baby,' said Aunt Lucy.
Aunt Lucy said _____.

4 W każdym pytaniu w mowie zależnej znajdź jeden błąd gramatyczny i go popraw.

1 The immigration officer asked Jeff what was his address in the USA.
2 The woman wanted to know how long I have been learning English.
3 Our neighbour asked how did my mother feel.
4 Clark asked me I was staying there.
5 I asked Ian was he having a good time there.

5 Utwórz pytania, korzystając z podanych podpowiedzi. Następnie zapisz je w mowie zależnej.

1 do / Jim / often / play / football / ?
Mowa niezależna: _____
Mowa zależna: I wondered if _____.
2 Where / be / Mark / going / ?
_____
I asked _____.
3 When / be / the next bus / ?
_____
We wanted to know _____.
4 Where / have / Maria / go / ?
_____
I asked _____.

Exercise 1
1 that he was allergic to fish
2 that she hadn't had lunch
3 that they had been to a very nice restaurant
4 that he was making breakfast
5 that she would make some soup
6 that she didn't like coffee

Exercise 3
1 that I looked tired
2 that she was getting dressed for the party then
3 me that Joe and Ann had just got engaged
4 Kate that she had looked much better with short hair
5 that he had to tell his boss what he thought of him
6 Susan to trust him
7 Dave that they would try to have his ID ready for him the next day
8 us that her boyfriend had given her a ring the month before
9 somebody had broken into our house while we had been at a party
10 that Martha was going to have a baby

Exercise 4
1 The immigration officer asked Jeff what ~~was~~ his address **was** in the USA.
2 The woman wanted to know how long I ~~have~~ **had** been learning English.
3 Our neighbour asked how ~~did~~ my mother ~~feel~~ **felt**.
4 Clark asked me **if** I was staying there.
5 I asked Ian **if** ~~was~~ he **was** having a good time there.

Exercise 5
1 Does Jim often play football?
I wondered if Jim often played football.
2 Where is Mark going?
I asked where Mark was going.
3 When is the next bus?
We wanted to know when the next bus was.
4 Where has Maria gone?
I asked where Maria had gone.

Gramatyka

6 **Przetłumacz fragmenty zdań w języku polskim na język angielski.**

Last night I watched an interview with a pop star who said that since she was a little girl, she [1] (*zawsze lubiła*) _____ singing and dancing. She explained that she [2] (*spędza*) _____ two hours in the gym and an hour at a beautician's each day. She said that she [3] (*nie jest*) _____ obsessed with her looks and added that newspapers [4] (*piszą*) _____ untrue stories about her life.

The star explained that she [5] (*nie była*) _____ married four times but only three. The reporter asked her if she [6] (*kiedykolwiek miała*) _____ plastic surgery. The star said that she [7] (*pomyśli*) _____ about it in five years. The reporter wished her good luck and asked her [8] (*aby zaśpiewała*) _____. The star replied that she [9] (*może*) _____ sing and she [10] (*zrobi*) _____ so with pleasure. When she started, I switched to another channel.

7 **Napisz opowiadanie na podstawie poniższego dialogu. Przekształć poniższe zdania w mowie niezależnej na zdania w mowie zależnej. Dopisz własne zakończenie.**

A Modern Date (in the gym)

Mark Do you come here often?
Jenny Every day.
Mark I come here every day, too. But I don't think I have seen you here before.
Jenny Really? That's probably because it's my first week.
Mark Oh, actually, I think I saw you two days ago. You were running on the treadmill. You looked so beautiful!
Jenny Thanks. But I hate the treadmill.
Mark So let's go running in the park!
Jenny The park? But it's raining!
Mark OK, well, why don't we go shopping? We can walk around the shopping centre – it never rains in there.
Jenny You are … ! I … .

One day Mark was working out in the gym. He saw a pretty girl and asked her if … .

Zaimki zwrotne

Zaimki zwrotne

- Gdy podmiot i dopełnienie odnoszą się do tej samej osoby lub rzeczy, używamy zaimków zwrotnych: ***myself/yourself/themselves*** itp. (sobie, się, samego siebie itd.), np.
  Cinderella's mean stepsisters loved only themselves (kochały same siebie).
  During the commercial, I made myself a cup of coffee (zrobiłam sobie).

Each other, one another

- Gdy dwoje lub więcej ludzi robi to samo względem siebie, używamy zaimka wzajemnego ***each other*** (sobie/siebie nawzajem), np.
  The prince and the princess loved each other and lived happily ever after (kochali się nawzajem).
- Zamiast *each other* można użyć też bardziej oficjalnego wyrażenia ***one another***, np.
  The editor and the author call each other/one another every week.

1 **Uzupełnij zdania właściwymi zaimkami zwrotnymi lub zaimkiem *each other*.**

1 Some people say that artists only think of _____.
2 In the final scene, Mark is looking at _____ in the mirror, but he can't see anything.
3 The radio turns _____ on when the alarm goes off.
4 I read a story in which the main characters don't talk to _____ for more than a year. Nonsense!
5 We both enjoyed _____ at the preview. They served free drinks and snacks!
6 The actors and dancers have been helping _____ a lot during the rehearsal.
7 All members of the band should trust _____.
8 Did you paint it by _____?
9 Romeo and Juliet loved _____ very much.

2 **W każdym zdaniu znajdź jeden błąd gramatyczny i go popraw.**

1 The party was great. The children really enjoyed each other.
2 The couple split up because they didn't really like themselves very much.
3 I often sing to yourself when I'm in the shower.
4 The girl looked at itself in the mirror and smiled.
5 She cut her when she was chopping vegetables.
6 The boys built the model aeroplane one another.
7 Jack drew an amazing picture of myself.

Exercise 6
1 had always liked
2 spent
3 wasn't
4 wrote
5 hadn't been
6 had ever had
7 would think
8 to sing
9 could
10 would do

Exercise 7
Suggested answer:
One day Mark was working out in the gym. He saw a pretty girl and asked her if she came there often. She answered that she came every day. Mark told her that he came to the gym every day, too, but that he didn't think that he'd seen her there before. Jenny was surprised. She said that it was probably because it was her first week at the gym. Mark said that he actually thought he'd seen her two days before. He told her that she had been running on the treadmill and that he thought she looked beautiful. Jenny laughed and thanked him, but she said that she hated the treadmill. Mark suggested that they should go running in the park. Jenny answered that it was raining. Mark then suggested that they should go shopping. He told her that they could walk around the shopping centre because it never rained in there. Jenny didn't know what to say.

Exercise 1
1 themselves
2 himself
3 itself
4 each other
5 ourselves
6 each other
7 each other
8 yourself
9 each other

Exercise 2
1 The party was great. The children really enjoyed ~~each other~~ **themselves**.
2 The couple split up because they didn't really like ~~themselves~~ **each other** very much.
3 I often sing to ~~yourself~~ **myself** when I'm in the shower.
4 The girl looked at ~~itself~~ **herself** in the mirror and smiled.
5 She cut ~~her~~ **herself** when she was chopping vegetables.
6 The boys built the model aeroplane ~~one another~~ **themselves**.
7 Jack drew an amazing picture of ~~myself~~ **himself**.

Zdania przydawkowe definiujące i niedefiniujące

Zdania przydawkowe definiujące

- Zdania przydawkowe definiujące (odpowiadające na pytania: jaki?, który?) stosujemy wtedy, gdy podajemy niezbędną informację o osobie lub rzeczy wymienionej w zdaniu głównym.
- W zdaniach tych używamy następujących zaimków względnych:
  - ***who*** lub ***that*** w odniesieniu do osób, np.
    It's the boy who/that lives next door.
  - ***that*** lub ***which*** w odniesieniu do rzeczy, np.
    It's something that covers the window.
    It's a box made of wood which you keep clothes in.
  - ***whose***, aby wyrazić przynależność (odpowiada na pytanie: którego?), np.
    This is the house whose owner is dead now.
  - ***where*** w odniesieniu do miejsca, np.
    This is the place where a great pop star lived.

Uwaga!

- Zaimki względne *who*, *which* i *that* można pominąć, jeśli pełnią w zdaniu funkcję dopełnienia, np.
  The fans (who/that) we saw in front of the hotel finally met the film star.

Zdania przydawkowe niedefiniujące

- Zdania przydawkowe niedefiniujące stosujemy wtedy, gdy udzielamy dodatkowych informacji na temat osoby lub rzeczy w zdaniu głównym, np.
  Vogue, *which is published monthly, is a magazine about fashion and lifestyle.*
- Gdy używamy ich w środku lub na końcu zdania głównego, zawsze oddzielamy je przecinkami, np.
  Wisława Szymborska was born in Kórnik, which is a small town in western Poland.

Uwaga!

- W tym rodzaju zdań przydawkowych nie możemy pominąć zaimków względnych *who*, *which*, *where*, *whose*.
  The fans, who were waiting in front of the hotel, finally saw the film star.
  NIE: ~~*The fans, were waiting in front of the hotel, finally saw the film star.*~~
- W zdaniach przydawkowych niedefiniujących nie używamy zaimka *that*.
  The Knödel festival is held in Radstadt, which (NIE: ~~*that*~~) *is a small town in Austria.*

1 W każdym zdaniu wskaż właściwy wyraz.

1 London is a city *where* / *who* / (*which*) thousands of people visit every year.
2 That's the restaurant *whose* / *which* / (*where*) we had our end-of-term celebration.
3 This is the book *who* / (*which*) / *whose* I'm reading at the moment.
4 Josie is the girl (*whose*) / *who* / *where* father works at our school.
5 This is the film *who* / *where* / (*which*) I told you about.
6 Ben is the boy *which* / (*who*) / *whose* joined our class last week.

2 Uzupełnij tekst właściwymi zdaniami przydawkowymi a–h.

Wisława Szymborska, [1] h, is one of the few women who have received the Nobel Prize for Literature.

She was born in Kórnik, [2] c. Her family moved to Kraków in 1931, [3] b. Her father, [4] g, knew how to encourage her to write poems. When she started to write poetry, [5] a, he used to give her some money.

During the war Szymborska joined an underground theatre, [6] f, and worked there as a prompter.

When the war ended, [7] e, she studied literature at the Jagiellonian University in Kraków. Szymborska published her first poem, [8] d, in 1945.

a when she was about five
b where Wisława completed primary school
c which is a small town in western Poland
d which was called 'Szukam słowa'
e which was in 1945
f which was officially forbidden
g who died in 1936
h whose poems are known all over the world

3 Wskaż zdania poprawne i popraw błędne.

1 My friend, who grandparents live in Canada, is going to Toronto next month.
2 I lent the book, which my brother gave me for my birthday, to my friend Alice.
3 The hotel, which my parents stayed in last month, was quite expensive.
4 Madonna, who is one of the world's most famous pop stars, used to be married to Guy Ritchie.
5 Matt Damon, which films include the Bourne series, is one of my favourite actors.
6 Stonehenge, where is in the south of England, is a very famous landmark.
7 Mont Blanc, that is between France and Italy, is the highest mountain in the Alps.
8 Nicole Kidman, who's from Australia, is a famous Hollywood actress.

Exercise 3

1 My friend, ~~who~~ **whose** grandparents live in Canada, is going to Toronto next month.
2 ✓
3 ✓
4 ✓
5 Matt Damon, ~~which~~ **whose** films include the Bourne series, is one of my favourite actors.
6 Stonehenge, ~~where~~ **which** is in the south of England, is a very famous landmark.
7 Mont Blanc, ~~that~~ **which** is between France and Italy, is the highest mountain in the Alps.
8 ✓

Gramatyka

Exercise 4

1 There are millions of people around the world whose first language is English.
2 Barack Obama, who was born in Hawaii, became the first Black US president.
3 Nicholas is the person who I've been looking for all day.
4 Tarantino, whose films include *Pulp Fiction* and *Kill Bill*, is one of my favourite directors.
5 The Ritz is a luxury hotel in London which is popular with celebrities and tourists.
6 This year, we're going on holiday to Antalya, which is a beautiful city in Turkey.

4 Połącz pary zdań za pomocą właściwego zaimka, tak aby utworzyć poprawne zdania przydawkowe definiujące lub niedefiniujące. Pomiń zaimek w tych zdaniach, w których jest to możliwe.

1 There are millions of people around the world. Their first language is English.
2 Barack Obama was born in Hawaii. He became the first Black US president.
3 Nicholas is the person. I've been looking for him all day.
4 Tarantino's films include *Pulp Fiction* and *Kill Bill*. He is one of my favourite directors.
5 The Ritz is a luxury hotel in London. It's popular with celebrities and tourists.
6 This year, we're going on holiday to Antalya. It's a beautiful city in Turkey.

5 Uzupełnij zdania właściwymi zaimkami. Wstaw przecinki tam, gdzie jest to konieczne.

1 Until she was nineteen Madonna lived in Bay City __which__ is in Michigan.
2 That's the boy __whose__ brother is in my class.
3 *Avatar* was the film __which__ brought James Cameron to the attention of the public.
4 It was the music __which__ spoiled the film for me.
5 The actor __who__ plays the main role is very talented.
6 The hotel __where__ the star lives is closed to the public now.
7 The book __which__ took a year to write was published by Oxford University Press.

6 Uzupełnij tekst właściwymi zaimkami.

Mumbai is the place [1] __where__ one of the most famous film industries in the world is based. Bollywood, [2] __which__ produces more films than Hollywood, makes millions of dollars each year. Many Bollywood actors, for example Arjun Rampal and Preity Zinta, are household names in India and other parts of the world. A lot of the films are centred around music and dancing and bright, colourful costumes. They focus on places [3] __where__ the sun shines and the people are happy. However, many films have a more serious message, too. Mira Nair, [4] __who__ directed *Monsoon Wedding*, is interested in more serious issues. This film, and others such as *Bride and Prejudice*, have become box office hits outside India. Some of these films have actors [5] __who__ are also well known in Britain.

Formy dzierżawcze

Zaimki i przymiotniki dzierżawcze

Zaimki i przymiotniki dzierżawcze mają takie samo znaczenie. Różnią się jednak miejscem w zdaniu.

- Przymiotniki dzierżawcze występują zawsze przed rzeczownikiem, np.
  This is my bag.
- Zaimki dzierżawcze występują samodzielnie, bez rzeczownika, np.
  This bag is mine.

Zaimki osobowe	Przymiotniki dzierżawcze	Zaimki dzierżawcze
I	my	mine
you	your	yours
he	his	his
she	her	hers
it	its	its
we	our	ours
you	your	yours
they	their	theirs

Forma dzierżawcza rzeczowników

- Formy dzierżawczej rzeczownika używa się, by zaznaczyć, że dany przedmiot, dane zwierzę lub dana osoba przynależą do innej rzeczy, innego zwierzęcia, innej osoby.
  That's Sam's ball.
- Formę dzierżawczą rzeczownika (tzw. *Saxon genitive*) w liczbie pojedynczej tworzymy przez dodanie apostrofu (') i *s* ('s) po rzeczowniku określającym przedmiot, zwierzę, osobę itp., do którego/której coś lub ktoś przynależy, np.
  Whose are these books? Doris's.
- Formę dzierżawczą rzeczownika w liczbie mnogiej tworzymy przez dodanie apostrofu (') po liczbie mnogiej rzeczownika (-s'), np.
  Here is the girls' dog.
- Jeśli liczba mnoga jest tworzona w sposób nieregularny, wówczas do rzeczownika w liczbie mnogiej dodaje się apostrof (') i *s* ('s), np.
  Those are the men's jackets.
  These are the children's toys.
- Jeśli mówimy o przynależności do dwóch osób lub zwierząt, 's dodajemy tylko do drugiego rzeczownika, np.
  Johnny and Mary's house.

Forma z *of*

Formy z *of* używamy częściej w wypowiedziach oficjalnych i języku pisanym. Form z 's i *of* możemy używać wymiennie, gdy mówimy o przynależności do:

- grupy ludzi, np.
  the band's new album/the new album of the band,
- miejsca, np.
  Kraków's churches/the churches of Kraków.

Ponadto formy z *of* używamy:

- gdy mówimy o przynależności do rzeczy, np.
  the winner of the race,
- po wyrazach, takich jak: *end*, *top*, *front*, *middle*, np.
  in the middle of the film.

1 Uzupełnij dialogi właściwymi przymiotnikami lub zaimkami dzierżawczymi.

At a party

Ben Is that [1] *your* cousin, John, over there?
Anna No, it isn't. [2] *My* cousin has got dark hair. [3] *His* hair is blond.

At school

Teacher Are these [4] *your* English books, boys?
Boys No, they're not [5] *ours*. We've got Book 2 and those are Book 1.

In the canteen

Sally Are these [6] *your* sandwiches, Billy?
Billy No, [7] *mine* are in my bag. There were a couple of boys here earlier. The sandwiches are probably [8] *theirs*.

2 Wpisz właściwą formę dzierżawczą rzeczownika.

1 a book that belongs to my father
my father's book
2 a car that belongs to my parents
my parents' car
3 bikes that belong to the children
the children's bikes
4 mobile phones that belong to the women
the women's mobile phones
5 a hat that belongs to Megan
Megan's hat
6 a football that belongs to the boys
the boys' football

3 Przetłumacz fragmenty zdań w języku polskim na język angielski.

1 (*Siostra mojej koleżanki*) _____ is also my good friend.
2 (*Dom ich dziadków*) _____ is in the country, five miles away from Dublin.
3 I didn't know (*tytułu książki*) _____ we have to read for Monday.
4 Who is (*właścicielem samochodu*) _____ which is parked on the pavement?
5 I've forgotten my pen. Can I use (*twój*) _____?
6 (*Grupa nastolatków*) _____ is sitting around a swimming pool and laughing.
7 You won't mistake us. Her dress is red, (*moja jest*) _____ is blue.
8 Hi. I'm a friend (*Anny*) _____. Nice to meet you.

Czasowniki modalne (2)

Wyrażanie prawdopodobieństwa

- Jeśli chcemy powiedzieć, że coś być może jest prawdą, używamy czasowników ***may***, ***might***, ***could***, np.
They may/might/could be brother and sister. (Oni mogą być bratem i siostrą.)
- W celu wyrażenia większej pewności używamy czasownika ***must***, np.
She must love him. (Ona musi go kochać.)
- Aby wyrazić przekonanie, że coś nie jest prawdą, używamy formy ***can't***, np.
He can't have a wife. (To niemożliwe, że on ma żonę.)
- Jeśli z kolei chcemy powiedzieć, że coś być może nie jest prawdą, używamy form ***may not***, ***might not***, np.
They may not/might not like the food. (Być może nie smakuje im jedzenie.)

1 Wskaż właściwą odpowiedź.

1 You haven't eaten all day.
(a) You must be hungry.
b You can't be hungry.
2 You've passed all your exams.
(a) You must be happy.
b You can't be happy.
3 The library is closed today.
a They must be in the library.
(b) They can't be in the library.
4 There's a light on in Jack's house.
(a) He must be at home.
b He can't be at home.
5 You've already had six glasses of water, and you want more.
(a) You must be thirsty.
b You can't be thirsty.
6 Mr Brown went home hours ago.
a He must be in his office.
(b) He can't be in his office.

2 Dopasuj odpowiedzi a–f do pytań 1–6.

1 Are you going to Mark's party next weekend? *b*
2 Is your brother going to university? *c*
3 Shall we go out for a meal tonight? *e*
4 Did the class work hard before their exams? *a*
5 Is Isabel leaving her job soon? *f*
6 Are you planning to go away this year? *d*

a Yes, I think they could all do really well.
b I'm not sure. I might have to go to a wedding on Saturday.
c Yes, but he may have a year off before he goes.
d I may go to Russia in the spring.
e We can go to that new Chinese restaurant if you like.
f I'm not sure, but I think she might be going back to college.

Exercise 3
1 My friend's sister
2 Their grandparents' house
3 the title of the book
4 the owner of the car
5 yours
6 A group of teenagers
7 mine
8 of Anna's

Gramatyka

Exercise 3
1 may / might
2 may not / might not
3 must
4 must
5 must
6 can't
7 must
8 must
9 must
10 must

Exercise 4
1 must be
2 can't have
3 may/might live
4 may/might not know
5 must be
6 can't like
7 may not/might not get
8 must speak

Exercise 1
1 It is
2 There are
3 it is
4 there is
5 there are
6 it is
7 there is
8 it is

Exercise 2
1 It is warm
2 There were a lot of / lots of / many
3 It has been cold
4 There are low temperatures
5 There was a hurricane
6 Is there enough time
7 It is easy
8 it is going to be sunny
9 Will there be anyone
10 it had started to snow

3 **Uzupełnij dialog właściwymi czasownikami modalnymi. Wykorzystaj czasowniki *may*, *may not*, *might*, *might not*, *could*, *must* i *can't*.**

Jenny Look at this picture. What are these people celebrating?
Mark It [1]_____ be a birthday party – look at the cake. They [2]_____ all be members of the same family, but they're not people who have just met. They [3]_____ know each other well. The girl on the left looks very much like the woman on the right. She [4]_____ be her daughter.
Jenny Yes, you're right. And this man who is blowing the candles out [5]_____ be her father.
Mark No, he [6]_____ be her father, he's far too old. He [7]_____ be her grandfather. And look at the woman standing behind the old man. She [8]_____ love him very much; she is looking at him so tenderly.
Jenny Yes. You're right. And this young couple – they [9]_____ like this old man very much. They look like they're being so supportive!
Mark Yes, and they [10]_____ stay in touch and visit him quite often. I'm sure they do!

4 **Przetłumacz fragmenty zdań w języku polskim na język angielski. Zastosuj właściwe czasowniki modalne.**

1 The woman next door (*z pewnością jest*) _____ ten years older than her husband.
2 Brad and Suzanne (*niemożliwe, aby mieli*) _____ grandchildren. They are too young.
3 The woman I saw at the party (*możliwe, że mieszka*) _____ in the neighbourhood. I think I've seen her in my street.
4 Sonia's parents (*mogą nie wiedzieć*) _____ that she is seeing a boy from her class.
5 Look at this couple kissing! They (*z pewnością są*) _____ in love.
6 Paul hardly ever joins in when we talk about Kate's new boyfriend. He (*z pewnością nie lubi*) _____ gossiping!
7 Accept their offer. You (*być może nie dostaniesz*) _____ a better opportunity.
8 Anna lived in America for three years, so she (*na pewno mówi*) _____ English.

Zdania z podmiotami *there* i *it*

- Gdy mówimy o tym, że coś gdzieś istnieje, znajduje się lub występuje, rozpoczynamy zdanie konstrukcją ***there* + *be***, np.
  There is a lot of rain in Britain. NIE: ~~*It is a lot of rain in Britain.*~~
  (W Wielkiej Brytanii są intensywne opady.)
  There was so much hail that some of the cars were damaged.
  (Grad był tak silny, że niektóre samochody uległy uszkodzeniu.)
- Zdania bezosobowe rozpoczynamy od ***it***, np.
  It has been raining for weeks now. (Pada od kilku tygodni.)
  It's difficult to get used to dramatic climate changes. (Trudno jest się przyzwyczaić do gwałtownych zmian klimatu.)

