

1

FRIENDS FOR LIFE



1 **SPEAK** Look at the photo and answer the questions.

- Why are these people looking at their phones instead of talking to each other?
- Do you agree that playing with your phone while in the company of friends or family is impolite? Why/Why not?

2 **SPEAK** Read the comments. Do you think queen_of_hearts is telling the truth? Why/Why not?



happyP
Lol, why so sad, everyone?



sam_777
Maybe they're uncomfortable against that wall. 😂



tippy
Are these your friends or is that a bus queue?



queen_of_hearts
I never choose a screen over my friends. 🙄

Comment



Personal qualities • Friends and foes



1 Read the words in the box. Which two describe you best? Why?

friendly honest imaginative kind loyal mature
patient polite reliable responsible sensitive
sociable tolerant

2 **KEY WORDS** Read the information and complete the table with the negative forms of the adjectives from exercise 1. Check the wordlist on page 21.

Negative prefixes		
We make the negative form of some adjectives with prefixes.		
<i>dis-</i>	<i>im-/in-/ir-</i>	<i>un-</i>
<i>dishonest</i>	<i>immature</i>	<i>unfriendly</i>

3 Complete the sentences with the negative forms of the adjectives in brackets.

- Old Mr Wright is so (friendly) and (polite) that no one here likes him.
- I'm sorry, but Clara is too (mature) and (responsible) to be a babysitter.
- Don't expect her to understand your problems. She's (sensitive) and (imaginative).
- You knew and you didn't tell me? That's (honest) and (loyal).
- A good teacher cannot be (kind) or (patient).

4 **KEY WORDS** Check the meaning of the highlighted words. Answer the questions.

acquaintance • best friend/mate • classmate
close friend • colleague • enemy
flatmate (UK) / roommate (US)
next-door neighbour • opponent • relative • rival
sibling • stranger • teammate • travel buddy

Which of the words describe people ...

- we are related to or have a positive emotional relationship with? *best friend/mate, ...*
- with whom there is a competition or conflict? *enemy, ...*
- whom we meet in particular places or situations, but don't have to have an emotional relationship with? *acquaintance, ...*

5 Match some of the highlighted words from exercise 4 to definitions 1–8.

- your brother or sister
- a member of your family (not your parents or siblings)
- someone that you share a flat with (not family)
- someone who competes against you in sport
- someone who competes with you for success, love, money or power
- someone you know, but not well
- someone you don't know at all
- someone you work with

6 Look at the personal qualities in exercise 1 again. Which ones are most important for:

- 1 a friend? 2 a neighbour?
3 a teacher? 4 a teammate?

7 **1.03** Listen to four people talking about people they know. Match speakers 1–4 to people a–d. Which adjectives from exercises 1 and 2 does each speaker use?

- a a classmate c a flatmate
b neighbours d a relative

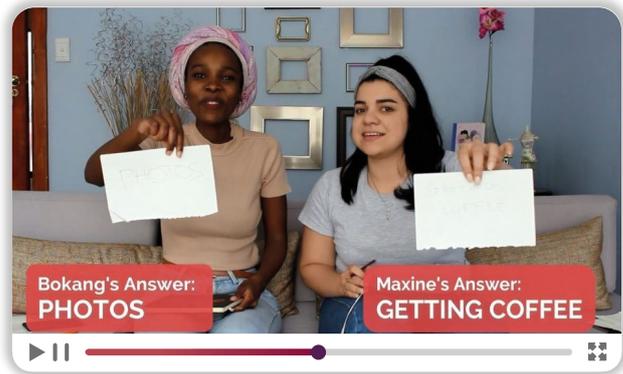
8 **SPEAK** Choose three people you know and describe them. Use the adjectives from exercises 1 and 2.

Maja is my close friend. She's friendly and sociable, but she's also impatient!

9 **SPEAK** Answer the questions about your partner. Then check your answers in pairs.

- How many siblings does your partner have?
- What is his/her favourite school subject?
- What are his/her positive character traits?
- Who is his/her best mate?

10 **SPEAK** In the photo, Bokang and Maxine are taking a best friend challenge. They are answering questions about each other and their friendship. Look at the video still and answer the questions.



- Describe the photo. How are Bokang and Maxine feeling?
- In your opinion, what question are they answering?
- Have you ever taken a friendship quiz? Would you like to? Why/Why not?

FAST FINISHERS

Write five questions for your own friendship quiz, e.g. *What kind of music do we both love?*

1 SPEAK Answer the questions.

- Is there a place where you'd like to live one day? Where is it? Why would you like to live there?
- Do you know someone who does a job which you'd like to do one day? What do they do?

2 Read the text. How are Tom and Edward connected?

Tom was a boy **who** lived in the poorest part of London. He dreamed of a better life, **which** would be free of cold and hunger. He found a place **where** he could sit and watch the rich people **that** lived in the royal palace. He always went there **when** he had nothing else to do. One day, he met a boy **whose** beautiful clothes suggested he lived in the palace. This was Prince Edward. **His father, who was the king, ruled the whole country.** The boys looked like twins, but the lives **which** they lived were very different. Curious to see the other side of life, the boys switched places. It was a decision **that** would change their lives forever.

3 Read the text again and answer the questions.

- How many relative clauses can you find?
- Find nouns defined by the relative clauses. Which **word(s)** do we use to refer to:
 - people?
 - objects and abstract ideas?
 - locations?
 - a moment in time?
 - possession?
- Look at the underlined sentences in exercise 2. Would they still make sense without the relative clauses?