1 **Uzupełnij tekst. Wykorzystaj konstrukcje *there is*, *there are* lub *it is*.**

[1]_____ difficult to predict weather, especially in Britain. [2]_____ too many things to take into consideration. Even if [3]_____ warm and sunny in the morning, [4]_____ no guarantee the weather will be the same at noon. However, when [5]_____ heavy clouds in the sky or when [6]_____ snowing, [7]_____ no chance of radical improvement.

A light shower is always possible, though, even on a sunny day, so [8]_____ always wise to carry your umbrella.

2 **Przetłumacz fragmenty zdań w języku polskim na język angielski. Wykorzystaj wyrazy *it* i *there* oraz czasowniki we właściwych czasach.**

1 (*Jest ciepło*) _____ and sunny today.
2 (*Było wiele*) _____ thunderstorms last summer.
3 (*Jest zimno*) _____ for a week now.
4 (*Są niskie temperatury*) _____ in the north of the country.
5 (*Był huragan*) _____ and a lot of people lost their homes.
6 (*Czy jest wystarczająco dużo czasu*) _____ to cover the garden chairs before it starts to snow?
7 (*Jest łatwo*) _____ to predict the weather nowadays.
8 According to the weather forecast, (*będzie słonecznie*) _____ tomorrow.
9 (*Czy będzie ktoś*) _____ in our school interested in taking part in the environment project next week?
10 Before we reached the zoo, (*zaczął padać śnieg*) _____.

Spójniki

And, but, although, though, or, so

- Spójnik ***and*** (i, a) stosujemy wtedy, gdy łączymy wydarzenia chronologicznie lub dodajemy kolejną informację, np.
  We dug the garden and watered the plants.
- Spójniki ***but*** (ale), ***although*** i ***though*** (chociaż, pomimo tego) stosujemy wtedy, kiedy przeciwstawiamy sobie dwie treści w zdaniu.
  The weather was very bad, but we didn't change our weekend plans.
  Although it rained, we spent the day on the beach.
- ***Though*** znaczy to samo, co *although*, ale ma mniej oficjalny charakter.
  Though Jane usually arrives late, she usually finishes work on time.
- Spójnik ***or*** (lub) stosujemy wtedy, gdy wymieniamy alternatywne opcje, np.
  We can have lunch at the hotel restaurant or find somewhere in town.
- Spójnik ***so*** (więc) stosujemy wtedy, gdy mówimy o skutku jakiejś czynności, np.
  It was cold outside, so we stayed at home.

Because, as

Spójniki ***because*** i ***as*** (ponieważ) stosujemy po to, aby wyrazić przyczynę, np.
Animals become extinct because people do not protect their natural habitat.
As I don't know you very well, I'd like to introduce myself.

Until/Till, after, before, while, when

- Spóniki ***after*** i ***till*** (dopóki, aż) stosujemy do wyrażania czasu, np.
  They'll wait until we get there.
  They sat under a tree till it got dark.
- Spóniki ***after*** (po, kiedy) i ***before*** (zanim, przed) stosujemy wtedy, gdy mówimy o wydarzeniach następujących po sobie, np.
  After I finish my lunch, I'll go for a walk.
  I hadn't been to France before I went to Paris last month.
- Spónik ***while*** (podczas gdy, natomiast) stosujemy wtedy, gdy opisujemy czynności wykonywane w tym samym czasie lub kiedy mamy do czynienia z jakimś kontrastem, np.
  John fell asleep while I was telling him about my new dress.
  My husband likes fishing, while I prefer shopping.
- Spónik ***when*** (kiedy, gdy) stosujemy wtedy, gdy mówimy o czynnościach następujących po sobie, np.
  My mother made the dinner when I came home.

1 Uzupełnij zdania właściwymi spójnikami z ramki.

until/till after (x2) before (x2) while when (x2)

1 I'll call you *when* I get to my office.
2 We'll stay here *until/till* he returns.
3 Aren't you going to tell her the good news *before* she leaves the office?
4 He's going to take leave *after* he's finished the project.
5 Don't worry. I'll watch the children *while* they are playing in the park.
6 We managed to finish clearing the garden *before* it got completely dark.
7 I'll come round *after* I've watched the last episode of the drama.
8 I'm going to swim and lie in the sun *when* I'm on holiday.

2 W każdym zdaniu znajdź jeden błąd gramatyczny i go popraw.

1 He ate dinner and he wasn't hungry.
2 You're ill so you didn't follow my advice.
3 I had a test although I studied all night to prepare for it.
4 I like strawberries and I don't like bananas.
5 Come to our performance but see for yourself what huge progress the group has made.
6 We can get her a book but we can get her a DVD.

3 W każdym zdaniu wskaż właściwy spójnik.

1 He lived in London *because* / (*until*) / *or* he was twelve.
2 My mother speaks good English, *so* / *and* / (*but*) she has a strong Polish accent.
3 It was very cold *when* / *and* / (*so*) I put on my winter jacket.
4 I went to school (*although*) / *after* / *but* I was ill.
5 Let's apologize *while* / (*before*) / *after* it's too late.
6 I was late *but* / *while* / (*because*) I left my mobile phone at home.
7 Andy called *so* / *although* / (*while*) you were at the shopping centre.
8 We can eat the leftovers at home *but* / (*or*) / *though* we can eat out tonight.
9 She went away. She didn't tell anyone, (*though*) / *although* / *but*.
10 The concert was a disaster (*so*) / *but* / *and* I left an hour early.

Exercise 2

1 He ate dinner ~~and~~ **although** he wasn't hungry.
2 You're ill ~~so~~ **because** you didn't follow my advice.
3 I had a test ~~although~~ **so** I studied all night to prepare for it.
4 I like strawberries ~~and~~ **but** I don't like bananas.
5 Come to our performance ~~but~~ **and** see for yourself what huge progress the group has made.
6 We can get her a book ~~but~~ **or** we can get her a DVD.

Gramatyka

4 **Przetłumacz fragmenty zdań w języku polskim na język angielski.**

1 Jill doesn't like apples (*więc ich nie je*) _____.
2 The streets were crowded (*ponieważ był mecz piłki nożnej*) _____ in the town.
3 (*Chociaż Sally dużo się uczy*) _____, she doesn't get good marks at school.
4 Philip's English isn't very good, (*ale ludzie rozumieją*) _____ what he says.
5 (*Po tym jak odrobiła pracę domową*) _____, Maria watched television.
6 (*Podczas gdy szedłem do szkoły*) _____, I met an old friend.
7 She ate breakfast, (*zanim umyła zęby*) _____.
8 I was skiing (*kiedy złamałam nogę*) _____.
9 She didn't like the boss, (*więc odeszła z pracy*) _____.
10 (*Ponieważ mieszkamy*) _____ by the sea, we often go surfing.

Pytania rozłączne (zwroty typu „nieprawdaż")

- Pytania rozłączne to krótkie pytania, które są wypowiadane na końcu zdania. Na końcu zdania twierdzącego stosujemy pytanie z czasownikiem w formie przeczącej, a na końcu zdania przeczącego – pytanie z czasownikiem w formie twierdzącej, np.
  It's a lovely day, isn't it?
  It wasn't a good film, was it?
- Po zdaniach z czasownikami *be*, *have*, *will* i *can* w pytaniu rozłącznym stosujemy te same czasowniki, np.
  You'll phone me, won't you?
  You've got a new phone, haven't you?
- W zdaniach z innymi czasownikami używamy właściwych czasowników posiłkowych, np.
  James did well in his French test, didn't he?
- Na końcu poleceń i próśb możemy użyć:
  - ***can/could/will/would you?*** (po zdaniu w trybie rozkazującym), np.
    Wait here for a moment, can you?
    Pass me the notebook, would you?
  - ***will you?*** (po przeczeniu w trybie rozkazującym), np.
    Don't do anything silly, will you?
  - ***shall we?*** (po zdaniu z *Let's*), np.
    Let's go for a walk, shall we?

1 **Dopisz właściwe pytanie rozłączne do każdego zdania.**

1 It's a horrible day, _____?
2 The test was hard, _____?
3 She can't sing very well, _____?
4 You've got a new computer, _____?
5 You don't like fish, _____?
6 He'll love the present, _____?
7 It's been a good term, _____?
8 The food tasted lovely, _____?
9 You'll give me a lift tonight, _____?
10 Don't forget the milk, _____?

2 **W każdym zdaniu znajdź jeden błąd gramatyczny i go popraw.**

1 Your sister lives in Warsaw, don't she?
2 She's finished her report, have she?
3 You didn't see the whole exhibition, didn't you?
4 The children were very surprised, didn't they?
5 It takes an hour to get there, isn't it?
6 Pete and Eva will come tomorrow, don't they?

3 **W każdym zdaniu wskaż właściwe pytanie rozłączne.**

1 Let's go, *don't we* / *shall we*?
2 We have to do it, *have we* / *don't we*?
3 You aren't going to leave, *are you* / *are you going to*?
4 Somebody paid the bill, *didn't he* / *didn't they*?
5 Give me a hand please, *can you* / *don't you*?
6 She never takes sugar with her coffee, *does she* / *doesn't she*?
7 Don't tell anyone, *shall you* / *will you*?

4 **Uzupełnij rozmowę właściwymi pytaniami rozłącznymi.**

Marta I'm going to Helsinki tomorrow.
Charles That's in Finland, [1] _____?
Marta Yes, it's the capital.
Charles You've been there before, [2] _____?
Marta Yes, two years ago.
Charles But you can't speak Finnish, [3] _____?
Marta No, I can't.
Charles But a lot of Finnish people speak English, [4] _____?
Marta Yes.
Charles Well, I'll see you before you leave, [5] _____?
Marta Yes, I'll see you tonight.

Exercise 4
1 so she doesn't eat them
2 because there was a football match
3 Although Sally studies hard
4 but people understand
5 After she did her homework
6 While I was walking/going to school
7 before she cleaned her teeth
8 when I broke my leg
9 so she quit her job
10 As we live

Exercise 1
1 isn't it
2 wasn't it
3 can she
4 haven't you
5 do you
6 won't he
7 hasn't it
8 didn't it
9 won't you
10 will you

Exercise 2
1 Your sister lives in Warsaw, ~~don't~~ **doesn't** she?
2 She's finished her report, ~~have~~ **hasn't** she?
3 You didn't see the whole exhibition, ~~didn't~~ **did** you?
4 The children were very surprised, ~~didn't~~ **weren't** they?
5 It takes an hour to get there, ~~isn't~~ **doesn't** it?
6 Pete and Eva will come tomorrow, ~~don't~~ **won't** they?

Exercise 4
1 isn't it
2 haven't you
3 can you
4 don't they
5 won't I

Czasowniki nieregularne

Infinitive (Bezokolicznik)	**Past simple** (Czas przeszły)	**Past participle** (Imiesłów czasu przeszłego)	**Polski odpowiednik**
be	was/were	been	być
beat	beat	beaten	bić, uderzać
become	became	become	stawać się
begin	began	begun	zaczynać
bid	bade	bidden	życzyć
bite	bit	bitten	gryźć
blow	blew	blown	wiać, dmuchać
break	broke	broken	łamać, rozbijać
bring	brought	brought	przynosić
build	built	built	budować
burn	burnt/burned	burnt/burned	palić, parzyć
buy	bought	bought	kupować
can	could	—	móc, potrafić
catch	caught	caught	łapać, chwytać
choose	chose	chosen	wybierać
come	came	come	przychodzić, przyjeżdżać
cost	cost	cost	kosztować
cut	cut	cut	ciąć, kroić, kaleczyć
dig	dug	dug	kopać
do	did	done	robić
draw	drew	drawn	rysować
dream	dreamt/dreamed	dreamt/dreamed	marzyć, śnić
drink	drank	drunk	pić
drive	drove	driven	kierować, jeździć samochodem, wozić
eat	ate	eaten	jeść
fall	fell	fallen	padać, przewracać się
feed	fed	fed	karmić
feel	felt	felt	czuć się
fight	fought	fought	walczyć, bić się
find	found	found	znajdować, odnajdywać
fly	flew	flown	latać
forget	forgot	forgotten	zapominać
get	got	got	dostawać
get up	got up	got up	wstawać (z łóżka)
give	gave	given	dawać
go	went	gone/been	iść, jechać
grow	grew	grown	rosnąć, hodować
hang	hung	hung	wieszać
have	had	had	mieć
hear	heard	heard	słyszeć
hide	hid	hidden	chować
hit	hit	hit	uderzać
hold	held	held	trzymać
hurt	hurt	hurt	boleć, ranić
keep	kept	kept	trzymać
know	knew	known	wiedzieć, znać
lay	laid	laid	kłaść
learn	learnt/learned	learnt/learned	uczyć się, dowiadywać
leave	left	left	wychodzić, wyjeżdżać
lend	lent	lent	pożyczać
let	let	let	pozwalać

Czasowniki nieregularne

Infinitive (Bezokolicznik)	**Past simple** (Czas przeszły)	**Past participle** (Imiesłów czasu przeszłego)	**Polski odpowiednik**
lie down	lay down	lain down	położyć się
light	lit	lit	zapalać, oświetlać
lose	lost	lost	tracić, gubić
make	made	made	robić
mean	meant	meant	znaczyć, mieć na myśli
meet	met	met	spotykać
pay	paid	paid	płacić
put	put	put	kłaść
read	read	read	czytać
ride	rode	ridden	jeździć (na)
ring	rang	rung	dzwonić, telefonować
rise	rose	risen	rosnąć, wstawać
run	ran	run	biegać
say	said	said	mówić
see	saw	seen	widzieć
sell	sold	sold	sprzedawać
send	sent	sent	wysyłać
set	set	set	stawiać, umieszczać
shine	shone	shone	świecić, błyszczeć
shoot	shot	shot	strzelać
show	showed	shown/showed	pokazywać
shut	shut	shut	zamykać
sing	sang	sung	śpiewać
sink	sank	sunk	tonąć, topić się
sit	sat	sat	siedzieć
sleep	slept	slept	spać
smell	smelt/smelled	smelt/smelled	pachnieć, wąchać
speak	spoke	spoken	mówić, rozmawiać
spell	spelt/spelled	spelt/spelled	literować
spend	spent	spent	spędzać, wydawać
split up	split up	split up	zerwać (z kimś)
stand	stood	stood	stać
steal	stole	stolen	kraść
strike	struck	struck	uderzać
sweep	swept	swept	zamiatać, czyścić
swim	swam	swum	pływać
take	took	taken	brać
teach	taught	taught	uczyć (kogoś)
tell	told	told	mówić
think	thought	thought	myśleć, sądzić
throw	threw	thrown	rzucać
understand	understood	understood	rozumieć
wake up	woke up	woken up	budzić się
wear	wore	worn	nosić, ubierać się (w coś)
win	won	won	wygrywać
write	wrote	written	pisać

Wypowiedź ustna

Rozmowa z odgrywaniem roli

Rozpoczynanie rozmowy

Excuse me, can I tell/ask you something? Przepraszam, czy mogę ci coś powiedzieć/o coś cię zapytać?
Excuse me, can I talk to you for a moment? Przepraszam, czy mogę z tobą chwilę porozmawiać?
Can we have a word? Czy możemy zamienić słowo?

Kończenie rozmowy

OK, that's great. Okej, świetnie.
OK. Thank you. Dobrze. Dziękuję.
That's fine. Bye. W porządku. Do widzenia.
See you around. Do zobaczenia.
I'll call you soon. Wkrótce zadzwonię.

Wysuwanie sugestii

How/What about (splitting the cost)? A co powiesz na to, żebyśmy (podzielili się/podzieliły się kosztami)?
So, shall we (go for a walk)? A może (pójdziemy na spacer)?
Why don't we (go cycling)? A może (pójdziemy pojeździć na rowerze)?
I think we could … . Moglibyśmy…
Let's take turns to do the cleaning. Zmywajmy naczynia na zmianę.

Reagowanie na sugestie

Great idea. Doskonały pomysł.
That's a good idea. Dobry pomysł.
That sounds good to me. To brzmi nieźle.
Well, I'm not sure that's such a good idea. Nie jestem pewien/pewna, czy to dobry pomysł.
I'm not sure about that. No, nie wiem.
I'm afraid I can't. (I'm going out with a friend.) Obawiam się, że nie mogę. (Wychodzę z przyjacielem.)

Obrona swojego stanowiska

Yes, true, but … . Tak, to prawda, ale…
I take/see your point, but … . Rozumiem, co masz na myśli, ale…
Yes, maybe, but … . Być może, ale…
I see what you mean, but … . Wiem, o co ci chodzi, ale…

Osiąganie kompromisu

OK. You've persuaded me. Dobrze. Przekonałeś/Przekonałaś mnie.
OK. Why not? Dobrze. Czemu nie?
OK. I expect you're right. Okej. Myślę, że masz rację.
True. OK, then. Prawda. Dobrze więc.
All right, I suppose you're right. W porządku. Myślę, że masz rację.

Pytanie o pozwolenie

Could I … ? Czy mógłbym/mogłabym… ?
Do you mind if I (use your computer)? Czy będziesz miał/miała coś przeciwko temu, żebym (skorzystał/skorzystała z twojego komputera)?
Would you mind if I (opened the window)? Czy miałby pan/miałaby pani coś przeciwko temu, żebym (otworzył/otworzyła okno)?

Prośby

Can you tell me if (you have anything like that)? Czy może pan/pani mi powiedzieć czy (macie coś podobnego)?
Do you know where (I can see this painting)? Czy wie pan/pani, gdzie (można zobaczyć ten obraz)?
Could you tell me (how much it is)? Proszę mi powiedzieć, (ile to kosztuje)?
Can/Could you … ? Czy mógłbyś/mogłabyś… ?
Would you mind (doing the shopping today)? Czy nie miałbyś/miałabyś nic przeciwko (zrobieniu dziś zakupów)?

Udzielanie odpowiedzi na prośby

OK./All right. Dobrze.
Yes, sure. Tak, pewnie.
Certainly. Oczywiście.
Not at all. Nie, oczywiście że nie.
Sorry, but … . Przykro mi, ale…
I can't really … . Naprawdę nie mogę…

Przewidywanie

I think it will probably (rain later). Przypuszczam, że będzie (padać).
It might be cold today. Dziś może być zimno.
It will definitely be (warm in there). Na pewno będzie (tam ciepło).

Pytania o radę

What do you think I should do? Jak uważasz, co powinienem/powinnam zrobić?
Do you think I should … ? Czy myślisz, że powinienem/powinnam… ?

Udzielanie rady

I think you should … . Myślę, że powinieneś/powinnaś…
You could … . Mógłbyś/Mogłabyś…

Rozmowa w sprawie pracy

I am calling about your job advertisement that I saw online. Dzwonię w sprawie ogłoszenia o pracę, które zobaczyłem/zobaczyłam w internecie.
Have you done this type of work before? Czy wcześniej wykonywał pan/wykonywała pani podobne prace?
How should I apply? W jaki sposób mogę aplikować na to stanowisko?
What exactly would my duties be? Proszę sprecyzować, jakie będą moje obowiązki.
What languages can you speak? Jakie języki obce pan/pani zna?
Will I have to work shifts? Czy będę musiał/musiała pracować w systemie zmianowym?
What's the pay? Jaka jest pensja?
The pay is £6 an hour. Płacimy £6 za godzinę.

Wypowiedź ustna

Robienie zakupów

I'm looking for something (elegant). Szukam czegoś (eleganckiego).
Do you have any accessories to go with it? Czy są jakieś dodatki, które by pasowały do tego?
It doesn't fit very well. Niezbyt dobrze leży.
Do you have it/them in (grey/silver) or (blue)? Czy jest też w kolorze (szarym/srebrnym) lub (niebieskim)?
I would like (light grey, silver or blue). Chciałbym/Chciałabym to w kolorze (jasnoszarym, srebrnym lub niebieskim).
Do you have it/them in a small/medium/large? Czy jest też rozmiar S/M/L?
What size are you? Jaki pan/pani nosi rozmiar?
How much is this? Ile to kosztuje?

Składanie skargi

I bought a (mobile phone) here a few days ago. Kupiłem/Kupiłam tutaj (telefon komórkowy) kilka dni temu.
But something is wrong with it, it won't work properly. Coś z nim jest nie tak. Nie działa dobrze.
What precisely is the problem? Na czym konkretnie polega problem?
I also tried (removing the SIM card), but that didn't work either. Próbowałem/Próbowałam także (usunąć kartę SIM), ale to również nie pomogło.
If you leave it with us for a few days, we'll send it to our service centre. Jeśli zostawi pan/pani go u nas na kilka dni, wyślemy go do centrum serwisowego.
Can't you just exchange it for one that works? Czy możecie wymienić go na sprawny aparat?
I think you should at least offer me a discount for my trouble. Uważam, że należy mi się przynajmniej rabat za kłopot.

Opis ilustracji i odpowiedzi na trzy pytania

Opisywanie ilustracji

In the picture I can see … . Na obrazku widzę…
The picture shows … . Obrazek przedstawia…
on the right/left z prawej/lewej strony
at the top/bottom na górze/dole
In the background/foreground there is … . W tle/na pierwszym planie znajduje się…

Wyrażanie przypuszczenia

They may be … . Oni mogą być…
They're probably … . Oni są prawdopodobnie…
It looks like … . To wygląda jak…
They seem … . Wydaje się, że oni…
It seems to me that … . Wydaje mi się, że…

Wyrażanie opinii

In my opinion, … . Moim zdaniem…
In my view, … . Moim zdaniem…
I think … . Myślę, że…
I don't think … . Nie sądzę, że…

Wyrażanie upodobań

I really like … . Bardzo lubię…
I'm keen on … . Przepadam za…
I love/adore … . Uwielbiam…

Wyrażanie antypatii

I don't really like … . Raczej nie lubię…
I can't stand … . Nie znoszę…
I hate/detest … . Nienawidzę…

Wyrażanie preferencji

I prefer … . Wolę…
I like … better than … . Lubię… bardziej niż…

Zastanawianie się

Let me see … . Niech zobaczę…
Let me think about that for a moment. Niech się zastanowię nad tym przez chwilę.
That's a good question. To dobre pytanie.
I'm not quite sure, but … . Nie jestem pewien/pewna, ale…

Rozmowa na podstawie materiału stymulującego

Określanie tematyki materiału

I think the best picture for material/a brochure/a poster about … would be … . Uważam, że najlepszym zdjęciem do broszury/materiału o… byłoby…
If I were to choose a photo for material/a brochure about …, I would go for … . Gdybym miał/miała wybrać ilustrację do broszury/materiału na temat…, zdecydowałbym się/zdecydowałabym się na…

Wybór ilustracji

My choice would be photo number (1/2). Wybrałbym/Wybrałabym ilustrację (pierwszą/drugą).
I think we should choose photo number (1/2). Uważam, że powinniśmy/powinnyśmy wybrać ilustrację (pierwszą/drugą).
I think photo/poster (1/2) would be the better/best option because… . Uważam, że ilustracja/plakat (1/2) byłaby/byłby lepszą propozycją, ponieważ…
I wouldn't pick… simply because… . Nie wybrałbym/Nie wybrałabym… po prostu dlatego, że…
Photo number (1/2) is not a good idea because … . Ilustracja (pierwsza/druga) nie jest dobrym pomysłem, ponieważ…
I don't think photo (1/2) is a good choice. Uważam, że zdjęcie (pierwsze/drugie) to niezbyt dobry wybór.
I wouldn't choose/go for photo number (1/2). Nie wybrałbym/wybrałabym ilustracji (pierwszej/drugiej).

Mówienie o wadach i zaletach

If we look at the advantages/disadvantages, we can say that … . Rozważając wady i zalety, można powiedzieć, że…
It is true that …, but … . To prawda, że…, ale…
One advantage is that …, but on the other hand … . Zaletą jest…, ale z drugiej strony…
Another (big) advantage/disadvantage of … is that … . Inna (duża) zaleta/wada… to…
Another (important) drawback of … is … . Inną (istotną) wadą jest to, że…

Wymienianie argumentów

To start with/First of all, … . Zacznę od…/Przede wszystkim…
Secondly, … . Po drugie…
Another thing/reason is that … . Inny powód to…
Also, … . Co więcej, …
On top of that, … . A na dodatek/I w końcu…
Finally, … . I w końcu…

Opisywanie sloganów i haseł

The slogan/advert/text suggests/implies that … . Hasło/Ogłoszenie/Tekst sugeruje, że…
I think the slogan means that … . Myślę, że to hasło oznacza, że…
According to the slogan/advert/text, … . Zgodnie z tym hasłem/ogłoszeniem/tekstem…
The slogan communicates that … . To hasło wyraża myśl, że…

Zgadzanie się z jakąś opinią

I (completely) agree (with this idea) because … . (Całkowicie) się zgadzam (z tym poglądem), ponieważ…
I agree with the people/experts who say that … . Zgadzam się z ludźmi/ekspertami, którzy uważają, że…

Niezgadzanie się z czyimś zdaniem

Actually, I don't really agree. Tak naprawdę nie mogę się zgodzić.
There might be some truth in it because … . Może być w tym trochę prawdy, ponieważ…
I don't think that's true/right/correct. Uważam, że to nie jest prawda.
Well, I'm not sure if that's true/right/correct. Nie jestem pewien/pewna, czy to jest prawda.

Parafrazowanie nieznanych wyrazów

It looks a bit like (a bed). To przypomina trochę (łóżko).
This is equipment/a thing that you use when you want to (run). Jest to sprzęt, którego/rzecz, której się używa, kiedy chce się (pobiegać).
This is a thing/These are things you might use for (making your arm muscles stronger). Jest to rzecz, która/Są to rzeczy, które można wykorzystać do (wzmacniania mięśni).
It's a kind of (ball) that you can use when you want to (exercise your muscles). Jest to rodzaj (piłki), której można użyć, aby (ćwiczyć mięśnie).

Prośba o powtórzenie lub wyjaśnienie

I'm sorry, I didn't quite catch that. What did you say? Przepraszam, nie całkiem to zrozumiałem/zrozumiałam. Co pan powiedział/pani powiedziała?
Would you mind repeating that? Czy mógłbym/mogłabym prosić o powtórzenie?
Sorry, I missed that. Przepraszam, umknęło mi to.
Could you tell me what you mean by … ? Czy mógłby pan/mogłaby pani wyjaśnić, co ma na myśli, mówiąc o… ?
I am not sure what you mean by … . Nie jestem pewien/pewna, co pan/pani ma na myśli, gdy mówi o…

Mówienie Opis ilustracji i odpowiedzi na trzy pytania

Unit 1

Zadanie 6, s. 13

1 What kind of event is the woman taking part in? What makes you think so?
2 Would you like to be famous? Why? / Why not?
3 Describe a situation when you or someone you know wanted to make a good impression on another person.

Unit 2

Zadanie 2, s. 27

1 What are the couple planning to do? What makes you think so?
2 Would you like to live in a big house? Why? / Why not?
3 Describe a situation when you or someone you know moved into a new flat or house.

Unit 4

Zadanie 7, s. 55

1 Do you think the tattoo artist is enjoying his job? What makes you think so?
2 Would you like to have a job which involves speaking to customers? Why? / Why not?
3 Tell us about the last time when you or someone you know was in charge of an important project.

Unit 5

Zadanie 2, s. 69

1 How is the boy feeling? Why do you think so?
2 Do you often argue with other people? Why? / Why not?
3 Tell us about a situation when you felt disappointed with your friend's behaviour.

Unit 7

Zadanie 4, s. 97

1 Is the woman going to buy her daughter what she wants? What makes you think so?
2 Which do you prefer: spending or saving money? Why?
3 Tell us about the last time you bought a product which didn't meet your expectations.

Unit 8

Zadanie 6, s. 111

1 Has the man been waiting for a ride for a long time? Why do you think so?
2 Do you prefer to travel alone or in a group? Why?
3 Tell us about a difficult situation that you had while travelling.

Wypowiedź ustna

Unit 10

Zadanie 3, s. 139

1 What kind of sports competition do you think the girls have won? What makes you think so?
2 Which do you prefer: training on your own or with a coach? Why?
3 Tell us about a PE lesson that you particularly enjoyed.

Unit 12

Zadanie 7, s. 167

1 Do you think the experiment has been successful? Why? / Why not?
2 Do you like science subjects? Why? / Why not?
3 Describe a situation when you or someone you know had a problem using an electrical device.

Unit 13

Zadanie 2, s. 181

1 What is the goal of the action the teenagers are taking part in?
2 Are you 'green' on an everyday basis?
3 Describe a situation when you learned something interesting about nature or ecology.

Bank zadań Wypowiedź ustna

Unit 1

Zadanie 2, s. 17

1 Why is the girl using a smartphone?
2 Do you or does anyone you know have an interesting hobby? What is it?
3 Tell us about something you did recently that you really enjoyed.

Unit 3

Zadanie 2, s. 45

1 Why do you think the boy is sitting on the floor?
2 Do you prefer studying on your own or with other people? Why?
3 Tell us about a day at school you really enjoyed.

Unit 5

Zadanie 2, s. 73

1 Do you think this is a serious argument? Why? / Why not?
2 Who do you trust most in your family? Why?
3 Tell us about an argument you recently had.

Unit 7

Zadanie 2, s. 101

1 Does the woman know a lot about the products she is selling? What makes you think so?
2 What factors influence your buying decisions?
3 Describe a situation when you bought a product because of a recommendation from a friend.

Unit 9

Zadanie 2, s. 129

1 Do you think the girl is studying or reading for pleasure? Why?
2 What kind of books do you like reading? Why?
3 Tell us about a book you have read recently.

Unit 11

Zadanie 2, s. 157

1 What do you think will happen next?
2 Would you like to work as a doctor in the future? Why? / Why not?
3 Tell us about the last time you needed medical help.

Unit 13

Zadanie 2, s. 185

1 Why do you think the girl needs the water sample?
2 Do you like being surrounded by nature or do you prefer city life? Why?
3 Tell us about a situation when you had to spend some time without access to the Internet.

Wypowiedź pisemna

Przydatne zwroty: list prywatny, e-mail, wpis na blogu.

Zwrot rozpoczynający

Hi Susan, Cześć, Susan
Dear Steven, Drogi Stevenie

Rozpoczynanie listu

Great to hear from you! Miło, że dałeś/dałaś znać, co u ciebie!
Hope you're well! Mam nadzieję, że u ciebie wszystko w porządku!
Thanks for your letter/email. Dziękuję za list/e-mail.
Sorry I haven't written for ages. Przepraszam, że się tak długo nie odzywałem/odzywałam.

Pytania grzecznościowe

What have you been up to? Co ostatnio porabiałeś/porabiałaś?
How are things? Co u ciebie?
Anyway, what's going on with you? A poza tym co u ciebie słychać?

Przekazywanie wiadomości

I am writing to let you know … . Piszę, by ci powiedzieć, że…
I am writing to ask if … . Piszę, żeby zapytać, czy…
I am just writing to tell you my news. Piszę, żeby ci powiedzieć, co u mnie.
Guess what? Nie uwierzysz, co się stało!
Here are the details: … . A oto szczegóły…
You won't believe this! Nie uwierzysz, że…

Informowanie o planach

I'm going to … . Zamierzam…
The plan is to … . Plan jest taki, aby…
We're planning to … . Planujemy…

Rozpoczynanie historii

A funny/weird thing happened (to me) when … . Przydarzyło (mi) się coś śmiesznego/dziwnego, gdy…
One day, … . Pewnego dnia…
A few years/days ago, … . Kilka dni temu…

Opisywanie wydarzeń

… when/while … . … podczas/gdy…
During the (visit) … . Podczas (wizyty)…
Then, … . Potem…
Suddenly, … . Nagle…

Zakończenie historii

I'll never forget that day/evening. Nigdy nie zapomnę tego dnia/wieczoru.
I felt happy/terrified/shocked. Czułem/Czułam się szczęśliwy/szczęśliwa/przerażony/przerażona/zszokowany/zszokowana.

Pytanie o opinię/radę

Please tell me what you think I should do. Proszę, powiedz, co powinienem/powinnam zrobić.
What do you think about … ? Co myślisz o… ?
Do you think that … ? Czy uważasz, że… ?

Udzielanie rady

You can … . Możesz …
I think you should … . Myślę, że powinieneś/powinnaś…
It would be better to … . Lepiej by było, żeby…

Wyrażanie prośby

Could you do me a favour? Czy mógłbyś/mogłabyś coś dla mnie zrobić?
Could you …, please? Czy mógłbyś/mogłabyś… ?
Do you think you could … ? Czy mógłbyś/mogłabyś może… ?

Zapraszanie

Come to a party/barbecue/dinner to celebrate … . Zapraszam na przyjęcie/grill/obiad z okazji…
We're holding/organizing/having a party to celebrate … . Urządzamy/Organizujemy/Wydajemy przyjęcie z okazji…
I/We would like to invite you to … . Chciałbym/Chciałabym/Chcielibyśmy zaprosić cię na…
The party/barbecue/dinner will take place / start at … . Przyjęcie/Grill odbędzie się…
To get there, take the bus / go to … . Aby tam dotrzeć, jedź autobusem/idź do…
Please bring a traditional dish / some dessert. Proszę zabrać ze sobą tradycyjną potrawę/tradycyjny deser.
Hope to see you there! Do zobaczenia na miejscu!
Please let me/us know if you can come! Proszę, poinformuj mnie/nas, czy możesz przyjść!

Kończenie listu

Well, that's all for now. To na razie tyle.
Do come and visit me. Musisz mnie odwiedzić.
Please write soon and tell me … . Proszę, napisz wkrótce i powiedz…
Looking forward to hearing from you. Czekam na odpowiedź od ciebie.
Keep in touch. Bądźmy w kontakcie.
Say 'hi' to everybody! Pozdrów ode mnie wszystkich!
Do drop me a line. Proszę, napisz do mnie.
Please write to me and tell me your news. Proszę, napisz do mnie i powiedz, co u ciebie.

Zwrot kończący

See you soon! Do zobaczenia wkrótce!
All the best, Wszystkiego najlepszego
Lots of love, Pozdrawiam ciepło
Take care! Trzymaj się!

Wypowiedź pisemna

Przydatne zwroty: podanie o pracę, zapytanie, zgłoszenie do konkursu, reklamacja, wpis na forum itp.

Zwrot rozpoczynający

Dear Mr Jones, Szanowny Panie Jones
Dear Sir/Madam, Szanowny Panie/Szanowna Pani
Dear Sir or Madam, Szanowny Panie/Szanowna Pani (gdy płeć adresata jest nieznana)

PODANIE O PRACĘ
Rozpoczynanie podania o pracę

I am writing to apply for the position of … . Piszę, aby ubiegać się o stanowisko…
I am writing in response to / with regard to your advert … . Piszę w odpowiedzi na/w związku z Państwa ogłoszeniem…
I would like to apply for the post of / position of … . Chciałbym/Chciałabym ubiegać się o stanowisko…

Opisywanie kwalifikacji i doświadczenia

I already have some work experience with … . Mam duże doświadczenie w…
I worked as … for (two) months/years. Pracowałem/Pracowałam jako… przez (dwa) miesiące/lata.
My duties included … . Do moich obowiązków należało…
I have a degree/diploma in … . Posiadam wykształcenie/dyplom w zakresie…
I believe I am a good candidate for the job because … . Uważam, że jestem odpowiednim kandydatem/odpowiednią kandydatką na to stanowisko, ponieważ…

Kończenie podania o pracę

I hope you will consider my application. Proszę o rozpatrzenie mojego podania.
Thank you for considering my application. Dziękuję za rozpatrzenie mojego podania.

REKLAMACJA

I am writing to complain about … . Piszę do Państwa w sprawie reklamacji dotyczącej…
I wish to make a complaint. Chciałbym/Chciałabym zgłosić reklamację.
Unfortunately, … . Niestety…
I'm sorry to say that … . Z przykrością stwierdzam, że…
I was very disappointed/upset about … . Jestem bardzo rozczarowany/rozczarowana/zmartwiony/zmartwiona z powodu…
I would like you to refund … . Chciałbym/Chciałabym, żebyście zwrócili koszta…
Could you possibly … ? Czy może mogliby Państwo… ?
I would be grateful if you could … . Byłbym wdzięczny/Byłabym wdzięczna, gdyby mogli Państwo…

WPIS NA FORUM
Wyrażanie własnej opinii

In my opinion/view, … . Moim zdaniem…
I am writing because I would like to share my opinion about … . Piszę, aby się podzielić swoją opinią na temat…

Pytanie innych o opinię

I wonder what you think about (such events). Zastanawiam się, co Państwo sądzą na temat (takich imprez).
I wonder what other readers think about … . Ciekawi mnie, co inni czytelnicy myślą o…

Zgadzanie się z opinią

I absolutely/completely agree with … . Całkowicie zgadzam się z …
I could not agree more with the opinion that … . **Całkowicie zgadzam się z opinią, że…**

Niezgadzanie się z opinią

I must say I disagree completely with … . Muszę powiedzieć, że zupełnie nie zgadzam się z…
I have to say, I do not agree with the idea/opinion that … . Muszę powiedzieć, że nie zgadzam się z poglądem/opinią, że…

ZAPYTANIE

I am writing to enquire about … . Piszę z zapytaniem o…
I am interested in … . Interesuje mnie…
I am writing to request … . Piszę z prośbą o…
I would like to ask if … . Chciałbym/Chciałabym zapytać, czy…
Could you give me information about … ? Czy mogliby Państwo przesłać mi informacje na temat… ?
Could you please send me further details about … ? Czy moglibyście przesłać mi więcej szczegółów dotyczących… ?
I would be grateful if you would send me some detailed information about … . Bardzo proszę o przesłanie mi informacji na temat…

ZGŁOSZENIE DO KONKURSU

I am writing on behalf of my group to apply to join the talent show which will be held … . Piszę w imieniu swojej grupy, aby zgłosić chęć udziału w konkursie talentów, który odbędzie się…
I am writing to enter the competition for gifted teenagers which I saw advertised on the Internet. Piszę, aby zgłosić się do konkursu dla utalentowanych nastolatków, o którym dowiedziałem się/dowiedziałam się z internetu.
We are very interested in your programme and would like to take part in it very much. Bardzo interesuje nas program i chcielibyśmy wziąć w nim udział.
Could you let us know if there is an entrance fee? Proszę poinformować nas, czy obowiązuje opłata wstępna.

Kończenie listu

I'd be grateful if you would let me know as soon as possible. Będę wdzięczny/wdzięczna za szybką odpowiedź.
I look forward to hearing from you soon. Z niecierpliwością czekam na Państwa odpowiedź.
I look forward to receiving your reply. Z niecierpliwością czekam na Państwa odpowiedź.

Zwrot kończący

Yours faithfully, Z poważaniem (kiedy rozpoczynamy list od *Dear Sir/Madam/Editor*)
Yours sincerely, Z poważaniem (kiedy rozpoczynamy list od *Dear Mr/Mrs Brown*)

POWERUP

Unit 1

List formalny, zadanie 6, s. 16

Salutation:
Dear Editor,
Introduction:
I am writing in response to your article about role models, which was published in the latest issue.
I would like to comment on the article which was published on …
Body of the letter:
I am afraid I strongly disagree with …
I cannot agree with the statement that …
I am sure readers will agree with me when I say that …
Closing:
I look forward to seeing my letter published in the next issue.
I am requesting you to publish my letter in the next issue.
Signing off:
Yours faithfully,

Unit 2

List formalny, zadanie 5, s. 30

Salutation:
Dear Sir or Madam,
Introduction:
I am writing to complain about …
Problems:
Contrary to the description in the brochure …
I was sad/annoyed to discover that … suddenly stopped working.
As if this were not enough, …
Solutions:
I would like you to look into this matter.
I demand replacement of …
I would appreciate if you repaired …
I hope I can expect you to …
I would be grateful if you …
Closing:
I look forward to your prompt reply.
Signing off:
Yours faithfully,

Unit 3

Artykuł publicystyczny, zadanie 6, s. 44

Talking about an event from the past:
It was an exam (in maths/in music/confirming vocational qualifications) which I needed to take in order to …
I knew that it would be (easy/difficult) for me, which is why …
I arrived at school (late/on time) and was asked to …
The exam questions were …
At first, …
Meanwhile, …
After this, …
Then, …
The exam turned out to be …
As a result, I …
Giving tips:
You had better …
Have you thought about … ?
If I were you, I would / would not …
I think … is worth a try.
I would also recommend …
You should …, no doubt about it.
The sooner you …, the better.

Unit 4

List formalny, zadanie 5, s. 58

Salutation:
Dear Sir or Madam,
Introduction:
I am writing to apply for the job/post advertised in …
I am writing with regard to / in response to / in reply to your advertisement in …
Experience:
As for my experience, I worked as … in …
I worked part-time/temporarily as a …
My duties included …
I was responsible for …
I took care of …
I was in charge of …
I also have experience of …
Personality:
I am convinced that I am a suitable candidate for this job/post because …
I consider myself … which makes me an ideal candidate for this job/post.
What distinguishes me from my peers is …
My strengths are …
Closing:
I am available for an interview at your earliest convenience.
I look forward to hearing from you.
Signing off:
Yours faithfully,

Unit 5

Rozprawka, zadanie 5, s. 72

Introduction:
As geocaching is becoming more popular, a question whether it is beneficial or harmful arises.
Geocaching may be seen as a controversial activity, therefore both sides of the argument will be discussed below.
Advantages:
The most important advantage of … is …
One major advantage of … is …
Apart from this/that, …
For example, …
Disadvantages:
The main disadvantage of … is …
Another disadvantage of … is …
Moreover, …
In particular, …
Conclusion:
Having considered both sides of the argument, …
I believe that … on the condition that …

Wypowiedź pisemna

Unit 6

Rozprawka, zadanie 5, s. 86

Introduction:
More and more people are switching from buying ready meals and eating out to cooking themselves.
Although there are a lot of advantages to preparing meals at home, there are also some disadvantages which must be taken into consideration.
Advantages:
The first/main benefit of … is …
An additional advantage of … is …
Besides, …
Moreover, …
Disadvantages:
The most important disadvantage of … is …
Secondly, …
Thirdly, …
Conclusion:
All things considered, it is obvious that preparing meals at home has both pros and cons. In my opinion, …

Unit 7

Rozprawka, zadanie 5, s. 100

Introduction:
It has been announced that a new shopping centre will be built in my neighbourhood. I strongly believe that …
To my mind, …
It seems/appears to me that …
Influence on the local economy:
From an economic point of view …
The most important argument for/against … is …
As a result, …
It is widely known that …
It is true to say that …
Not only … but also …
Influence on quality of life:
As I see it, …
Many people say/believe that …
Since …
Because of / Due to …
What is more, …
This suggests/proves that …
This supports the idea that …
Another key thing to remember is that …
Conclusion:
In conclusion, I …
All things considered, I …
From my point of view, …
It is clear to me that …
I am sure/convinced that …

Unit 8

Rozprawka, zadanie 5, s. 114

Introduction:
I am sure/convinced that …
It is clear to me that …
In my opinion, …
Benefits:
From the point of view of the traveller/customer, …
There are definitely …
Firstly, … / Secondly, … / Thirdly, …
To give an illustration of what I mean, …
Popularity:
In fact, this form of holiday …
Research has shown that …
In comparison with …
Since …
Because of …
Due to …
Conclusion:
To sum up, I …
To conclude, I would like to point out that …
In conclusion, …
It is obvious that …
I firmly believe that …

Unit 9

Artykuł publicystyczny, zadanie 6, s. 128

Introduction:
Do you know how to … or … ? These are only some of the things you can learn in the living history museum.
The visit:
My visit started with …
I had the chance to …
I watched how …
I decided to learn how to …
Tourist attraction:
Living history museums are growing in popularity because …
The public loves them because …
Visitors are able to …
Contrary to traditional museums, they …
Conclusion:
If you are one of many people who do not normally visit museums, I challenge you to visit a living history museum.
I guarantee that from that visit your opinion about museums will change.

Unit 10

Rozprawka, zadanie 5, s. 142

Introduction:
A lot of people look up to professional athletes and dream about a career as a professional athlete.
However, there are both benefits/advantages/pros as well as downsides/disadvantages/drawbacks/cons to consider.
Advantages:
One advantage of …
In addition to this, …
Furthermore, …
What is more, …
Therefore, …
Last but not least, …
Disadvantages:
However, there are disadvantages, too. Firstly, …
In the first place, …
In spite of (the fact that) …
Despite (the fact that) …
Consequently, …
Thus, …
Finally, …
Conclusion:
On the whole, / To sum up, / Summing up, it is clear that there are both advantages and disadvantages to the issue of becoming a professional athlete.
However, I believe that …

Unit 11

Artykuł publicystyczny, zadanie 4, s. 156

Introduction:
Do you know the cause of 80% of premature deaths? The answer is: diseases of civilization. Although they are non-contagious, they spread globally. That's why they are called the epidemic of the 21st century.
Reasons:
The development of civilization has given us a lot of good, but it has also …
Modern lifestyle is considered the main cause for …
… may have an impact on …
… are the major factors.
Prevention:
An important way to control the spread of the diseases is to focus on …
I suggest we should …
… is a clever idea if you want to reduce the risk of …
My favourite way of … is …
… to detect early stages of development of a dangerous disease.
Conclusion:
Diseases of civilization are undoubtedly a sign of our times and they are here to stay. Therefore, we must remember that there is a direct correlation between our lifestyle and our lifespan.

Unit 12

Rozprawka, zadanie 5, s. 170

Introduction:
For several decades there has been a dramatic acceleration in the pace of the development of science and new technologies. I think / do not think that those advances in science and technology have improved the quality of our lives.
Point of view of the individual:
The rapid development of science and technology has a huge impact on the life of every one of us.
Firstly, …
Secondly, …
Moreover, …
Because of it, …
Due to the fact that …
Therefore, …
Point of view of society:
The impact of the rapid development of science and technology on whole societies seems to be even more profound. The global economy is one of the main aspects to be discussed.
First of all, …
What is more, …
The impact on culture/medicine/transport/communication is also worth mentioning. That is why …
Conclusion:
The pace of the development of science and technology is undoubtedly astonishing. This rapid technological change affects almost every aspect of our lives.
In my opinion it …

Unit 13

Rozprawka, zadanie 5, s. 184

Introduction:
Shelters are full of dogs and cats of all shapes and sizes, which is why many people choose to adopt rather than buy an animal. However, adopting a dog or a cat from a shelter has not only supporters but also opponents.
Advantages:
From the perspective of supporters/followers, the main/first benefit of … is …
One additional/further advantage of … is …
Moreover, …
Furthermore, …
What is more, …
Last but not least, …
Finally, …
Disadvantages:
On the other hand, opponents point out that …
The main/first/most important disadvantage/ drawback of … is …
There is no doubt about it that …
In addition to …
It is believed/said that …
Not only … but also …
Conclusion:
On balance, / All in all, although adopting a dog or a cat from the shelter appears to be a rational solution, it has its potential drawbacks. Therefore I believe/think/feel that …

Unit 14

Rozprawka, zadanie 5, s. 198

Introduction:
There are plans to install security cameras in my school. I am in favour of such a solution but I can also see a few drawbacks.
Students' point of view:
Taking into account the students' point of view, it must be emphasized that …
Students are convinced that …
This leads me to believe that …
It is very possible that …
School employees' point of view:
One should, nevertheless, consider the problem from the school employees' angle.
Teachers, school administrators, counsellors, psychologists and nurses argue that …
Another important aspect is that …
It is easy/difficult to believe that …
Conclusion:
Summing up, it is obvious that installing security cameras in schools will always be a subject of controversy.
The arguments I have presented prove/indicate that …
I am quite convinced that …

Audio scripts

Unit 1

002 Rozumienie ze słuchu, Page 9, Ex 2

1

Wow, you look so good with your hair like that. I'm so jealous. I'm planning on shaving my head, too. I think I'd look great when I'm bald. The only problem is that my mum is very upset about the idea and she won't let me do it during term time. My school has very strict rules about appearance, you see, and that would get me in trouble. Anyway, the first day of the summer holidays, I'm going to do it. You'll see.

2

The expectation is that when you go on holiday, you should come back with a tan. The message about the dangers of tanning, like skin cancers, has still not reached enough people in our society. It's particularly true for people like me, who have very pale skin, blond hair and blue eyes. People should do what I do. Forget the tan, put on sun block and look after yourself. Pale skin is just as attractive as a tan.

3

This was taken the last time I saw her. It's difficult to meet up when you live so far apart. She's a lot of fun and I think you'd get on very well. She's always telling jokes and funny stories. When she talks about her wrinkles, she always says "they're my laughter lines!" She's definitely my favourite member of the family.

4

Like a lot of kids I used to be rather plump but nowadays I'd say I'm very thin. It wasn't because of doing exercise or having a special diet or anything like that. It's simply the case that when I was about fifteen, all that weight just disappeared. You wouldn't recognize me if you saw a photo of me then!

5

I have a lot of freckles and growing up, they made me feel very insecure. At primary school, some of the kids in my class used to laugh at me and call me names. It was terrible. Now I'm a bit older, I've realized that actually freckles are nice and lots of people like them. In fact, I've recently discovered that there is even a special pen to put freckles on your face if you don't have natural ones. Apparently, plenty of famous models use it. Suddenly, everyone is keen on them, which is great in my book.

003 Rozumienie ze słuchu, Page 9, Ex 5

1

Boy I want to completely change my look.

Hairdresser OK. What exactly do you have in mind?

Boy I've heard that there's a new trend going round – loads of teenagers are dying their hair grey.

Hairdresser Yes, it's barely believable that young people want to look old, but going grey is very common at the moment. I can do that. No problem at all. And actually this style's very reasonably priced. How grey do you want it?

Boy Well, I don't want to look middle-aged or anything. I just want a cool look to go to the end-of-year party.

Hairdresser I think it's highly unlikely that you'll look middle-aged – you're only 16! OK. Let me show you some photos … Would you like to look like this? Or this? Or maybe this one?

Boy I like the second one best. Grey all over and a bit messy and curly on top.

Hairdresser I get the idea. Well, it's fairly straightforward, but you'll have to be patient because first we have to dye your hair white and then add the grey.

Boy Fine. Let's do it! This is going to look so cool!

2

People have been giving me strange looks recently and I can understand why. It's not common to see people in their twenties with a moustache, but I have been growing mine for a good cause. I've decided to take part in November. The word November comes from 'moustache' and 'November'. Mo-vember. See?

In November every year, thousands of men grow a moustache for charity. The idea is that you grow a moustache for thirty days to raise awareness and money for medical research into men's health. I stumbled upon the idea when I was reading the news online. Then I got my best friend interested, too. Even my dad and uncle have got actively involved and I am very envious of their moustaches, I can tell you! I was wildly optimistic that I would have a really cool 'tache, but the look doesn't suit me at all.

So where did the Movember campaign come from? It all began in Australia in 2003. At the time, moustaches were unfashionable, but two friends, Travis Garone and Luke Slattery, were joking about growing one. In the end, they convinced 30 guys to grow a moustache, too. At that time, their friend's mother was raising money for a women's cancer charity and she gave them an idea. The men wouldn't just grow their moustaches for fun. They would pay to grow the moustaches, and the money would go to men's cancer charities. The challenge was enthusiastically received by people across Australia and, since then, it has spread to Britain, America and many other countries.

So far, Movember has raised over $800 million. It's also becoming popular here in Poland, mainly because Poles in the UK have spread the message about it. Indeed, the start of November is eagerly anticipated by my friends and family who all want to give it a go. The aim of Movember is to inform people about cancer and it encourages them to do regular check-ups, so I'm sure it will do a lot of good here. Our message is deadly serious. Movember isn't just for fun.

Now, the interesting thing about it is that Movember shows how a global movement can start from a simple idea among a group of friends. As charity volunteers, we can all learn from that. The founders of Movember were blissfully unaware of how the success of their original proposal would grow, but they are now major figures in the charity world. If you can find something that people particularly like doing and that is easy to do in your spare time, the public will get involved. A fun activity can give a huge boost to a charity's public image and solve its money problems at the same time. The only problem with Movember is that it's only for guys, so when thinking of similar activities, think of ones that girls can get involved in, too.

004 Mówienie, Page 13, Ex 3

A So, how did you meet your new friend?

B I met her in class. The teacher divided us into groups, so that we could get to know each other a bit more. Hana was in the same group as me.

A What was she like?

B Well, at first she seemed a bit shy, but then she opened up. I liked the way she talked about her family and listened to other students. She focused on what they said and offered great advice.

A And what is she into?

B Actually, we have so many things in common. Hana is mad about music and books. We even like the same bands.

A It's a pity the course was over in a few days.

B Yes, it is, but I've already invited Hana to visit me in Poland. I can't wait to introduce her to my friends. We could all go to a gig together.

005 Mówienie, Page 13, Ex 7

In the picture I can see a young woman posing for a photo. She is wearing sunglasses and a smart black dress. With her glamorous outfit, she looks like a model or a film star. She appears to be confident and happy. There are also three photographers who are taking pictures of her. They are trying to take good shots. They seem focused on their work.

007 Wymowa, Page 19, Ex 1

thin tin fin, true truth through, tick sick thick, sink sing thing, fought thought sought, three free tree

008 Wymowa, Page 19, Ex 2

/s/ song sink sing sick sought

/f/ fight fin free fought

/θ/ birth truth thought thin through thick thing three

/t/ tin true tick tree

009 Wymowa, Page 19, Ex 3

1 thin **2** through **3** tick

4 sing **5** thought **6** free

010 Wymowa, Page 19, Ex 4

1 He threw three free throws.

2 Sing the song with more enthusiasm.

3 What is that thing in the sink?

4 She has the sixth sense, I think.

5 Clean your teeth with a thin toothpick.

Unit 2

011 Słownictwo, Page 21, Ex 11

Agent Good morning. This is the estate agent's.

Max Hello. I'm looking for an unfurnished flat. I'd like to furnish it on my own.

Agent That's fine. How many bedrooms would you like?

Max Well, I have two flatmates so we'd like three bedrooms, please.

Agent Would you prefer a ground-floor flat?

Max We don't mind what floor it is on.

Agent Well, I have a nice flat in a quiet location close to the park. It's on the first floor. It has a fitted kitchen and central heating, so it's nice and warm in winter.

Max How much is the rent?

Agent It's eight hundred pounds per month. There are tenants in the flat at the moment, but they're leaving at the end of next month.

Max That sounds good.

Agent Right, well, I'll phone the landlord and we'll discuss when you can go and have a look at it.

Max Thank you very much.

012 Rozumienie ze słuchu, Page 23, Ex 2 and 3

1
You can now register for next term's school exchange between our students and our partner school in Ireland. For many pupils this will be their first experience of living away from home, so let me first explain the accommodation options. Our partner school in Ireland has halls of residence where students live together in double rooms – I'm sure you're familiar with them from various films and TV shows. Another option is finding homestay accommodation through an agency – homestay means that you will be living with an Irish family while you're there. It's a great way of getting …

2
Next on the show we bring you news of a drama series by director Luca Guadagnino, which follows the lives of a group of teens who live on a military camp in Italy. One of them, Mia, has lived in ten different houses and moved between schools eleven times. The documentary-style drama takes an honest look at the difficulties and benefits of always being on the move and constantly having to adapt to new situations. *We Are Who We Are* is a fascinating series, offering a unique perspective on teenage life. It is available to stream from tomorrow …

3
Hey guys, we've just arrived at a new place we found online. Here I am in the dining room. Now, see this full-length mirror? Well, it's not a mirror! It turns out that if you put your fingers around the frame and pull, look … it's the door to a hidden cupboard. I saw something similar in a TV show the other day. I only found it because I was trying to straighten the mirror on the wall. There are some unusual possessions inside, though. Most are antique toys, like these little toy soldiers, but there's also a box of old letters. Maybe a former resident forgot them when they left?

4
Here, at Professional House Sitters, we match homeowners who need to spend time away with people who are happy to live in their property for a time and look after it. We aim to bring peace of mind to homeowners: our sitters will take care of valuable possessions, and even pets. Meanwhile, potential guests can live there without paying rent and have a base from which they can explore a new area. We use the Internet to match house sitters with homeowners, so it's a great option for those who don't have time to visit regular agencies.

5
Finally, there has been a sharp rise in the number of people who are buying houses online, without seeing the property in person. It's a result of the fact that, thanks to technology, people can now take virtual tours around the homes for sale, which saves a lot of time and money. You can now just go online, browse the offers and buy a second home in another country. People in the industry are also hoping that the technology will help organize insurance and maintenance work quickly and easily.

013 Rozumienie ze słuchu, Page 23, Ex 6

Whether you've just moved into an unfamiliar apartment or are experiencing tensions within the household, it's always good to bring a more positive vibe to your home. Today we're discussing some solutions, inspired by nature, that have helped many people over the centuries.

Many animals are associated with positivity and fortune, of which fish are certainly the easiest to keep. According to the Chinese art of feng shui, these popular aquatic animals are believed to absorb negative energy and are symbols of health, happiness, prosperity and wealth. Eight or nine are supposed to bring the most luck, but even one can introduce calm and well-being into the home.

Plants may also offer effective solutions for calming your environment. Burning white sage is supposed to restore balance after arguments. Studies suggest that the smell reacts with certain parts of your brain to increase positivity. Researchers also believe it can clear the air in another way: by removing harmful bacteria. However, don't forget to ventilate the room when you're lighting it. To avoid smoke, you can also use live plants, such as *Aloe vera*, to remove impurities and stress from the environment.

Certain minerals, like rose quartz, are often said to bring positivity, too. For example, one fabulous way of improving mood is lighting a Himalayan salt lamp. Scientific proof of their health benefits is yet to be found, but the gentle, therapeutic glow is certainly restful. Its soft, cool light is great at preparing you for a mood-enhancing sleep, in contrast to harsh lights that stop the production of a hormone called melatonin.

Finally, your choice of colour may also help adjust your environment to your needs. While orange and yellow can bring a sense of warmth and positivity, natural colours like blue or green, often called spa colours, help people keep their tempers.

So, why not experiment and see what works for you?

014 Mówienie, Page 27, Ex 1

1
I think they are happy about their new house, because they are smiling and looking at some plans. It looks like they are thinking about the layout and interior design of the rooms. They probably can't wait to move in and start a new life at their new place.

2
The place I like the most is definitely my balcony. It is small but cosy, with a lot of flowers and a nice view of the neighbourhood. I love sitting there on my comfy floor pillows, reading a book or just chilling out. It's a perfect place to rest.

3
It happened in the morning on Christmas Eve. My dad was preparing his signature lemon cake when the food processor stopped working. At first we thought it was a power cut. But the appliance wouldn't start. So I spent the last hours before Christmas Eve running around household appliance shops. Luckily, I found a new one and, eventually, we could enjoy our favourite cake.

015 Mówienie, Page 27, Ex 4

All the options seem interesting but if I were to choose one I would go for option number 3. The hammock is the most comfortable solution. It is perfect for a nap. The swinging will calm you down and help you fall asleep. Moreover, it is economical, too. You don't want to pay a lot of money for something you'll only be using for two months. Besides, you can take the hammock back to Poland with you. It's light and easy to pack.

Unlike the hammock, the chairs in photo number 1 do not appear practical. I can't imagine sitting on the plastic bottles for a long time. Moreover, the bottles can bend out of shape after just a few days of use.

I wouldn't opt for the chair in photo 2 either. It's made of wood and so it's not weather resistant. And garden furniture is supposed to be able to face different weather conditions.

All in all, I think that the hammock is the best solution, because it is inexpensive, practical and visually attractive.

017 Wymowa, Page 33, Ex 1

bad, bed, car, chair, chore, door, floor, hat, head, hut, kettle, mug, pair, path, plug, rag, share, stars

018 Wymowa, Page 33, Ex 2

/e/ desk, kettle, bed, head
/æ/ lamp, bad, rag, hat
/ɑː/ bath, stars, path, car
/ɔː/ hall, floor, door, chore
/ʌ/ rug, hut, mug, plug
/eə/ stairs, pair, chair, share

019 Wymowa, Page 33, Ex 3

1 His hat is in the hut.
2 Put the rug on the floor in the hall, please.
3 I had a bad cold, so I went to bed early.
4 Plug in the lamp.

Unit 3

020 Słownictwo, Page 36, Ex 11

In Britain, very young children go to nursery school. Then, when they are four or five years old, they go to primary school. At the age of eleven, they go on to secondary school. A comprehensive school is a school for children aged eleven to eighteen that you don't have to pay for and you don't have to pass an exam to get in to. A grammar school is a selective school. This means you have to pass an exam to go there. Parents have to pay fees for their children to go to private schools. Some schools are single-sex, so they are for boys or for girls only, but most schools are mixed. When they are sixteen, pupils take their GCSE examinations. When they are eighteen, they do A-level examinations. At sixteen, they can leave school and go to work, or they can go to a college of further education. Here they can do traditional subjects as well as vocational training.

021 Rozumienie ze słuchu, Page 37, Ex 1

On our Social Studies course we made a poster of famous people from our local area, Lincolnshire. First of all, we brainstormed a list of the most important people. Obviously the most famous was the British Prime Minister Margaret Thatcher, who was born in Lincolnshire. We added her, although she was very controversial. Then we looked at people from different career backgrounds, for example, inventors, and we chose Isaac Newton, the famous physicist. I wanted to add the poet Lord Tennyson, too, because I thought we needed a famous writer, but the other members of my group had never heard of him, so in the end we left him off.

022 Rozumienie ze słuchu, Page 37, Ex 2

1
We did a fascinating project in History. We had to research a family member and talk about them in morning assembly. Well, I spoke to my parents and they suggested my great-grandfather. We'd always had a photo of him in his uniform up in the hall, but I'd never really tried to learn more about him before. Well, it turned out that he was a Polish pilot for the British Royal Air Force during World War Two. Lots of Polish pilots were fighting the Nazis in the British army at the time. We even found a

photo of his plane while we were doing the project. I spent a lot of time on it and, in the end, I came top of the class for the first time ever!

2
We are inviting all students to take part in this year's Information Technology competition. You can work in teams of up to three classmates. If you want to enter, please send an email to Mr Wilson, with the subject line 'School IT competition', including your team name. Sketch a picture of what your game will look like, and attach it to the email. You can use any computer language you like. To get an idea of the standard we expect, there will be a demonstration of the best entries from last year's competition in the computer room after school on Thursday. These include a basketball simulator, and a crossword maker. There will also be a short presentation by the winners, Melissa Schneider and Hayley Oswald, who will be explaining how they designed a game to teach people to play the guitar. The competition is for everyone so please get involved.

3
Colin What do you think we should study in our literature classes, Heather? Should we study modern literature or the classics?

Heather Now you're asking, Colin! Well, I think it's important to do the classics. Shakespeare and things like that.

Colin Really? The last book we read was like 500 pages and written in the 19th century. Even though it had interesting bits, most of my classmates didn't have the motivation to finish it. And as for Shakespeare, whenever I read him, I always need to look up words in a dictionary. It's so frustrating! It's just not the language we speak any more.

Heather Sure, but that's exactly why we should read the classics at school. To broaden our minds. It has to be a challenge. When we started on Shakespeare, I didn't understand anything, either. It was so disappointing because I had been looking forward to it. Then our teacher showed us a film version of the play and suddenly, I got it. I could see the characters and, in the mouths of the actors, the language made sense. Suddenly I found the text interesting and motivating. In my opinion, a literature class should teach people about the great writing in their language, like that.

Colin Well, I'm not sure. I really believe that the syllabus should focus on contemporary fiction. First of all, the classics are all written by the same sort of people: old, dead men. Literature should be more diverse. We should read books by authors from many different backgrounds. It also needs to be about issues today – our politics, the environment – not the arguments of the past. But most importantly, the purpose of a literature course is to encourage people to read in general. And people will only read in their spare time if they enjoy the books they are reading in class.

Heather I see your point, but I still feel that reading the classics is most important because it's timeless. For example, a lot of Shakespeare's writing is very relevant to what is happening today. If you take …

023 Rozumienie ze słuchu, Page 37, Ex 5

1
I have a very memorable lesson … for all the wrong reasons! To demonstrate the reaction that sodium had with water, our chemistry teacher decided to carry out an apparently simple experiment. Sodium is an unstable metal and it reacts when you put it in water. So he took some sodium from a bottle, where it was covered in oil, and then dropped it into a bowl of water. Unfortunately, he had made a mistake. He had used a piece that was too big and the whole plastic bowl blew up. Luckily nobody was hurt but we all went silent. I was at the front of the class and my friends said my face went white! On the one hand, it was a bit of a disaster but on the other hand, we've never forgotten what happens when you add sodium to water! It took ages to clean up all the bits of plastic from the classroom!

2
I had a very memorable lesson on a language course that I used to take in the evenings. I remember that day that our French teacher would not start anything until she was sure that everyone was present. She was acting suspiciously so it was clear that she was up to something. Then, all of a sudden, the classroom door opened and another member of staff rushed into the classroom. She took my teacher's bag and then ran into the corridor and disappeared. One of the boys even screamed. We then had to work in groups to remember exactly what the 'thief' had been wearing. It was hard because you only saw her for an instant. I think I only just remembered a hat and a scarf. At the end, our English teacher came into the classroom and owned up to being the 'thief'. It was such a great class.

3
In geography, we used to learn about other cultures a lot. One year, we did a project on another country. Our teacher came with the country names written on pieces of paper and he put them in a bag. Then we all picked one and I got Finland. The task was to read up on the country online and then give a presentation to the class. We had to read maps and learn about the weather and the wildlife. The motivation was the presentation at the end because you don't want to look bad in front of your classmates. Funnily enough, a year after I left school, an opportunity came up to do a study month in Finland. So the project was also useful for real life.

4
We were in a drama class and it really wasn't going well. We were doing *Macbeth* and the teacher said when we read the play, it sounded boring – like we were reading a shopping list. So she set us a challenge. She lined up a mini-show in the school canteen. Each group had to learn a scene by heart and then perform it at lunchtime in the canteen. Suddenly everyone started concentrating because we were motivated. We even made costumes at home. It solved the problem. In fact, when I was brushing up on my Shakespeare again for an exam recently, I could still remember the opening scene. It starts with, "When shall we three meet again, in thunder, lightning or in rain?'

024 Mówienie, Page 41, Ex 1

1
Student 1 I really don't think you need formal education to achieve success.

Student 2 Well, I disagree. To achieve success you need to learn as much as you can about a subject you would like to specialize in, and there's no better place to learn than university. Besides, a degree may open many doors and opportunities.

2
Student 1 In my opinion, school uniforms limit students' freedom of expression. Everyone looks the same and there is no place for individuality.

Student 2 True, but, on the other hand, uniforms can help prevent bullying and give a sense of community. Besides, they also make students focus on learning instead of on fashion.

3
Student 1 Like it or not, exams are the most effective way to check students' knowledge.

Student 2 I see what you mean, but education is not just about exams and tests. Look at all the students memorizing textbooks and notes instead of gaining real knowledge. I don't think focusing on the score rather than on learning is such a good idea.

4
Student 1 I do believe homework is necessary to help students learn better.

Student 2 I agree with you up to a point. I think homework makes sense as long as it is interesting and well-suited to students' needs. Also, teachers need to remember that we have assignments from several subjects, so homework shouldn't be very time-consuming.

5
Student 1 For me, school grades do more harm than good and should be eliminated.

Student 2 I partially agree. While it's true that grades may cause a lot of stress, they also give you some useful information about your progress. And when you get a good grade, it boosts your confidence and motivates you to work harder.

025 Mówienie, Page 41, Ex 5

My choice would be picture number 3, because it is the most convincing and realistic. It shows the specific problems students face. It also makes you think about some practical ways to improve your study habits. Another reason for my choice is the fact that the picture is the most informative. Thanks to the captions, you can get to know what kind of solutions I'm going to present.

I wouldn't choose option number 1, because it is not clear enough. The play on words and the image might be interesting but the picture doesn't include any more details. And modern education is not only about books so it is too simplistic.

The problem with option number 2 is that there is no information about who the blog is aimed at. And it may scare off some students who prefer practical advice to scientific theories.

027 Wymowa, Page 47, Ex 1

1 Children should sleep at least ten hours a day.
2 Tell me a bit more about your family, please.
3 Miss, can I leave early today?
4 Sam doesn't fit in at his new school.

028 Wymowa, Page 47, Ex 2

1 ship sheep
2 fill feel
3 sin seen
4 hill heel
5 hit heat
6 chip cheap

029 Wymowa, Page 47, Ex 3

1 Fish and chips, please.
2 It is the silliest comedy I have ever seen.
3 I need a cup of weak tea.
4 Can you see the sheep on the hill?
5 I don't feel like filling in the form.

Unit 4

030 Słownictwo, Page 49, Ex 8

How to Find a Job

Step 1: Complete your Curriculum Vitae. This is the document that includes all your personal information, qualifications (e.g. diplomas, degrees, etc.) and previous work experience. It should also include the contact details of two people that know you well at work or personally. These are your referees.

Step 2: Look at job adverts on the Internet and find a job that you are interested in. Download the application form, if there is one. Then send it off with a covering letter which will explain briefly who you are, where you saw the advert and why you want to apply for the job.

Step 3: Wait to hear from the company to find out if they want you to come for an interview. Then start preparing for it.

Step 4: When you are offered a job, decide carefully if you want to accept it. Then sign the contract.

031 Rozumienie ze słuchu, Page 51, Ex 3

Hello and welcome to Careers' Day. I'm Gemma Jones, the school careers' advisor. We have a full programme to get through today. So, what's on the agenda? Well, we're going to start at ten o'clock in the main hall with a talk about the job application process. We'll look at the things you should put on your CV, such as your qualifications, work experience and references. We'll then look at some job adverts. We'll concentrate on part-time summer jobs as those are the ones that you're likely to apply for. I'll give you some tips on how to write the perfect covering letter for these. This is to give you the idea of what skills you need for a successful job application.

We'll have a 30-minute break at noon, after which Tom Marks will talk to you in room 101 about finding part-time work. Tom is self-employed and he tried many different jobs when he was a student so he could get some work experience and find out what types of jobs suited him best. Many young people volunteer to help their community, and Tom did volunteer work in an animal rescue centre. He'll tell you about that and about summer jobs like picking fruit and babysitting. All of these things are great to put on your CV because they demonstrate that you're reliable and trustworthy. His talk starts at twelve thirty and will last for an hour. Right after that we'll break for lunch.

Our final speaker at 2 p.m. is Melissa Mason. Her talk is called 'Start Small, Think Big'. Melissa is a successful businesswoman who owns and runs her own online business. She's going to talk about opportunities to do apprenticeships for local companies. One of the benefits of this is that you work and earn money while studying for a diploma or degree. There has been a change of venue for Melissa's talk and it will now take place in the computer lab and not in the library as was originally planned. It will last until quarter to four and after that you'll receive a goody bag with free gifts and additional information. Right, let's get started …

032 Rozumienie ze słuchu, Page 51, Ex 6

Hello, and welcome to my job search podcast. I'm Delilah and every week I try a different job to see how difficult it is to learn and whether I get any job satisfaction from it. I was inspired by an old TV programme that my mum showed me.

Well, I've surely had some interesting experiences along the way. People often ask me about my worst job experience. That has to be when I was just starting out on this project and worked as a hairdresser. In the beginning I just washed people's hair. Then, when I gave my first haircut, I was suffering from a lack of confidence and I cut one side shorter than the other. Another trainee told me making mistakes was part of the job, but it looked terrible. Luckily, she came to my rescue before my boss found out. I was really grateful for that.

One job that I unexpectedly enjoyed was being a delivery driver. There's something satisfying about turning up at someone's door with a parcel that they're eagerly waiting for. It was especially good in the case of older people, like pensioners, or people who lived alone. They were always so appreciative, which made the job feel much more worthwhile.

Everyone can learn the ropes pretty quickly if they're a shop assistant or receptionist, but there are other jobs that you can't learn in a short space of time, such as being a surgeon or a social worker, so I avoid anything like that. I've definitely learned many new skills as a result of doing my podcast. For example, working on an assembly line manufacturing toys helped me increase my productivity. I couldn't slow down as it would've had an impact on my colleagues further down the line. I also improved at teamwork thanks to many different jobs. One thing that unexpectedly helped with that was when I worked in a library. I thought that was a solitary job, but I received a lot of support from my colleagues. They made me feel really welcome.

So, has this podcast advanced my career? Well, taking on a new role every week or so means that I haven't been focused on any specific job. I've found that I've really enjoyed learning about different jobs, though, and I'm thinking of training to become a life coach. That way I can help people who are out of work to find a post that's right for them. It'll also be another thing that I can add to my own CV.

033 Mówienie, Page 55, Ex 2

Examiner So, do you already have any vision for your future?

Student The problem is that I feel like I am at a crossroads now. I come from a medical background. My parents are both surgeons and they would like me to follow in their footsteps. I think I would make a good doctor, but, to be honest, I've also been thinking of doing something completely different, like working as an architect or a graphic designer.

Examiner Well, it is absolutely natural to feel confused about your career choices at your age. From what you have told me, you might be interested in a job involving creativity. What about your artistic skills then?

Student I am really good at drawing, painting and computer graphics. I can spend hours in front of the screen working on my projects. I'm not a typical nerd, though. I love socializing and I am a people person. I am responsible and well-organized, and I think I'd be able to learn the ropes very quickly in any creative job. I can imagine myself as being in charge of a big team in the future. To sum up, I'd like to have a creative job with interesting people and challenging projects.

034 Mówienie, Page 55, Ex 5 and 6

A Actually, I think it happened quite recently, during the last holidays. My father had a lot of work, so I decided to give him a hand. Nothing really difficult, some paperwork and answering phone calls, but he was really grateful. He said I had helped him a lot. It felt nice to be appreciated.

B Frankly speaking, I'm not sure. There are many different reasons why people decide to get one. She seems to like the flowery pattern, so, maybe, she just treats it as, how shall I put it … a decorative element. But it could be something more personal, too. For example, she might want to celebrate an important event or keep a memory alive.

C Well, let me think for a while. In fact, I am quite an artistic person. But I know that there are not many well-paid career options for artists. Being a painter or an actor won't pay the bills. What I mean is that I'd prefer to have a more secure job with some creative potential.

036 Wymowa, Page 61, Ex 1

application, competitive, enrol, interview, officer, politician, success, talented, university

037 Wymowa, Page 61, Ex 2

Pierwsza sylaba: table, officer, talented, interview

Druga sylaba: decide, success, competitive, enrol

Trzecia sylaba: television, politician, application, university

Unit 5

038 Słownictwo, Page 62, Ex 4

Hi! I'm Ella. I'm a university student in Copenhagen, Denmark. My lectures usually start about nine o'clock, so I try to be at the uni by at least a quarter to nine. I meet my friends there, and go to our classes. They usually end about 11 a.m., and we start our lunch at half past eleven. Then I have some more lectures and study in the library. I leave at about 3:45 p.m., because I usually catch the 4 p.m. bus home. Then, I have dinner with my family and call my boyfriend – usually around 7 p.m. He lives in another town, so we only see each other at weekends. We usually talk for half an hour, and then I usually read books and watch films online.

Hi there, my name's Charlie. I work as a software developer. I like to have a bit of a lie-in in the morning so I never get up early, I have a shower, breakfast and I get to work about half past 9. I work for 8 hours, and I have a 30-minute lunch, so I leave work at 6 p.m. Three times a week I go straight to my fitness classes, which start at a quarter to 7. If I don't have the fitness class, I usually go running for up to 45 minutes – usually around 7:45, so I can get back in time for my favourite TV show at 9 p.m.

039 Rozumienie ze słuchu, Page 65, Ex 2

New Year's Eve is a time when people traditionally stay up past midnight to welcome in the new year. It seems that residents of some countries stay up later and prolong the celebrations more than others. Technology company Jawbone discovered that Russians typically

stay up the latest, until 3.43 on average, partly because most of them can enjoy a long holiday at the start of the year. Polish people make it until 2.55 a.m. Quite surprisingly, the Americans go to bed pretty early. Nearly a third of them are asleep before midnight.

040 Rozumienie ze słuchu, Page 65, Ex 3

Text 1

It's day three of astronomy camp and we've walked to the top of the hill near our dormitories. We've already had an amazing evening. We had a barbecue at around 8 p.m. and watched the sunset. Now it's 11:13 p.m., completely dark, and in about two minutes we're expecting to see the International Space Station through our telescopes. It's so exciting. The space station will be visible for around two minutes. It will appear in the east near Venus, which we can see clearly now, and move west past the Moon. We should be able to see its shape really clearly, like a grey 'z' that slowly turns in the sky. We'll then remain here for another hour because a satellite is going to pass overhead!

Text 2

According to scientists, 73% of teenagers aren't getting enough sleep, an increase of 8% from ten years ago. A range of reasons have been proposed, including the blue light from screens, which keeps the mind awake. More recently, scientists have suggested that we are postponing going to bed because we can't stop using our electronic devices. This is partly due to the rise in online streaming. As you know, with most streaming services, a new programme or video starts immediately after the previous one finishes, which keeps people watching episode after episode. Apparently, people who can't resist an extra episode are the same people who are tempted by things like sweets and snacks. Interestingly, researchers believe that people who spend most of the day studying or working are also affected because they feel they haven't had enough time for relaxation during the day and are owed the extra programme.

Text 3

Interviewer With the World Cup just around the corner, many of us will be trying to stay awake to watch our teams compete across the other side of the world. We are going to ask an expert for advice on how we can stay up late. We are joined by Mike, a student from the USA who has been living across the street from me for the last two years. Hi, Mike!

Mike Hi!

Interviewer So, the USA is in a different time zone, right?

Mike Yes, six hours behind.

Interviewer So, tell us why you have gotten into the habit of staying up. Is it to talk to your family back home?

Mike Not really! It's all about NFL. National Football League. The matches don't usually start until 12.30 a.m. European time, so if I want to watch my team play in the USA I have to be awake then.

Interviewer You must be pretty tired in the mornings.

Mike Well not really, I have a kind of system – it's called divided sleep. I go to bed at nine and have nearly four hour's sleep and then I sleep again after the game.

Interviewer Interesting. But, do you do anything to stay awake after the first bit of sleep? Take a cold shower or something?

Mike Not a shower, but I sometimes do a workout before the game. It's pretty hard to sleep after exercise so it usually works pretty well. I also try to divide sleep regularly so my body's used to it.

041 Rozumienie ze słuchu, Page 65, Ex 6

Today we're going to conclude our anthropology lectures on seasonal cycles by looking at the winter solstice, the time of the year with the longest night and shortest day, usually on December the 21st in our calendar. The imminent return of longer and warmer days had great significance in ancient, mainly agricultural, societies, who depended on the sun for warmth, light, and food. The solstice night was associated with a struggle against the evil forces of darkness, which many cultures represented as a figure who could bring life or death to households.

We can see such preoccupations are exemplified by the feast of Yalda, which dates back to the 10th century. It is celebrated in modern-day Iran but back then was spread under the Persian Empire as far afield as Northern India. During the celebrations families and friends gather together, traditionally in the house of the eldest family members, and try to stay awake all night, reading poetry, feasting on forty types of food, and keeping candles alight to protect themselves from Ahriman, the embodiment of evil. They eat red fruits in particular, like passion fruit or watermelon. The colour red symbolizes the returning light of dawn, with its bright flame-like colour intended to scare away the forces of darkness, rather like flames might scare away animals. In ancient Persia they would preserve the fruits until Yalda by burying it under branches and leaves. Superstitious beliefs were linked to food consumption, such as that watermelon would protect against ill-health in the summer months. To help the forces of good triumph over the forces of evil, ancient societies also believed it was a time to be kind to one another and repair relationships. It was believed that this night set the course for the whole year ahead so model behaviour was often encouraged.

042 Mówienie, Page 69, Ex 3 and 4

My choice would be photo number 2, because it has a clear message. A friend is a person who spends quality time with you and someone you can rely on. Also, the photo appeals to my emotions with nice scenery, which is kind of symbolic, too. Friends can give you a hand when climbing the mountains, but also when coping with some difficult life situations.

The problem with photo number 1 is that it is not clear enough. Actually, it looks more like an advert of some digital device. It makes me think of brain engineering rather than feelings and relationships.

I wouldn't choose photo number 3, because it shows a simplistic picture of friendship, that is, making friends via social networking. And I think that is only a small piece of the whole idea of friendship. Real-life relationships are usually much deeper and intense!

044 Wymowa, Page 75, Ex 2

clothes, father, fifth, gather, mouth, teeth, thank, their, there, thief, thin, things, thirteen, those, three

045 Wymowa, Page 75, Ex 3

/θ/ think, birth, south, fifth, mouth, teeth, thank, thief, thin, things, thirteen, three

/ð/ the, brother, weather, clothes, father, gather, their, there, those

046 Wymowa, Page 75, Ex 4

1 My father told them those things.
2 Are these the socks that you want, or those ones?
3 Their mother was gathering their clothes.
4 Pass these things to the sixth thief.
5 There are thirteen thin women there.

Unit 6

047 Słownictwo, Page 77, Ex 10

1

Susan I'm hungry. Do you want a sandwich?

Peter No, thanks. I'm full. I've only just had breakfast.

2

Sarah Do you want to go to the canteen for lunch?

Jenny No, thanks. I brought a packed lunch today.

3

Bob Do you fancy a snack?

Jeremy OK. I'll have a packet of crisps.

048 Rozumienie ze słuchu, Page 79, Ex 3

Pizza shop owner Hello, Capaldi Pizzas.

Shaun Er … hi! I'd like to order a pizza for this evening, please.

Pizza shop owner Can you give me your name, please?

Shaun Yes, it's Shaun Edwards.

Pizza shop owner Do you have a contact number, Shaun? A mobile?

Shaun Yeah, it's 00 77 900 226.

Pizza shop owner … Two six … Great. And what can we get you, Shaun?

Shaun I'd like one medium pizza. Uhm, do you have any specials right now?

Pizza shop owner We have Four Cheeses, which is very popular.

Shaun Does it have blue cheese on it? I don't really like that.

Pizza shop owner Yeah, sorry, it does. How about our vegetarian pizza which has aubergine, mushrooms, uhm, and…

Shaun That sounds good! Er it doesn't have olives, does it?

Pizza shop owner Yes, it does, but I can take those off for you. Let me make a note.

Shaun Thanks.

Pizza shop owner OK. So what time would you like to pick it up?

Shaun In about half an hour?

Pizza shop owner 7.30, yeah, no problem. Thanks for calling.

Shaun Thank you!

049 Rozumienie ze słuchu, Page 79, Ex 4

Today we're looking at our favourite curry, chicken tikka masala. It's a delicious mix of chicken with a creamy, spicy sauce. Many curries are named after a type of oven or a particular ingredient, like biryani which may mean 'rice'. But the word 'tikka' refers to 'small pieces'. 'Masala' just means a 'mix of spices'. People have made chicken tikka dishes for about five thousand years.

However, although many people think it was born in Asia, chicken tikka masala is actually a Scottish dish. How did that happen?

Many years ago, a customer was eating chicken tikka in a Glasgow restaurant, but he wasn't happy. Usually when people complain it's because their curry is too spicy or contains some ingredient that they don't like. In this case, the customer sent the dish back for being too dry. Rather than replace it, the enterprising Bangladeshi chef simply decided to liven it up. He could have used coconut milk or cinnamon, but in fact he reached for a tin of ordinary British tomato soup. In that moment, chicken tikka masala was born!

That's the classic origin story but there are others, too. Anyway, whoever came up with it first, the creation of chicken tikka masala is a significant moment in food history. It's the birth of fusion cooking, which means mixing ingredients and cooking styles from completely different countries. Fusion cooking really took off in the 1990s, but it began with chicken tikka masala in the 1970s. Now, you can't imagine a restaurant menu in the 2020s without it.

050 Rozumienie ze słuchu, Page 79, Ex 7

1

My cooking story is a Christmas one. Both my parents are doctors. Last year, they both got called in to work on the morning shift in the hospital. My twin brother and I said, 'Look. We're 17, we can cook Christmas lunch ourselves'. So my parents left us with the instructions and went to bed. They started working at 5 a.m., you see. The next day, we were in the kitchen all morning working like mad to get everything ready. Then, just when we were about to put the turkey in the oven, we realized to our horror that we hadn't taken it out of the freezer. It had completely slipped our minds. You have to defrost it beforehand, and ours was frozen solid! It took forever to get it ready but thankfully my parents didn't mind eating their Christmas lunch at eleven o'clock at night!

2

Before my family moved to the UK, I grew up in Kampinos, in Poland. It's kind of a legendary spot to go wild-mushroom picking. In fact, people there are a little bit obsessed with it. So when I moved to Wales, I suggested going to hunt wild mushrooms with my British mates. My jaw hit the floor when they told me that they had never done it before. No one here does it! The woods here are overflowing with them and people just leave them there to rot. For some reason unclear to me they are taught at school that wild mushrooms are dangerous and so they should avoid eating them! As a result, I had to show them how to find the mushrooms, point out the edible ones, and even how to cook them. I kept it simple. I fried them with butter and served them on a slice of toast with some scrambled eggs – simply mouth-watering!

3

The first time I had to cook for other people, it was for forty kids! I used to struggle to make a bacon sandwich, so imagine how I felt. What happened was that a friend and I had agreed to be monitors at a two-day summer camp. When we arrived, we found out that the monitors were expected to prepare the evening meals, too! We really thought we were going to burn everything to a crisp and have 40 angry kids on our hands. Thankfully, the organizers had stocked up on the ingredients, so all we had to do was throw a huge pot of pasta together. Lots and lots of macaroni and tomato sauce. When the moment of truth came, we were both a bit on edge because we thought it all tasted so bland. The funny thing was the kids really loved it. So we made it the next day, too!

4

My dad is originally from Hong Kong and for his fiftieth birthday, we wanted to surprise him with a traditional Chinese meal. We dug out my grandma's ancient cookbook and chose this dish that looked absolutely mouth-watering. However, it later turned out that we'd gone for the wrong one, as it was completely beyond us. Basically, we live in a small English town and it was impossible to get hold of the ingredients. I remember driving round and round to different shops with my mum looking for a tin of water chestnuts, which seemed crucial for the dish but which we never found. Obviously, we should have got going much earlier to make sure we got everything together in time. In the end, we did what we could and Dad said he enjoyed it, even if it wasn't all that authentic!

051 Mówienie, Page 83, Ex 2

Student 1 I know you pay a lot of attention to what you eat. I'd like to change my diet a bit, but I don't know where to start. Could you give me some practical advice?

Student 2 Sure. For me, the most important thing is the quality of the food you buy. You ought to check the ingredients. If fat or sugar are near the top of the list, it's not a good choice.

Student 1 OK, I know reading food labels is important so I'll need to get used to it. At the moment, I usually just choose the first product I see on the shelf.

Student 2 Right, that's not a good idea. Next, you'd better cut down on fried food.

Student 1 But I love fried food …

Student 2 I know. But why don't you try steaming your food instead? It's the best way to cook a healthy and delicious meal.

Student 1 Yeah, sure, steamed beetroot and spinach …

Student 2 Why not? You'd be surprised about how tasty healthy food can be. There are plenty of great recipes online. Or, what about going to a cooking workshop? You know, learning about vegeterian cuisine, organic cooking, things like that.

Student 1 Actually, I'd rather not spend too much money on my little food revolution. I think I will just browse some cooking websites and focus on the basics.

Student 2 Remember that it's really important to change your way of thinking about food. It's not just about diets or cooking techniques – you need to make healthy food part of your lifestyle.

052 Mówienie, Page 83, Ex 4

Both options seem interesting, but if I were to choose one, I would go for option number 2.

First of all, the sooner that food education starts, the better. What kids learn at an early age shapes their habits for life. Children watch their parents and imitate their behaviour. If they take to fruit and vegetables in the first years of their lives, they are more likely to follow a healthy diet in the future. What I also like about the picture is the fact that it shows food as an important element of family life. The kid and his dad seem to be enjoying themselves a lot. Playing with food, eating and cooking together may help to build strong family ties.

I wouldn't choose option number 1, because it doesn't really show the fun of cooking and eating together. The girls are focused only on the technical aspects of preparing the dish. Also, the photo doesn't refer to healthy eating habits. Food education should be not only about how to cook but rather about what to cook and eat, and why.

054 Wymowa, Page 89, Ex 1

1 Without my glasses I am as blind as a bat.

2 My eyesight is so bad that I can't see a thing without my glasses.

055 Wymowa, Page 89, Ex 2

1 leaf leave

2 bat bad

3 foot food

4 rice rise

5 race raise

6 cap cab

7 mat mad

8 feet feed

9 peace peas

10 back bag

056 Wymowa, Page 89, Ex 3

1 They raised the price of rice.

2 I will go mad if you leave me.

3 Is Batman a good man or a bad man?

4 Why did you feed the pig with peas?

5 Don't put your feet on the mat.

Unit 7

057 Słownictwo, Page 91, Ex 6

1

My old slippers have completely worn out and I need a new pair. My feet get cold without any slippers and my socks get a bit dirty. So I'm looking for a bright, warm pair!

2

I have one suit that I bought six months ago. I've worn it a few times and I think it looks good. It fits me almost perfectly which I'm very happy about.

3

I bought some pyjamas the other day. They're pink and blue checked, and they're made of very soft cotton that's almost like silk. I'm very pleased with them because they're very comfortable.

4

I'm looking for a jacket that I can wear on formal occasions in the winter. I like this black one. It's made of wool, and it's quite smart.

5

I tried on five tops and in the end I chose a green and white dotted one. The small size was too small but the medium size was fine.

6

I bought some gloves for my dad's birthday present. I got the large size, which I hope is right. They're made of wool and they're black and red striped.

058 Słownictwo, Page 91, Ex 12

1

A This camera that I bought a couple of weeks ago doesn't work at all! I'm going to have to take it back.

B Will they be able to fix it, do you think?

A Possibly, but I don't want them to repair it. I'd really like to exchange it for another one.

B Wouldn't you like to get your money back?

A Not really, because I really want a camera!

2

Customer Excuse me. I bought this board game yesterday, but when I unpacked it I found that the instructions were missing and some of the pieces were broken.

Shop assistant Would you like me to replace it?

Customer Well, no, actually. I'd like a refund, please.

Shop assistant Do you have your receipt?

Customer Yes, I do.

Shop assistant All right. I'll just …

059 Rozumienie ze słuchu, Page 93, Ex 2

1

I just can't resist a bargain. What's the point of paying full price for something when you can wait a few months and get a good discount in the sale? From expensive trainers to leather jackets, everything gets reduced at certain times of the year. I learned this as a student when I had hardly any money to buy clothes, but it's a good habit for everyone to learn.

2

I don't think it matters where you buy your clothes. The important thing is how you wear them. You need to be able to decide which bag goes with your new dress, that kind of thing. You can wear anything if you've got the confidence to wear it. I have a friend who wore the latest trainers with her wedding dress and she looked amazing. And don't dismiss charity shops, either. You can find unique things there that you won't ever find anywhere else! All in all, it's how you put things together that counts.

3

I love the thrill of shopping. I'll buy anything, from bargains to full-price designer clothes, just to feel it. When I see the assistant put the clothes in a bag, I feel really happy. It's when I get home that I realize I've spent too much. Then, over the next few days, I take most of the stuff back. I tend to do it more during the sales. I know it's not normal and so I'm avoiding the shops right now because I just don't trust myself.

4

Kids are always talking about how they get great trainers for a bargain price at certain sports shops. Mine are not cheap. Sometimes I have to save up for six months to get them, and when they come into stock there's often a queue outside the shop to buy them as you can't get them online for the same price. It's all worth it, though – when I put them on, people tell me I look similar to my favourite footballer, so I can't imagine wearing anything else. I just wish I could also afford the sports kit to go with them!

5

I'm at university and I don't have a lot of money to spare each month, but it doesn't put me off shopping for designer clothes. I believe it's actually more reasonable to save up a bit and then splash out on well-made items that I'll use for a long time than waste money on fast fashion. I look for interesting items online, visit local designers and go to charity shops. Recently, I've bought a beautiful silk top and a linen skirt that feel just great when you touch them. Even if the size is not quite right but I like the material, I'll buy it anyway and then change it or make something else with it.

060 Rozumienie ze słuchu, Page 93, Ex 4

Text 1

I won't tell you where I work, but I will say that I'm really popular, especially when I'm reducing stock. We often have a lot of stuff to get rid of due to the nature of our products. Many things don't keep for long so when they reach their sell-by-date, we often offer big discounts, especially if we have an abundance of them. However, we try to vary the time when we reduce things so it's not too predictable. We still get the same people coming in all the time, though. Interestingly, they don't look like they're struggling for money. Some of them even bring their kids in to help them look for bargains. I know some shops give everything away to charities at the end of the day, which may be a better way of doing things.

Text 2

Son Can I borrow your credit card, Mum? I need to buy a starter pack on Roblox for £9.99.

Mum What's Roblox?

Son It's the game I play on my phone. Remember, I showed you my character? It's called an avatar.

Mum So what do you get for £9.99?

Son A suit for my avatar so I look like a businessman. The pack also includes 800 Robux dollars as a bonus. Those alone cost £10.99 to buy normally.

Mum Right.

Son But it's for a limited time. I reckon it'll go up tomorrow.

Mum So I'm giving you real money to buy money and clothes that don't exist in the real world.

Son Mum! Don't be like that. I don't want other gamers to know that I'm a nube. I don't think they'll take me seriously if they do.

Mum Meaning?

Son Someone who's only just started playing the game. And you don't want that, because basically …

Text 3

Host When you're buying things from an online retailer, it's important to know your statutory rights. Marvin Reed runs a money advice website and he's here to talk about shopping online. Hi, Marvin!

Marvin Hello!

Host So, Marvin, what sort of things should we watch out for when we're shopping online?

Marvin Well, for one thing, the goods that you are sent need to resemble the photos on the website. They also need to match the description and the information in the adverts. If anything is misleading, you're entitled to your money back.

Host Isn't everything you buy online covered by a money back guarantee anyway, even if you simply change your mind about it?

Marvin That's right, as long as you return it within a certain period. You should check with the particular company that you're buying from, but the minimum term is fourteen days. If you send things back within this time, you're entitled to a full refund.

Host One of our listeners has asked for advice on buying large electrical items, like home appliances, and whether you should pay for insurance for them?

Marvin Well, all appliances come with a twelve-month guarantee anyway. Many companies will call you to see if you want to buy additional insurance. This means you pay an annual fee, and if anything goes wrong with the appliance, they will repair or replace it.

Host The insurance is often quite expensive, though, isn't it?

Marvin That's right, and in many cases, you won't need it, so be cautious about buying it. Assess the likelihood of whether the appliance will break down after the one-year guarantee expires. So if you buy a new oven, think about whether you've had any problems with your previous one. In many cases, you won't make a claim on this type of insurance and it's just another way of companies getting more cash out of the consumer.

Host It's fair enough talking about consumer rights and the fact that you're entitled to your money back, but what can you do if the retailer refuses to refund you?

Marvin That's a good question. One way of guarding against a dispute such as this is to use your credit card to buy things. When you purchase an item that costs over £100 this way, the credit card company is jointly liable for this amount. If the retailer fails to refund you or if it stops trading, the credit card company must refund you instead. So, that's another layer of security and it's completely free – as long as you have a credit card, that is.

Host That's really interesting. Thanks, Marvin!

061 Mówienie, Page 97, Ex 1 and 2

1

I definitely prefer online shopping to going to physical shops. There is no pleasure in standing in a queue in a shopping centre. Online purchases, on the other hand, are fast and easy. Besides, you can save a lot of money, comparing prices in many different shops.

2

Of course I love them, but only when they are not fake. Sometimes the 'discounted' price is really the regular price. And I definitely prefer online sales. I would never go shopping on Black Friday – I can't stand the crowds.

3

It depends on the situation. I usually pay by card, because it's faster, more convenient and hygienic. Still, when I go on a shopping spree, I prefer to use cash rather than a card, because it helps me stick to my budget and control how much money I've spent, and how much I have left.

4

I really enjoy going to bookshops. Of course, I often buy e-books and order books online, but nothing compares to visiting an actual book shop where you can hold a book in your hand and examine the cover. I love browsing the shelves looking for new authors, or asking the shop assistants for reading advice.

062 Mówienie, Page 97, Ex 5

Both options seem interesting, but if I were to choose one, I would go for option number one. The photo gives clear information about the goal of the campaign. It makes people think about how they spend their money. 'To buy or not to buy?' is the question we should always have in mind when making shopping decisions. As they say, 'less is more' and it's better to save money to buy something really useful rather than waste it on trifles. So, I think the photo shows the importance of being a price-conscious buyer.

I wouldn't choose option number two, because the idea of the 'Buy Nothing Day' doesn't solve the problem. It might be a good starting point, but for me, making responsible shopping choices is not about one-day actions. It is about changing our habits and lifestyle altogether. We should buy less and make better choices on a daily basis.

064 Wymowa, Page 103, Ex 1

brands, books, boxes, dresses, gloves, matches, nails, places, prices, receipts, rings, shoes, ties, trousers

065 Wymowa, Page 103, Ex 2

/s/ books, receipts

/z/ brands, gloves, nails, shoes, rings, ties, trousers

/ɪz/ boxes, dresses, matches, places, prices

066 Wymowa, Page 103, Ex 3

Can I have two belts, three handbags, five ties, some tights and a pair of flip-flops? I'll also take the leather gloves and the silver earrings. The sunglasses will do, too. Have you got any watches? No? OK, well then. So, what's left on my list: some books, medicines and tools.

Unit 8

067 Słownictwo, Page 104, Ex 5

Woman I'd like to book a room, please, for this weekend, for two nights.

Receptionist Yes, of course, madam. Would you like a single or a double room?

Woman It's for me and my husband, so a double, please. Are all your rooms en suite?

Receptionist Yes, they are. All our rooms have luxury bathrooms.

Woman That's excellent.

Receptionist What time do you estimate you will check in on Friday evening?

Woman At around nine o'clock, depending on the traffic. Will the restaurant still be open?

Receptionist Yes, it will, madam. But you can also order room service if you prefer.

068 Rozumienie ze słuchu, Page 107, Ex 3

Although Cabo San Lucas is right at the very end of the Baja California peninsula, our hotel is really easy to get to. If you're coming from another country, there are direct international flights to Cabo San Lucas itself. Meanwhile, those who are travelling from the Mexican mainland have a range of options. Land travel is slow as there is no trainline available. You need to have your own car or go by bus. Either way, many tourists still opt to go overland down the length of the Baja California peninsula to experience the wild landscape.

On the 760-mile trip you can enjoy spectacular coastal scenery on one side with rocky bays and white sandy beaches. In the other direction you can see vineyards and cactus forests, below a rugged mountain range. The trip down south from Tijuana, which is on the American border, will take around 19 hours. That's why most people break their journey and take two or three days to get here. The bus fare will cost from £75 per person.

Another adventurous option is to head to the town of Mazatlán and make the crossing over the Gulf of California to the nearby town of La Paz. The ferries depart daily 3.00 p.m. in both directions, and the journey takes about 13 hours depending on the wind direction. And to that you need to add the two-hour bus transfer from La Paz to Cabo itself, so it will all add up to 15 hours. Ferry tickets are around £60 but budget an extra £20 for the bus. On the voyage you might encounter dolphins and whales so it's a great option for nature-lovers. If you're in a hurry, though, you can also take a plane direct from Culiacán airport, which only takes you 55 minutes, plus, obviously, a couple of hours at the airports at either end. At £100 with taxes included it's barely more expensive than the other options, though excess luggage fees can be a little expensive. So, there is …

069 Rozumienie ze słuchu, Page 107, Ex 6

Thank you for inviting me to give this safety talk. I'm sure many of you will be thinking about learning to ride mopeds or scooters which, as you know, can be ridden before obtaining a full driving license in most European countries. However, moped riders are extremely vulnerable on the road as they don't have the protection offered by cars.

Let's deal with road safety first. First, you must make sure the other drivers can see you. Remember there is a blind spot behind and to the side of most cars so avoid tailgating the car in front or riding close to the curb. Also, always check over your shoulder before making any manoeuvre.

You should also take extra care at junctions and roundabouts, especially in bad weather when visibility is limited.

Now, as far as safety equipment goes, the most important thing is to protect your head. Never use a second-hand helmet – get a brand new one and make sure it fits securely. High visibility colour options are a great idea. You'd be best off with a full face helmet with a chin bar.

If possible you should also invest in some protective clothing. The risks of injury are the same as those that motorcyclists face, so there's no reason to be less protected. Thick leather is the best material to prevent you from damaging your skin in the event of an accident. A good pair of motorcycle gloves is essential, too. Also, remember that there are laws against riding in pedestrian areas like pathways and pavements – you don't want to get a fine or get your moped confiscated. Maintenance is also important and is a legal requirement in most countries. You need to ensure your vehicle is not only safe but also legal and roadworthy. You need to be able to rely on your tyres when cornering, so inflate them to the correct pressure and check them regularly for wear and damage.

070 Mówienie, Page 111, Ex 1

Student 1 What about a tour of Wales? We could rent a car and visit some interesting places.

Student 2 Well, I'm not sure about that. I don't really know a lot about Wales.

Student 1 That's exactly the point. We could learn something about its culture and history and enjoy the beautiful scenery. And did you know that it's a paradise for trail-running freaks like you?

Student 2 Oh, all right, I'm in then. But I'm not used to driving on the left hand side of the road.

Student 1 OK, I don't think renting a car is a good idea, then. But we can travel by train. It might even be more comfortable. We'll have to travel light, without heavy luggage. Just a few essential things plus your running kit, of course. And we have to plan the tour carefully to be able to reach all the destinations: Cardiff, some of the most famous castles, the national parks. Why don't we visit the coast, too?

Student 2 It sounds great!

Student 1 It doesn't have to be expensive, either. I've already found some nice hostels on the way.

Student 2 If you say so. Let's give it a go then.

Student 1 Great! That's settled then.

071 Mówienie, Page 111, Ex 2

Student 1 What about a tour of Wales? We could rent a car and visit some interesting places.

Student 2 Well, I'm not sure about that. I don't really know a lot about Wales.

Student 1 That's exactly the point. We could learn something about its culture and history and enjoy the beautiful scenery. And did you know that it's a paradise for trail-running freaks like you?

Student 2 Oh, all right, I'm in then. But I'm not used to driving on the left hand side of the road.

Student 1 OK, I don't think renting a car is a good idea, then. But we can travel by train. It might even be more comfortable. We'll have to travel light, without heavy luggage. Just a few essential things plus your running kit, of course. And we have to plan the tour carefully to be able to reach all the destinations: Cardiff, some of the most famous castles, the national parks. Why don't we visit the coast, too?

Student 2 It sounds great!

Student 1 It doesn't have to be expensive, either. I've already found some nice hostels on the way. It won't be that expensive. I'm sure we can find some nice restaurants that offer lunch specials. Or we could just cook in a hostel kitchen.

Student 2 If you say so. Let's give it a go then.

Student 1 Great! That's settled then.

072 Mówienie, Page 111, Ex 3

1 What about a tour of Wales?

2 I don't think renting a car is a good idea.

3 Why don't we visit the coast, too?

4 If you say so. Let's give it a go.

5 Great! That's settled then.

074 Wymowa, Page 117, Ex 1

admired, arrived, boarded, booked, cooked, crashed, danced, escaped, missed, ordered, packed, recorded, rented, repaired, slipped, stayed, sunbathed, travelled, watched

075 Wymowa, Page 117, Ex 2

/t/ booked cooked crashed danced escaped missed packed slipped watched

/d/ admired arrived ordered repaired stayed sunbathed travelled

/ɪd/ boarded recorded rented

Unit 9

076 Słownictwo, Page 119, Ex 7

1

It was an amazing experience! It was wonderful to see my favourite bands playing live. They sang all my favourite songs and all the audience sang along with them. It was a fantastic atmosphere! It was a bit cold sleeping in a tent for three days, but it was worth it. Everybody was so friendly and I had so much fun.

2

I went to see *Swan Lake* last night and I really loved it. Although I've seen it before, I felt as if I was seeing it for the first time because the dance was so fresh and full of emotion. It was wonderful. The dancers gave a really outstanding performance.

3
The best thing I've seen this year was a production of *Hamlet* that was set in the 21st century. I hadn't seen this particular theatre company before. I was very impressed by them. It's a challenging and powerful work, and they performed it very confidently. The whole thing felt full of tension and drama. It was brilliant.

4
I was thrilled to be able to go and see a performance of Beethoven's *Symphony No. 3* recently. I love this piece because it's so exciting and the performance was breathtaking! The orchestra played with such sensitivity and warmth. At times I literally couldn't breathe I was so moved.

077 Słownictwo, Page 119, Ex 8

1 I was sitting quite far from the stage but I heard every word very clearly.
2 I thought the conductor was great. She was able to get a really special performance from the musicians.
3 As you know, the music was composed by Tchaikovsky and it is beautiful.
4 The main acts were supported by some less well-known bands who turned out to be brilliant, too.

078 Rozumienie ze słuchu, Page 121, Ex 1 and 2

For the last three months, I have been absolutely hooked on a TV series called *This Is Us*. It's a drama from the USA based on a family who have triplets. We see their life in the past, present and sometimes in the future. You get the picture. I must say that it's not always great. The characters became a bit unsympathetic in series two, and I was about to just give up and stop watching. However, I carried on and I'm pleased I did because it gets better and better. Funnily enough, although I love this series, I wouldn't necessarily watch another family saga. I'm more of a sci-fi fan, you see. But I've been telling everyone I know that they should check it out. I'm usually hopeless at small talk but *This Is Us* is now the first thing I talk about when I meet new people. Everyone likes to hear about a good series to watch, don't they?

079 Rozumienie ze słuchu, Page 121, Ex 3

Text 1
Well, it's obviously not to become rich! Umm … well, some kinds of writing are escapist, like science fiction or fantasy – things that take you away from your everyday life. Me, on the contrary – I like to capture real life, to talk about the here and now. I get these powerful emotions and somehow I just have to get them out and put them down on paper. Although a lot of poets play with fancy words and elaborate language, my poems are simple and direct because they are all about the moment now. Oh, and one other thing. Poetry may be one of the oldest art forms but it actually fits perfectly with the state-of-the-art technology of today. It is short and sweet and can fit on tiny little screens.

Text 2
My ambition is to be a book illustrator. Ever since I was little, all I wanted to do was draw. I have plenty of clever ideas and nobody draws like me. My problem is that I'm a perfectionist. Professionals have to complete images to deadlines, but it takes me ages to finish anything and that's what holds me back. In my art classes, for example, I've been working on the same oil painting for over a year. It's a self-portrait of me with a bunch of sunflowers. Everyone agrees I have the talent, but I'm now in my teacher's bad books because she can't understand why it's taking me so long. She says that before I do the background and sign my name, I should finish the face and then start painting the sunflowers. However, the face is never quite right and I keep correcting it. As for the sunflowers, it's winter now and I can't get any real ones. So I'll have to take artistic licence there!

Text 3
Dad You look stressed, Holly.
Holly I am stressed, Dad. I'm stressed about the school play.
Dad What? I thought you were looking forward to it.
Holly I was, but things have changed. Let me put you in the picture and you'll understand.
Dad Go on.
Holly Originally, I auditioned for the role of a servant girl. I thought about the queen, too. However, that's a big part and I didn't want to learn so many lines. Anyway, I got the part of the servant and I was happy until a few weeks ago. The girl who plays the villain got sick and now she can't do it, so I have to take that part over from her. It's much bigger, hundreds of lines. I can't remember them all!
Dad Ouch!
Holly Honestly, I lie in bed at night thinking about it. I have terrible insomnia. I'm not the only one panicking about the play, either. One boy says he starts sweating every time he thinks about it, and Louisa – you know Louisa?
Dad Yes, she plays the violin in the school orchestra with you.
Holly That's right. Well, she says she's starting to get headaches thinking about the play. Also, I'm pretty sure I'll get stage fright on the day of the premiere. I know I'll be scared to get up in front of all those people. Every kid in the school will be there! It's next week so I must do it. I can't back out now.
Dad Look, calm down. I've been in lots of plays so don't worry. There is always someone who forgets their lines. The first thing is, how much of the play are you learning?
Holly What do you mean?
Dad If you're in a scene, do you learn everyone's words or just your words?
Holly I learn everything and it's impossible because …
Dad There's your problem. You shouldn't do that. Professional actors don't learn every word. They just learn the words before their lines, the cue.
Holly Really?
Dad Yeah. It's the oldest trick in the book. At home, just learn your lines and the cue words so you know when to say your parts. You don't have to learn the rest of the text at all. Then, you'll feel much more relaxed when you rehearse with the other actors, and when you perform on stage on the day itself.
Holly Oh thanks, Dad! I wish someone had told me this before!

080 Rozumienie ze słuchu, Page 121, Ex 6

1
My favourite film is the musical *La La Land*. It's the ultimate feel-good movie right from the opening moments. It's so much fun! It kicks off with people boogieing away on their car roofs during a traffic jam. It had me on the edge of my seat as it was all done like it was a single shot, without any cuts as the camera weaves in and out of the performers. That's so complicated to do!
I discovered this film when my dance teacher asked us to copy one of the routines. Although I do ballet, I feel a bit self-conscious about modern dance. My partner is really gifted, though, and she picked it up just like that. We did the famous scene with the stars on a bench dancing under the moonlight. There's a kind of magic there because the stars have such great chemistry together – and it's the nicest song on the soundtrack, too.

2
I am a big fan of *Knives Out*. It's one of those movies that spreads by word of mouth because people tell you that they loved it so much. I'm a fan of the whole whodunit genre in general and this one is a modern classic. Although there are lots of big names in the cast, Ana de Armas is the star with her magnetic personality. Like the very finest detective novels, there are clues dotted around the film, some hidden and others put there just to wrong foot you. The scenario is that a famous author is murdered at home and a detective has to solve the crime. What makes it particularly complicated is the very large cast and the number of suspects. Basically, you never know if someone is trustworthy or not. In the cinema, people were gasping at the end when the solution was revealed.

3
Just recently I saw a movie that I think will become a classic. It's called *Cold War* and it's in Polish, so I had to watch it with subtitles on, but I was astonished. It's a very thoughtful study of a couple's life from the 1940s to the 1960s. Obviously, it's a romance, but like all the best examples of the genre, it has a couple caught in impossible circumstances. The script is great and the whole mood of the film is stirring. There's something so atmospheric about movies when they're in black and white like this. It was nominated for three Oscars including best director for Pawel Pawlikowski. I was devastated when it didn't win. It clearly didn't appeal to US tastes in the same way as European ones. I mean, it got an eighteen-minute standing ovation at the Cannes Film Festival!

4
I think my favourite movie has to be *Guardians of the Galaxy*. It's because it's a mash up of lots of different types of films. It's a science-fiction adventure which, at times, moves into comedy with this talking racoon that is so sarcastic. All in all, I guess it is a superhero film, albeit a very unconventional one. Even though the public think superhero films are mostly about mindless musclemen flying around and beating each other up, really succesful ones also have a heart, and there are some unexpectedly emotional moments in this picture. The soundtrack is partly responsible for that. It's full of beautiful songs. It shows that it's not just the special effects that are important, and that it pays to be open-minded about films. Whenever I feel a bit low, I stick it on and watch it all the way through, often immediately following it with the sequel!

081 Mówienie, Page 125, Ex 1 and 2

School Exchange Coordinator I'm really curious about your cinema project. Could you tell me a bit more about that, please?
Student Yes, of course. First of all, I think that cinema appeals to everyone, no matter where they come from. It is like a universal language across cultures. And Polish culture is not really popular with British teenagers, so they might learn something new.

School Exchange Coordinator This all sounds really good, but have you thought of the venue for the project yet?

Student Actually, I have, but I need your approval on a few things. Would it be all right if I organized the meeting in the common room in the school dormitory? There is a lot of space and excellent Internet connection, which is important, because we are going to need access to some streaming platforms.

School Exchange Coordinator Please, feel free to do as you suggest. But I need information on the timelines and the number of participants.

Student Of course. And I know it's a bit short notice, but do you mind if the project takes the form of an all-night film marathon from Friday to Saturday this week?

School Exchange Coordinator No, I don't, as long as you can prepare everything on time. So, how would you like to present the films exactly?

Student Generally, I was thinking of showing films from some Polish Oscar winners and films whose plot is set in Poland or based on Polish literature. We could watch two whole films and then focus on some example scenes from the other ones. It is also worth having a short discussion after each of the films or scenes. By the way, may I bring a guest from outside the school? My friend has a degree in cinematography and she could say a word or two on the topic?

School Exchange Coordinator Sure, no problem, just give me her contact details, please. So, good luck with your project. I hope everything will go as planned.

082 Mówienie, Page 125, Ex 6

Narrator Student 1. One. Is graffiti art or vandalism? Why do you think so?

Student 1 Well, it is a very controversial issue. On the one hand, graffiti can cause damage to private or public property. Not every resident wants to have their neighbourhood 'decorated' by an anonymous graffiti artist. Moreover, spray images are often vulgar and offensive. It is really expensive to clean them up and the money would be better spent on other causes, like education or health care. On the other hand, people are becoming more open-minded to street art. It can add character to dull and ugly urban spaces. Sometimes graffiti makes cities more colourful. Another advantage is that individuals have another medium with which to express their opinions. So, graffiti may be a piece of art or an act of vandalism, depending on its contents and our attitude towards it.

Narrator Two. Is it worth going to the theatre? Why or why not?

Student 1 I do believe it is. First of all, watching a live performance is a very authentic experience. You won't feel the same atmosphere and emotions when watching a film on screen. In addition, no two theatre performances are ever the same, even if the play is put on every night. With films, you can stop them at any moment you want and then watch them again and again. It's still the same film every time you watch it. A theatre play, however, is always unique, which makes it more intense. Finally, theatre brings people together. It gives you a sense of connection with the actors and other audience members.

So, I hope theatre will survive as a popular form of entertainment.

Narrator Student 2. One. Does a piece of art need to be beautiful? Why or why not?

Student 2 I don't really think so. Firstly, there is no single definition of beauty. The criteria differ depending on culture and time. Think about Mona Lisa. Is she beautiful? I am not so sure. But she is definitely mysterious and intriguing. Secondly, the main goal of art is to reflect emotions and ideas, not to look good in your living room. It is a means of expression. In fact, some of the most famous pieces of art are not visually appealing. But they inspire people to think. Lastly, art is about freedom and breaking rules. It is the artist who decides what art means to him or her. So, art doesn't need to be beautiful. It is supposed to be meaningful.

Narrator Two. What are the advantages and disadvantages of being an artist?

Student 2 There are both pros and cons of being an artist. On the one hand, a career in art can give you a lot of freedom. You can follow your passion and live the life you want to live. If you are lucky and talented enough, you can make money from doing something you love. Moreover, you can give other people a new perspective. Artists have always influenced the way we think. So, your work can really make a difference. Not all people feel like that about their job.

So, there are many advantages of being an artist.

084 Wymowa, Page 131, Ex 1

ten, cot, pour

085 Wymowa, Page 131, Ex 2

cast, call, two, Peter, car, pass, time, pasta, pepper, colour, comedy

086 Wymowa, Page 131, Ex 3

1 Pass the pasta, please.
2 Any time between two and four.
3 What colour is your car?
4 I will call Patricia tomorrow.
5 Peter Piper picked a peck of pickled peppers.
6 She posted the photo of the cast of the comedy.

Unit 10

087 Słownictwo, Page 132, Ex 6

Jack So, what sports do you play, Rosie?

Rosie Well, I do karate and I sometimes go cycling. What about you?

Jack I play football.

Rosie Are you in a team?

Jack Yes. We played last night, but we lost the match 3–0.

Rosie Oh dear. What happened?

Jack Well, the referee gave out about ten yellow cards.

Rosie Really? It sounds like he broke a record!

Jack It really looks like he supported the other team. I've had enough, you know. I think I might take up another sport.

Rosie Come on! I bet you're simply tired of being on a team that loses so often. Maybe you'll win the next match?

Jack I hope so.

088 Słownictwo, Page 134, Ex 15

If you take part in serious competitive sports, you need to make sure you have a healthy lifestyle. This is especially true if you want to turn professional one day and make your living from sport. But even amateur sportsmen and women who take sport less seriously, but who want to achieve good results, need to follow some basic rules.

Firstly, make sure you train every day, not only in your chosen sport, but by going to the gym, running, etc. Secondly, your body uses up a lot of energy, so you also need to go on a special diet to make sure you get all the nutrients you need. Thirdly, you need to have the right psychological approach if you want to beat your opponent. Stay positive, even when you are under pressure, as then you are more likely to fulfil your dreams.

089 Rozumienie ze słuchu, Page 135, Ex 2

1
Are electric bikes the best way to travel or are they as bad for the nation as the car is? There have been many discussions on this topic recently. Some experts believe that the majority of people using this type of bike has little intention of doing much exercise and that they'd be better off trading it in for a conventional bike. However, research suggests something quite different: that the technology is enabling people who wouldn't normally use a bike to do so for the first time. Rather than putting people off cycling, it is encouraging more people to take up the sport and to increase their activity on a daily basis.

2
If someone had told me a year ago that I'd be using an e-scooter, I'd have laughed. I've always been into cars and I love driving, but e-scooters can nip through the traffic in a way that no car can. You can go up on the pavement and through parks. People told me that they're not safe, but I'm pretty careful. I don't go too fast, I wear a helmet and I avoid travelling over uneven surfaces. Using one has got me out of the house and I'm doing a bit more exercise as a result, which I consider especially advantageous. I wouldn't be without it now.

3
I got this fitness tracker for my birthday. You've probably seen other people wearing them. They monitor your heart rate, remind you to exercise on a regular basis, count your steps, that sort of thing. The technology is great if exercise and health is your main goal. Some people thrive on it. I've got loads of work to do for college at the moment, though, and an alarm telling me to walk 250 steps is not what I need right now. It's just adding to my stress. My sister told me she'd buy it off me, but I've hidden it away for now – I know this time will pass, and I'll get time to focus on me again.

4
When my dad gave me this exercise bike, I was thinking of selling it online. That was before I met Annabel, though. Now, I'm face-to-face with her every day. We do a warm-up together and she tells me how my hard work is paying off. As my routes become more difficult, I barely notice that I'm improving. I trust that Annabel will know just how hard to push me so I focus on her encouraging words. I used to be addicted to the gym, but I'd never dream of changing the way I exercise now. If I did, how would Annabel know that I've got what it takes?

5
I do online yoga, but I'm not convinced it's as good as the real thing. For a start, there's no way that a teacher can check that we're all in the correct position. I worry that if I get it wrong, I could injure myself, so I probably don't push myself as much as I normally would. The other thing is that yoga connects you to the earth and nature and it feels wrong to be doing it via a computer screen.

090 Rozumienie ze słuchu, Page 135, Ex 5

A On the show today, we have Harper Davies, who has competed in an extreme endurance race called Big Dog's Backyard Ultra. This race takes place every year in Tennessee, USA, and it's different to other races in that it has no end. So, Harper, I'm not sure I completely understand how a race can have no end.

B Ah, it's quite simple. The way it's set up is that there's a four-mile lap that you need to complete in an hour. You need to be back at the start line every hour for the start of the next lap. This continues until there is one man or one woman left. That person is then declared the winner of the race. The most successful person in the world at this race is a Belgian runner who ran for 312 miles, which is 78 laps, in 2020.

A But I'm not sure how it's physically possible to run for that long. What about basic human needs such as going to the toilet, eating, drinking and, dare I say, sleeping?

B Well, this is where speed can and can't give you an advantage. Some of the fastest runners can complete a lap in forty minutes. That gives you twenty minutes before the start of the next lap. That's ample time to do many things, including having a meal, which is how most of the runners tend to use this time, but some of the fastest competitors even get a chance for a power nap. For me, though, a longer break from the actual running makes it more difficult to get back to the start line. It's like your body gets a feel for resting and can't face the next lap.

A And the race organizers don't make it easy for you, do they? I heard something about a strange kind of cheerleading at the starting line.

B Right, these are people called jeerleaders and they're fans of the race who jeer at you, singing songs about how likely you are to quit. Actually, I just saw that as a bit of black humour and it didn't have the desired effect of demotivating me. In fact, every time I heard it, it just made me more determined to win.

A The race has also been described as a level playing field, meaning that men and women can easily compete side by side. Would you agree with that?

B Definitely. The way the race is set up it kind of takes speed out of the equation. There's more of a focus on endurance and whether you have the mental stamina to stay the course.

A And how did your family feel about you competing in this race?

B Well, as it's a bit of a crazy race, my wife was concerned about me. She was back home in England so I'd try to catch up with her while I was doing a lap. But your body's working so hard to just keep going that trying to talk at the same time just adds another level of complexity that your brain can't really cope with. I can't remember what I said to her, but I sensed that talking to her was only making her more anxious. In the end, I just made something up about the reception not being very good. I said I'd contact her when the race was over and that seemed to put her mind at rest.

A I'm sure I'd have been really worried, but luckily, you survived.

B That's right. I actually did 32 laps, which works out as 128 miles. It was nowhere near the leader, but still I'm really proud.

A So you should be. That's amazing. Well done!

091 Mówienie, Page 139, Ex 1

Examiner Describe the picture, please.

Student 1 The picture shows two men and two women at a sports stadium. They're probably professional athletes because they look extremely fit. They might be a team and I think they really enjoy training together.

Student 2 In the picture I can see a group of athletes who are standing on a running track. I guess they have just won an important competition, because they are wearing gold medals around their necks. They seem very happy. They are posing for the photo, smiling proudly.

Examiner What sports discipline do you think the athletes specialize in? Why do you think so?

Student 1 I am not sure, really. They might be sprinters or long distance runners.

Student 2 As I have already said, the people are standing on the track so I guess they are runners. Considering their posture, they might be sprinters rather than long-distance runners as they are very well-built and muscular. They look like a team, so it's also possible that they specialize in relay runs.

Examiner Which do you prefer: individual sports or team sports? Why?

Student 1 Actually, I like both. On the one hand, I love running, which is largely an individual sport. It's great fun and it helps me relax. On the other hand, playing in a team teaches you cooperation. The players rely on each other and have a common goal. But if I were to choose one sport, I would probably go for running.

Student 2 I must say I'm not into sport, whether it is team sports or individual ones. I just can't see any point in breaking into a sweat in the gym while there are so many other interesting things to do, like reading or watching TV series.

Examiner Tell me about a sports competition you took part in or watched.

Student 1 It's difficult to choose one particular competition. I am a running freak and I take part in half-marathons and city runs a few times a year. It takes a lot of effort. I run at least 40 kilometres a week plus I work out at the gym and do strengthening exercises on a daily basis. I am going to run my first marathon next year.

Student 2 It happened last month. My brother had persuaded me to take part in a charity run. I am not a good runner but I agreed because it was for a good cause. While I was running, hundreds of spectators were lining the streets, cheering loudly and shouting positive comments. When I reached the finish line I was exhausted but happy. I had just covered 10 kilometres! I did it! My time was not great but that wasn't important.

092 Mówienie, Page 139, Ex 2

1 I guess they have just won an important competition, because they are wearing gold medals around their necks.

2 It happened last month. My brother had persuaded me to take part in a charity run.

3 While I was running, hundreds of spectators were lining the streets, cheering loudly.

4 When I reached the finish line I was exhausted but happy. I had just covered 10 kilometres!

093 Mówienie, Page 139, Ex 4

Examiner Why do people do extreme sports?

Student Extreme sports have a lot of benefits. First of all, people who take up extreme sports challenges are often more optimistic. That's due to higher levels of endorphins in their brains. Also, you may overcome your fears. For example, what could ever get you down or scare you if you have just managed to climb Mount Everest? From this perspective, all everyday challenges seem easy to face. Moreover, extreme sports require a great deal of training. You burn calories and gain muscle. As a result, your body gets stronger, which has a positive impact on your physical health. Finally, it often takes years to prepare for extreme sports challenges. This means that you can learn self-discipline and gain a sense of purpose. So, although extreme sports and safety don't exactly go hand in hand, I do understand why so many people love them.

095 Wymowa, Page 145, Ex 1

/ʃ/ should, professional, position, pressure, shoot

/ʒ/ decision, measure, pleasure, occasion

/tʃ/ match, coach, champion, catch

/dʒ/ join, jockey, jumper, injured, challenge

096 Wymowa, Page 145, Ex 2

1 The French Open is one of the major tennis tournaments.

2 I hope all is going well with the preparations for the competition.

3 The football player was considered a national treasure in his country.

4 Chess boxing is one of the most unusual sports in the world.

5 Judo is taught in schools in many European and Asian countries.

6 Where can I watch the game between Germany and Spain?

Unit 11

097 Słownictwo, Page 147, Ex 11

1 I stayed in hospital for a week, but then the doctor decided I was well enough to leave, so I was discharged.

2 My grandpa is feeling better, but he's not completely well yet. It takes time to recover from flu.

3 The doctor did an examination and decided there was nothing wrong with me.

4 My physiotherapist has been treating me for a shoulder injury for about three months and it's starting to feel a lot better.

5 The nurse took my temperature because she thought I had a fever.

6 My dad has a heart problem, so he has to take medication every day.

7 Ella is going to hospital next week for an operation on her knee.

8 Joe had a severe infection, so the nurse gave him an injection of antibiotics.

9 Last year I began working on the ward as a nurse, and I still really enjoy it.

10 I trust the surgeon who's going to operate on me because she has years of experience.

098 Rozumienie ze słuchu, Page 149, Ex 2

Text 1

We've just received the results of the research from the University of Glasgow that looked at the medical risks of heading the ball while playing football. It found that more professional players developed diseases of the brain than other people did and linked it to them hitting the ball with their head during the matches. In light of this, the Football Association has issued new rules that forbid children of primary school age to head the ball when training. Secondary school pupils can still play with their heads, but coaches are advised to reduce air pressure in the balls to make them softer. However, heading of the ball will still be permitted in all regular matches for now.

Text 2

Mia Hey, Alex, do you want to meet up and play computer games later?

Alex Sorry Mia, but I can't. I think I need a break. My fingers hurt, especially my thumb. I think it's because of that competition I did yesterday. I was playing for eight hours straight. Do you think I need to get some kind of treatment for it?

Mia Let's have a look. Yeah, it looks a bit swollen. I injured my thumb, too, although that's from repetitive strain – too much texting and swiping on my smartphone.

Alex What do you think I should do?

Mia I actually received some simple therapies I could try to speed up recovery. They recommended I rest my thumb completely every two hours and stretch the muscles gently. That seemed to work.

Alex Every two hours? What if I'm in the middle of a competition?

Mia Well, maybe you could try a different controller?

Alex Yeah, indeed, I'm going to get a bigger one. Smaller controllers strain the hand.

Mia Sounds like a good plan. Hey, later we can play with our virtual reality headsets instead if you like?

Alex I don't think so. I'll probably end up falling over and breaking something!

Text 3

Doctor Morning! How's that wrist – still hurting?

Rachel It's nearly better, but I can't wait to get back on the water and sail again.

Doctor I bet. So, what can I do for you?

Rachel Well, I have a question: I wanted to take part in a three-day competition, sailing around the Mediterranean single-handed. Is it too risky, especially for someone of my age?

Doctor Oh, that sounds like a challenge! Well, there certainly are risks in doing strenuous activity at the age of 16. First of all, growing arms and legs are more vulnerable to strain and can be broken or receive an injury more easily. Also, younger bodies don't deal with heat so well because you have a smaller surface area of skin. There's also your career to consider – focusing on one activity early also results in a shorter sports career.

Rachel Right.

Doctor But then your wrist is healing nicely. As long as you're aware of the risks, I wouldn't discourage it.

Rachel OK, but my parents also worry that I'm not old enough. My dad says, "If you're too young to drive, you're too young to sail around an ocean." And, Mum thinks I should be spending more time with friends.

Doctor Oh dear. They didn't react well then! You do have to think about your psychological welfare, for sure. Parts of the brain that control behaviour haven't developed fully in teens so some might attempt things that are just too difficult for them. And social development is a priority, although I guess you've got social media. I think emotional stress can be particularly dangerous in young people, especially the sense of failure and frustration when things don't go according to plan. That said, you've come to ask me for advice, haven't you? I think that shows a level of maturity.

Rachel Thanks. That's been really helpful. I have a lot of thinking to do.

Doctor OK, good luck!

099 Rozumienie ze słuchu, Page 149, Ex 6

Host This week we're interviewing Kylie Jones, who's a model and a wheelchair user. Kylie, did you always want to become a model?

Kylie No! I never thought it would be possible to be both disabled and a model, but then I started seeing an increasing number of people with disabilities in the biggest fashion titles, right there on the covers. Since then, I've seen disabled models in all sorts of ads for mainstream high-street brands, too, on TV and on the Internet.

Host Any role models in particular?

Kylie Mm. Well, I guess Aimee Mullins. She was one of the first disabled models. She appeared in Alexander McQueen's thirteenth show in 1999 which featured several disabled models on the runway. Nobody realized that the pair of boots McQueen had her wear for the show, which she wore under a lovely raffia dress, were actually prosthetic legs. Many asked where they could get them. It caused a sensation. She kind of led the way.

Host Are disability models entering the mainstream, too?

Kylie Yeah, for sure. As regards female models, a lady with Down's syndrome actually won Model of the Year in 2016. And a disabled male model and personal trainer, Jack Eyres, who's a friend of mine actually, was crowned Mr England 2017.

Host Mr England?

Kylie Yes, it's the male version of the Miss England pageant. It's been going since 1996 I think. You need to have an interesting personality, and be keen on doing charity work as well as representing England at international events. Anyway, Jack was the first amputee to win it. Winners then compete in the Mr World competition.

Host What kind of problems do you need to cope with if you're a disabled model?

Kylie Beyond the obvious issues related to the fact that you are a disabled person, there are certain movements and poses that are uncomfortable or impossible for me to do. Also, a lot of the clothes we are asked to model in aren't always comfortable for wheelchair users. Moreover, many shoot locations are inaccessible and not particularly wheelchair-friendly. But that's basic stuff. The biggest worry I have is that companies will only hire me because of my disability. Big fashion labels are always concerned with publicity. Having models from diverse backgrounds helps you receive the right kind of publicity. So, while I am grateful for any opportunity that comes my way, I'd prefer to be chosen for my modelling skills and not because I'm bound to a wheelchair, you know?

Host Of course, that's totally understandable. Now, could you please answer some of the questions our listeners have sent in?

100 Mówienie, Page 153, Ex 1

Doctor So, what's the matter with your leg?

Student Well, as you know, I'm taking part in a youth basketball tournament. Yesterday, while I was jumping to catch the ball, I landed badly on my left foot. Now it hurts a lot.

Doctor What kind of pain is it? Could you describe it, please?

Student It is a really strong pain, especially when I'm trying to stand on the affected foot. I can't walk and I can't sleep. And it's actually getting worse.

Doctor Frankly speaking, it doesn't look good. We'll have to run a few tests to make sure it isn't broken. For the time being, please rest your leg as much as possible and apply ice packs every few hours.

Student And what about some medicine to stop the pain?

Doctor Of course, you will need some painkillers, too.

Student Do I have to go to the chemist's or can I just buy them in a supermarket? I mean, do I need any written order from you?

Doctor No, you don't need any prescription. Still, don't expect the medicine to relieve the pain entirely. But you should feel a bit better.

Student I see. And when can I get back to sport?

Doctor It all depends on your X-ray results. But not earlier than in a few weeks or even months.

Student Oh no! That's too bad! What about some exercises to make my leg stronger? I know a good specialist who could plan a trainining programme for me. It might help me recover a bit faster.

Doctor Consulting a physiotherapist is a great idea, but first we need to get you back on your feet. Then you can think about rehabilitation.

101 Mówienie, Page 153, Ex 4

There are many threats to teens' health nowadays.

First of all, young people have to deal with a lot of stress at school and home, and in relationships with peers. The constant pressure may lead to eating disorders and depression.

Secondly, teens spend a lot of time in front of computer screens. They don't have time to do sports and eat well. As a result, they often suffer from obesity, diabetes and other serious diseases.

Finally, some teens struggle with addictions, such as smoking or drinking, which can damage their health for life.

In conclusion, there are many health risks facing young people, but most of them are related to stress, a sedentary lifestyle, bad eating habits and addictions.

103 Wymowa, Page 159, Ex 1

1 Hold the knife in your right hand.
2 Most people wear their watch on their left wrist.
3 My friend can speak five foreign languages.
4 To be honest, I don't like the idea of having my ankle operated on.
5 Would you like to join us for dinner tonight?
6 Psychologists deal with mental health issues.

104 Wymowa, Page 159, Ex 2

It was the beginning of September. I decided to soak up the last days of warm weather and go on a trip to the mountains. My goal was the highest peak of the Beskid Mountains. I was walking at a steady pace listening to the sounds of nature and admiring the views. Suddenly, my foot slipped and I fell. I felt a burning pain in my knee. I tried to stand up, but it was all in vain – it hurt too much. There was not another soul in sight. I reached out for my phone but there was no signal. I spent another 15 minutes sitting on the ground, not knowing what to do. To make matters worse, I had eaten all my sandwiches and I was getting really hungry. Step by step, I started limping downhill. My backpack felt like it weighed a ton and my muscles were trembling. Somehow I managed to get to the valley. The route, which would normally have lasted only one hour, stretched to over two. But at least I was able to call an ambulance. My leg was put in plaster for six whole weeks. What was supposed to be a nice farewell to autumn turned out to be a rocky road.

Unit 12

105 Słownictwo, Page 161, Ex 8

1
Paul Can I use your computer to log onto my email account, please?
Jessica Yes, of course. Hold on. I'll just type in my password for you.
Paul Thanks! That's great. What do I do now?
Jessica Just click on this link and that should take you there.

2
Chris How often do you surf the Internet?
Mark Every day. I do research and look things up for college. I'm also on a couple of social networking sites. What about you?
Chris I usually go online when I want to chat to friends or buy some music or something.

3
Dom How do I install this anti-virus software?
Tash You need to go to the website and download the program first.
Dom OK, that sounds easy.
Tash Don't forget to back up any important files before you make any changes to your computer. Then just click on the icon and follow the instructions.

106 Rozumienie ze słuchu, Page 163, Ex 1

I've recently become interested in animation. A friend told me about an app that lets you animate your drawings, and I downloaded the free version. Many apps like this have let me down in the past so I didn't expect much. However, it took my sketches and turned them into a fun little video. It's not that I was delighted with the final product, but I've now paid for the professional version anyway. I didn't expect it to be so useful.

107 Rozumienie ze słuchu, Page 163, Ex 2

1
I had always wanted an app that would identify bird song. I can never tell one bird's noises from another. So, with great expectation, I downloaded an app that said it could identify any bird. When I took it to my local woods to try it out, it was completely useless. It failed to spot even one. When I read the instructions, I found out that the app had been developed in the USA and was great at American birds but not the ones we have here in Poland. Such a shame!

2
I go running a lot, but I live in a small town and I see the same things every day. It's a bit boring, so I bought this zombie run app. You install the app, put on your headphones and listen while you run. When I did it, I got chased by zombies and I had to find a car to escape them. I almost got killed once when I ran into a hundred of them at the same time. In other games, I also met other characters who helped me, including one person who was actually a zombie! It wasn't life-changing but it was a lot of fun. It certainly helped me keep up my fitness, running away from all those monsters!

3
Summer came around again and I needed money. Luckily, I found this app for dog-walking. What a discovery! It connects dog walkers to dog owners. In the beginning, all I was interested in was the cash, to buy myself a motorbike, but then I found I was getting really fit by walking all these dogs all day. If that wasn't enough, I also met some new friends because we were always in the park at the same time. So this app worked out for me in surprising ways!

4
I've always suffered with a stutter as long as I can remember. When I changed schools last year, the kids started bullying me about it, calling me G-G-G-Gordon and so on. Fortunately, the school uses an anti-bullying app. You can use it to secretly take videos and audio recordings, and then report the bullying anonymously. Most of these apps were invented for younger kids, but this one was designed for high schoolers whose problems may be much worse. Funnily enough, one week after using the app, the bullies left me alone. What do you think – a coincidence?

5
I'm the only musician in my village and I make my own recordings, where I play every instrument as well as sing. So, I have an app that works like a recording studio. It can take lots of separate recordings and mix them into a final track. Starting is easy, you just install the free version on your phone and set up an account. It gets a bit tricky later, though. The first time I used it, I thought it was faulty because it made a funny noise, but then I realized that I had been using it all wrong. I'd basically just turned it on without reading the instructions. Luckily, I then searched for tips online and now I've finally got the hang of it.

108 Rozumienie ze słuchu, Page 163, Ex 3

1 When I took it to my local woods to try it out, it was completely useless. It failed to spot even one.
2 It wasn't life-changing but it was a lot of fun.
3 It connects dog walkers to dog owners.
4 You can use it to secretly take videos and audio recordings, and then report the bullying anonymously.
5 Funnily enough, one week after using the app, the bullies left me alone. What do you think – a coincidence?
6 Starting is easy, you just install the free version on your phone and set up an account. It gets a bit tricky later, though.
7 Luckily, I then searched for tips online and now I've finally got the hang of it.

109 Rozumienie ze słuchu, Page 163, Ex 4

Text 1
Justine Uncle Robert, can I speak to you for a moment?
Robert Sure. It's about that photo, isn't it? Don't worry. It's already been taken down.
Justine Look, I know you thought it was a laugh and everything but I was really embarrassed. Putting up a photo of me when I was ten. What were you thinking? I know you didn't have the Internet when you were young, but don't you think it would be the right thing to do to check with me first?
Robert You're right, I'm sorry, my mistake. I really put my foot in it there. I just thought it would be a fun way to celebrate your eighteenth, Justine.
Justine Please remember about it next time. I'm not saying it ruined my day, but, come on, there are a lot of better photos you could have chosen!

Text 2
Liam So, Clare, I have a dilemma. This is my smartphone, right?
Clare Yes, nice, but not exactly cutting edge.
Liam So here's the thing. I'm thinking of getting a tablet but I don't know whether it's worth forking out for yet another device. More things to recharge, more things to download, more cables to remember when I go on holiday. Maybe I should just stick with what I've got and get a more modern smartphone.
Clare To be honest, I think you're fine as you are. What else would a tablet enable you to do? I mean, yeah, it has a bigger screen so it's easier to read, but you don't even wear glasses or contact lenses so that doesn't apply to you. You just basically use the same few apps all the time, take photos and reply to messages, don't you?
Liam Yeah, I know, but Josh has a tablet and it looks really cool. It's really good for games. He has this amazing one where you do ski jumps and …
Clare That's Josh, but he is such a gamer. Obviously he wants the best tablet for that. You go to his house, he has a special gaming chair, special headphones, state-of-the-art joystick, the works. Do you have any of that?
Liam Well, no. I'm not into it all that much. You have a point. I'm not Josh, so I think I'll stay as I am.
Clare I'm pleased I could help!

Text 3
Sports stars across the spectrum have announced a four-day blackout on social media to combat the growing problem of online abuse. The blackout means that the teams and their stars will not post, respond or use social media during that time. Using the hashtag #stoponlineabuse, teams, organizations and individual players are protesting against a growing tide of sexist and racist online abuse.

Sports stars are in a particularly difficult position when it comes to online abuse. By deciding to answer an Internet troll, they run the risk of giving their abuser a larger audience, and the abuse

can continue for a long time until someone is finally blocked. On the other hand, sometimes silence is also not an option because abusers target the spouse and children of players, too, with upsetting and hurtful lies. If they don't defend their loved ones, who will? Of course, the problem is that a celebrity can and will be criticized for what they write online, whereas a troll can simply disappear back into obscurity. One angry response can do real harm to someone's career.

In the old days, people would say 'sticks and stones may break my bones, but words can never hurt me'. Nowadays, with greater understanding of psychology and the long-term effects of bullying, we know that that is not the case. When the sports stars set out to tackle online abuse, it is not just some minor row to them. They're not getting involved as some sort of hobby or sideline to their work. The effects of racist and sexist comments can persevere, finally affecting what happens on the pitch as players lose confidence in themselves and their abilities. Ignoring the abuse and trying to pretend it isn't happening is often not a realistic option.

One particular motivation for the blackout is the feeling that social media companies are not doing enough to combat the abuse. The Professional Footballers' Association recently released a report that looked at over 50 abusive messages written during a single calendar month. All were reported to the platform, but today 30 of them are still online. No action was taken in those cases. We can only assume that the companies don't have enough staff or time to remove the posts. It cannot be an isolated case as this situation almost certainly affects the other leading platforms, too. Perhaps they are overwhelmed with the sheer amount of online bullying, which may be even greater in other fields, such as the arts.

For now, sports fans will be starved of news and gossip for the rest of the week, and the trolls will have to look elsewhere for something to feed their appetite.

110 Mówienie, Page 167, Ex 1

Student I'm sorry to bother you but I have a problem. Could I have a word with you?

Secretary Yes, of course. How can I help you?

Student I'm afraid I have broken the school laptop you lent me. I didn't mean to do that. I was working on the project and the laptop slid off my lap and fell onto the floor. I do apologize for that. I know I should have been more careful.

Secretary I see. Could you please tell me how badly damaged the laptop is?

Student Well, it's making a funny noise every time I try to turn it on. And the screen is cracked in a few places. I wonder how I can make up for it? Could you tell me where I can get it repaired, please? Is there any specific service centre I should contact?

Secretary Don't worry about it. Our school IT team will take care of it. Still, there aren't any more school laptops available at the moment. Would you mind telling me where you are in your project?

Student Oh, that's not a problem to me. I only have to put some finishing touches, so I can use one of the computers in the IT lab. Thank you so much for your understanding. I do appreciate that.

Secretary Don't mention it.

111 Mówienie, Page 167, Ex 4

On the picture there are … oh, no, no, sorry, let me start again. In the picture there are two women and two men working in a scientific laboratory. I think they're doing an experiment. They are wearing laboratory coats. I can see a microscope and some laboratory equipment, too. The man in the foreground writes down the results. Sorry, not 'writes', he is writing down the results. They seems … I mean, they seem really focused on what they are doing.

112 Mówienie, Page 167, Ex 5

Examiner What scientific discipline might the people represent?

Student I think they are biologists or geneticists. They are observing something under a microscope and there is some odd substance in the flask. Maybe they have just discovered a previously unknown type of virus or they are trying to find a new cure for a serious disease.

113 Mówienie, Page 167, Ex 6

Examiner Would you like to become a scientist? Why or why not?

Student Actually, I would. I am really interesting in science, I love physics and biology. Since childhood I have always wanted to know how things work. I love challenges and analyse new ideas. I would really like to do something for other peoples, too.

Examiner Describe a science lesson you particularly enjoyed.

Student Well, I remember my anatomy project in primary school. I had about ten years old. We worked in teams to build model lungs using some plastic bottles and balloons. All the models were interesting but our was the best. I remember how proud I fell.

115 Wymowa, Page 173, Ex 2

1 Do you have any older brothers or sisters?
2 I don't know the correct answer.
3 Unfortunately, the computer is broken.
4 Where are you going after the meeting?
5 Do you mind if I use your speakers for a moment?
6 They're planning to start a new research project.
7 It seems someone has hacked his email account.
8 She doesn't really know how to solve the problem.

Unit 13

116 Słownictwo, Page 175, Ex 7

1
A hurricane has hit the coast of America and high winds have destroyed many buildings. Heavy rain has caused floods in many places.

2
There has been a volcanic eruption in Iceland. Ash in the Earth's atmosphere has caused widespread disruption to flights.

3
There has been an earthquake in Turkey, which has caused thousands of buildings to collapse. Rescue workers from around the world have already arrived at the scene and are attempting to help victims who are trapped under the rubble.

4
A very dry summer has caused a drought in many parts of Africa. Famine is expected to follow, leaving thousands of people without food. Governments around the world have already pledged to send thousands of dollars in aid.

117 Rozumienie ze słuchu, Page 177, Ex 2

My name's Saskia and I'm worried about the state of the planet. I'm afraid plastic is to blame for a lot of enviromental problems we have. It has been around since the 1950s but, more recently, there's been a move towards single-use plastic. This is probably why the planet can't really cope with the amount of waste anymore. The fact that it ends up in the sea and on beaches is really concerning.

When I saw an article about the plastic-free challenge, it got me thinking. You were supposed to go for one day without using plastic items. To be precise, the rules stated that you need to avoid touching anything made of plastic for a period of 24 hours! I decided to rise to the challenge, though I didn't think it could be that hard. Problems started as soon as I woke up with my decision about what to wear. I know that a lot of my clothes are made of polyester, which is a manmade fabric, so I avoided those and went for things that I knew were made of cotton and wool. I ended up in a pair of jeans and a woolly jumper. A lot of my shoes are also made of plastic. I don't eat meat, and I avoid buying leather clothes and shoes whenever possible. Luckily I had a pair of trainers with rubber soles so that was my only option.

On this day I was off to college. I was going to take my bike and I wanted to buy lunch so that I didn't have to think about containers for my sandwiches, but here was my next stumbling block. How was I going to pay for things? I couldn't take my credit card because that was covered in plastic and so were the notes that I had in my wallet. I couldn't find any coins hanging around, but I did have an app on my phone that I could pay for things with and that was something I could count on. From what I could see, the phone was made of metal and glass, so I don't think that I broke any rules by using it. Or did I? As you can see, there were so many things to take into consideration even before I actually left home. My day carried on like this, with me carefully analysing every step I made and everything I was about to use. It really made me think!

118 Rozumienie ze słuchu, Page 177, Ex 5

1
Despite the fact that there have been great advancements in alternative energy, wood-burning stoves have recently become popular in many affluent areas of the UK. For many, this form of heating seems like a step backwards. Burning wood pollutes the atmosphere and can cause breathing difficulties in vulnerable people. This issue has sparked a debate between the advocates, who have installed this type of heating, and opponents, who feel that their neighbours may have double standards in the way that they say they wish to save the planet while warming their hands by the fire.

2
Allotments can be found in many parts of the world. Not only do they allow people to grow their own vegetables, they also enable people to eat food that is locally sourced, and there's the added bonus of financial savings to be made. A knock-on effect of having an allotment is that it also educates people about the vegetables that can be grown at certain times of the

year. This awareness of what is in season means people are less likely to want vegetables that have been transported for thousands of miles at great cost to the planet, due to the CO_2 emissions.

3
I've recently seen an advert for a big international corporation which opened their branch in my area. Among other things, it showed some footage of a couple of researchers in protective suits taking water samples from a river. Presumably, they wanted to create an image of being a socially responsible company that has the welfare of the local community at heart. But it's all smoke and mirrors, you know. I don't believe a word they say. I'm sure it was just a marketing stunt – a ploy to silence the critics highlighting the growing concern of global warming and the company's contribution to it. I think it's high time we started a public debate about this issue.

4
Solar-powered cars are fast becoming a reality due to the fact that many homeowners are installing solar panels on their roofs and buying electric cars that they can plug into their own sustainably created power supply. Although the costs of the technology may be prohibitive to many at the moment, experts believe that this will become more affordable as governments offer subsidies as part of their aim to reduce CO_2 emissions and become more green.

119 Mówienie, Page 181, Ex 1

Examiner Could you describe the picture, please?

Student In the picture I can see a group of young people carrying plant pots in a park. I think they are volunteers taking part in an ecological project. It looks like they are going to plant some new trees. The two people in the foreground, the boy and the girl, seem to feel really comfortable in each other's company. They may be close friends or a couple. They look really enthusiastic about the work they are doing.

Examiner Why do you think the people have decided to plant trees in the park?

Student I think they want to do something useful for other people and the environment. As I have already said, they seem very enthusiastic about the project. They are all wearing the same clothes, so it's probably part of an organized activity. I think they want to create more greenery in their city or town. Or, they just want to raise people's awareness of ecological issues.

Examiner How important is it to you to protect nature? Why?

Student In my view, nature is essential in our lives. The Earth is our home, so we should respect it. That's why I'm really concerned about problems like air pollution and global warming. And I think it is a positive trend that more and more people are paying attention to the ecological issues.

Examiner Tell me about a situation when you or someone you know did something eco-friendly.

Student Last year, my friends and I organized a beach cleanup activity. We spent the whole day picking up plastic and other litter from the beach. The weather was excellent and the views were breathtaking, and it felt really good to be doing something that mattered. We managed to collect over 80 bags of rubbish. At the end of the day we had a delicious meal at the local tavern. We were exhausted but proud of ourselves.

120 Mówienie, Page 181, Ex 3

Examiner Do young people care about the environment?

Student It depends. On the one hand, young people are more open to change than their parents and grandparents. They know that unless something is done to protect the environment, their own future might be endangered. Most young people I know would agree that it is important to recycle, save water or try not to waste food. However, some people remain passive. Despite the fact that they are aware of the problem, they don't take any initiative. I think that sometimes we just choose the easy way. For example, it's more comfortable to be driven to school by car than ride a bicycle. While some solutions are ecological, they are not always the most convenient. So, being eco-friendly doesn't always depend on age.

122 Wymowa, Page 187, Ex 1

1 We don't use plastic carrier bags.
2 Are you eco-friendly?
3 Throw that out!
4 What do you think about it?
5 Could you give me a hand, please?

123 Wymowa, Page 187, Ex 2

1 Why should I?
2 Oh, be quiet!
3 I am not sure if they will come.
4 Carry on, I'm listening.

124 Wymowa, Page 187, Ex 3

1 Give it to me at once!
2 Could you open the window, please?
3 Oh, be reasonable!
4 Do you often cycle to school?
5 What do you do to save water?
6 People waste a lot of food.

Unit 14

125 Rozumienie ze słuchu, Page 191, Ex 2

Text 1

Boy What's that dance you were doing on your last video? It's so cool!

Girl Oh, it's a new dance craze, called La Bomba.

Boy How did you find out about it?

Girl Well, it's been going around on social media for a couple of weeks. Apparently, some holidaymakers started doing it in Mallorca last month and it's gone viral.

Boy It looks rather complicated?

Girl But it isn't, anyone can do it. In fact, my dad has even got the moves. We learned them together last week.

Boy So, how do you do it?

Girl Right, well, you dip down like this, twist, and jump, and then slide to the right and repeat. And keep your hands going like this.

Boy Oh, OK, this seems fairly easy, let me try … . We should definitely do this together at school!

Text 2

Hey, everyone. So today I'm going to do a presentation about a hobby I've been doing for three years now. Basically, I've joined a group called So Flash and we meet up and perform in public spaces. So, let me tell you about the group. I'm sure you've heard of flash mobs, right? They started in 2003 and they were so cool. Large groups of people would gather in the middle of public places like train stations. They didn't look like a dance troop or anything. Just random strangers. But then they'd all just start singing or dancing, and for three minutes there'd just be total chaos and confusion. Here you can see a photo of my favourite one from Liverpool Street station back in 2009. There have been lots of different styles of flash mob since then, including silent discos where people meet up in the middle of the city with headphones on and just dance. So Flash was inspired by these movements. We're all musicians, or love music anyway, and we perform songs in public. We do numbers from musicals especially, like *Chicago* or *The Lion King*, and we sometimes act out famous scenes from them. So, here's one of us doing a scene from *Cats* in a pedestrian precinct in the high street. It's just for fun really – we're not buskers looking for money. It's thrilling to be part of and great to see bystanders' reactions. But we take bookings and surprise people on their birthdays, too, and that's how we make some extra cash every now and then. Here's a photo of when we …

Text 3

Local councils have suggested that a new social media craze that's recently arrived in our country constitutes anti-social behaviour. The 'wrap it up' challenge involves wrapping large objects in toilet paper. Victims have seen their cars, sheds and even houses wrapped in loo roll. Other targets have included park benches and street lamps. Environmental campaigners have claimed the behaviour is irresponsible and causes waste and pollution that's difficult to clear away, especially when the paper becomes wet. Meanwhile, authorities have expressed concern that what might be seen as fun by some could make other members of society, especially the elderly, feel afraid to go in the streets. They have urged pranksters to think of others before engaging in such stunts. The challenge follows several dangerous social media pranks this year that have led some community leaders to call for a ban on certain social media sites including the following …

126 Rozumienie ze słuchu, Page 191, Ex 5

Elena Hi, Zach. Thanks for agreeing to help us design the flyer for the protest next month.

Zach No worries, Elena. I'm so glad I can help out. There are many issues I deeply care about, like climate emergency or street violence, but the call for free school meals stands out for me. A good meal really brings out the best in kids.

Elena Absolutely. We want 50,000 more pupils to get them.

Zach Great, it's crucial to have a clear aim.

Elena So, we need to figure out what to put on the flyer. Can I give you some details so you can get started on the design?

Zach Of course. Fire away.

Elena OK, so we're going with an 'empty plates' theme for the protest to show how kids are going without food. We want all the protesters to bring along empty paper plates with slogans or some clever design on them and we're going to hold them up in the air and protest.

Zach Let's try to design one as an example. What could we put on it?

Elena Something that highlights the issue. Maybe 'A good meal is a big deal'? Or maybe we can point out some statistics about how many kids live in food-insecure households? It's two million right now, I think. It used to be about half a million less, just a year and a half ago, can you believe that? Anyway, just please include instructions to bring empty paper plates.

Zach OK, got it. I'll make sure all that really stands out. So, where are you doing this?

Elena Victoria Park, where a local newspaper has an office. We're hoping they'll interview us, and maybe the local TV crew will come out as well if we hold the protest there. It's next Wednesday from 4 p.m.

Zach Is there anything else we could add to attract people?

Elena Yes, we've got a professional footballer coming, Harvey Evans. He plays in goal for the town club and is going to say a few words through the loudhailer.

Zach Anything else?

Elena Yes, we'll need to add something about our sponsors, the Junk Food Café. They're paying us to print the flyers and leaflets to hand out.

Zach Oh, is that the café that takes food that supermarkets are getting rid of because it's nearing the sell-by date?

Elena That's the one. They use what they can get to make cheap meals for people in need. I'll send you their logo.

Zach Great!

127 Mówienie, Page 195, Ex 3

Student Guess what? I've just come back from the police station.

Flatmate Police station? Are you all right?

Student Yes, I am. Calm down. The police wanted me to give a statement on an incident I had witnessed.

Flatmate What incident?

Student A bus stop was destroyed by vandals. And I happened to be there at that time.

Flatmate No way! Tell me more about it.

Student Well, it was about 9 p.m. It was already getting dark. I was waiting for a bus when I saw four youths coming from across the street. I knew right away something was up. They were shouting loudly. Then, the tallest boy lit a lighter and threw it into the waste bin. It immediately went up in flames. The others were just laughing as if it was funny.

Flatmate Oh no! And what did you do?

Student Frankly, I was scared stiff. They looked really aggressive. So, I started running until I thought I was at a safe distance from them. Then I called the police. Before they came, the vandals managed to break the glass wall of the bus shelter and damage one of the cars nearby. Fortunately, no one was injured but the bus shelter needs to be replaced. And I think the car owners won't be happy, either.

Flatmate What a night! It's good to see you safe and sound.

128 Mówienie, Page 195, Ex 7

Student All the options seem interesting, but if I were to choose one, I would go for option number one. There are plenty of reasons why we should help seniors. First of all, they frequently struggle with physical disabilities, like the man in the photo. When they were younger, they took care of their children and grandchildren. Now, it's our turn to give them the support they deserve. What's more, by helping seniors, I would really feel that I am making a difference. Most of them feel lonely and isolated. What they need is to be noticed and appreciated by other people. A simple chat or eating a meal together may make them feel that they are not 'invisible'.

The problem with option number two is that it doesn't involve direct contact with the people in need. Unlike option number two, it is more about helping others financially. Of course, collecting clothes and other articles is extremely important. Still, I think that helping the elderly would make me feel more emotionally engaged. I wouldn't opt for option number three, either. On the one hand, I think it's a great idea and I do admire volunteers working in soup kitchens. On the other hand, as an introvert, I'm not sure I would be good at dealing with so many people at the same time, and I'd rather connect with them on a more personal level. To sum up, all the forms of volunteering are valuable but I would feel most needed helping elderly and disabled people.

Examiner How do elderly people contribute to society?

Student Elderly people contribute to society in a number of ways. First of all, they play an important role in their children's and grandchildren's lives. While parents are often seen as those who make rules, grandparents give their grandkids unconditional love. They are often more patient and have more time to help the other family members. Moreover, senior citizens have lived through many challenges and can share their valuable life experience. Spending more time with them can give us a different perspective on life. For example, we can learn what really matters and how to appreciate little things, and not to give up in the face of difficulty. Finally, we often forget that seniors contribute to society economically. Like younger people, they make purchases, use services and pay taxes. Not to mention the fact that they spent most of their lives working hard and now they have the right to retire.

So, the importance of seniors in society cannot be overlooked.

Examiner What are the benefits of volunteering?

Student There are many benefits of volunteering. First of all, you gain a sense of purpose. You feel that you are doing something meaningful and that you can really change other people's lives for the better. Moreover, it reduces stress. When you focus on others, you stop thinking about your own problems and it puts things into perspective for you. Finally, it can improve your career prospects. You gain life experience, discover your hidden talents and learn new skills, such as teamwork, problem-solving or time management. So, the more you give, the more you get in return. Volunteering may be beneficial for the community as well as for yourself.

130 Wymowa, Page 201, Ex 1

1

Which wristwatches are Swiss wristwatches?

Which wristwatches are Swiss wristwatches?

2

Fred fed Ted bread, and Ted fed Fred bread.

Fred fed Ted bread, and Ted fed Fred bread.

131 Wymowa, Page 201, Ex 2

you (a)nd me
cam(e)ra
libr(ar)y
exac(t)ly
lan(d)scape
ho(t) tea
ol(d) men
the las(t) post
Where is (h)e?
I have t(o) go.

132 Wymowa, Page 201, Ex 3

1 Hol(d) → the dog or I will call the p(o)lice!
2 I don(’t) → know how to answer the question correc(t)ly.
3 You are such a good → dancer.
4 He sat nex(t) → to me and ordered fish (a)nd chips.
5 They told → (h)im t(o) leave.

Notes

OXFORD
UNIVERSITY PRESS

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford.
It furthers the University's objective of excellence in research, scholarship,
and education by publishing worldwide. Oxford is a registered trade
mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2022

The moral rights of the author have been asserted

First published in 2022
2026 2025 2024 2023 2022
10 9 8 7 6 5 4 3 2 1

No unauthorized photocopying

All rights reserved. No part of this publication may be reproduced, stored
in a retrieval system, or transmitted, in any form or by any means, without
the prior permission in writing of Oxford University Press, or as expressly
permitted by law, by licence or under terms agreed with the appropriate
reprographics rights organization. Enquiries concerning reproduction
outside the scope of the above should be sent to the ELT Rights Department,
Oxford University Press, at the address above

You must not circulate this work in any other form and you must impose
this same condition on any acquirer

Links to third party websites are provided by Oxford in good faith and for
information only. Oxford disclaims any responsibility for the materials
contained in any third party website referenced in this work

ISBN: 978 0 19 483949 5 Teacher's Guide
ISBN: 978 0 19 483933 4 Student Book Classroom Presentation Tool Pack
ISBN: 978 0 19 483978 5 Teacher Online Practice Pack
ISBN: 978 0 19 483952 5 Tests
ISBN: 978 0 19 483931 0 Extra Exam Worksheets
ISBN: 978 0 19 483953 2 Video
ISBN: 978 0 19 483954 9 Video Worksheets
ISBN: 978 0 19 483951 8 Teacher Resource Material

Printed in China

This book is printed on paper from certified and well-managed sources



Dołącz do międzynarodowej społeczności *English Learning Exchange*!
Wraz z nauczycielami z całego świata bierz udział w cyklicznych badaniach
i pomagaj nam tworzyć jak najlepsze materiały do nauki języka angielskiego.
Zapisz się nieodpłatnie na stronie **www.OxfordEnglishLearningExchange.com**
lub skorzystaj z kodu.