4 Look at the video still and study the grammar table. Check your answers to exercise 3.

Key Grammar	
Defining relative clauses	
A defining relative clause gives <u>essential</u> information that defines the noun. We can replace relative pronouns <i>who</i> and <i>which</i> with <i>that</i> .	
Tom was a boy <u>who/that</u> lived in the poorest part of London.	
The lives <u>which/that</u> they lived were very different.	
He found a place <u>where</u> he could sit and watch the rich people.	
Non-defining relative clauses	
A non-defining relative clause gives extra, but <u>not essential</u> , information about the noun. We always use commas with non-defining relative clauses and we cannot omit the relative pronoun.	
In non-defining relative clauses, we cannot replace <i>who/which</i> with <i>that</i> .	
He dreamed of a better life, <u>which</u> would be free of cold and hunger.	
His father, <u>who</u> was the king, ruled the whole country.	

5 SPEAK Complete phrases 1–5 with the correct relative pronouns. Then tell your partner about 1–5.

- a place you like to hang out with your friends
- an object is important to one of your relatives
- a time a stranger helped you
- a person is one of your neighbours
- a relative surname is different than yours

6 Join the sentences using a non-defining relative clause. Make any necessary changes.

- Ted is my friend. His mum is my mum's colleague.
Ted, whose mum is my mum's colleague, is my friend.
- Edinburgh is a beautiful city. My father was born there.
- My next-door neighbours are really friendly. They used to live in Canada.
- That was the final match of the season. It was our best season ever.
- Freddie Mercury is my favourite singer. His songs are all-time classics.

7 Choose the correct options and rewrite the sentences. Add commas where necessary. Which relative pronoun(s) can be omitted?

- My dad *who / whose* loves tennis taught me to play.
My dad, who loves tennis, taught me to play.
- My best friend *who / whose* birthday is on the same day as mine is three hours older than me.
- Remember that week *when / which* we were doing our exams? It was really hot.
- She found a flatmate *which / that* she can trust.
- The city of Ankara *where / which* is the capital of Turkey is in Asia.

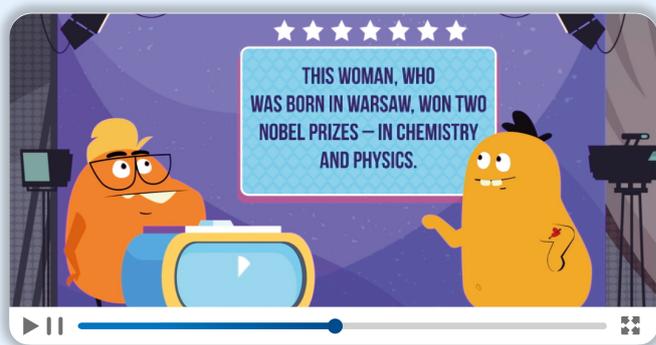
#BRAINTEASER

Everywhere you go, I am always with you. I'm with all the people who you love and also with those who are strangers. Without me, your enemy is no longer your enemy, and your friend is no longer your friend. What am I?



FAST FINISHERS

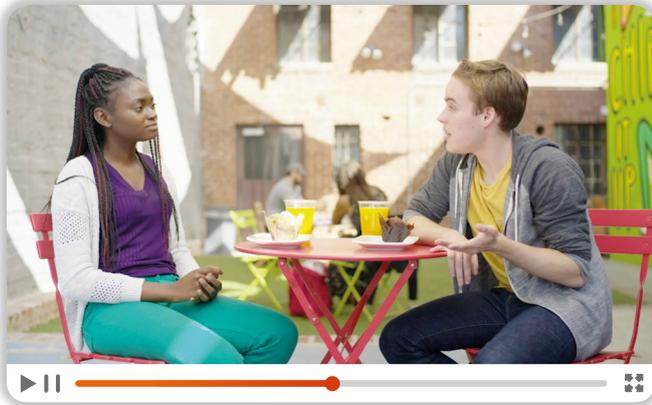
Prepare a meme or a cartoon whose text uses relative pronouns.



Reaching an agreement

1 **SPEAK** Tell each other about two gifts you received – one that made you really happy and one that disappointed you.

2 **1.04** Listen to the dialogue and answer the questions.



- 1 What gifts are mentioned?
- 2 What do they decide to buy?

3 **1.04** Study the Key Phrases box. Then listen to the dialogue again. Which Key Phrases did you hear?

Key Phrases

Reaching an agreement

Making suggestions

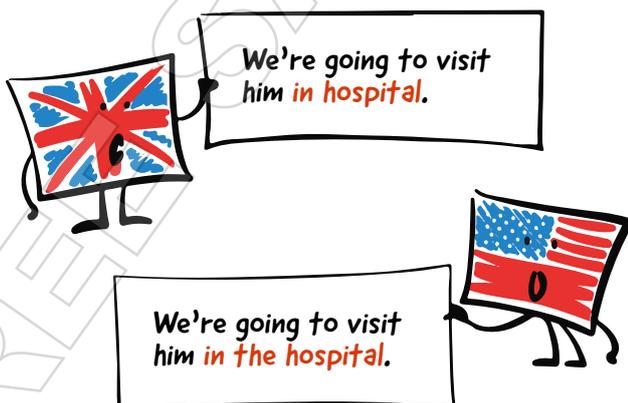
Shall/Should we (buy) (him) ...?
 What/How about (a video game)?
 Why don't we get (him) (a comic)?

Agreeing and disagreeing

Yes, that sounds like a great idea/a good plan!
 Yes, sounds good to me.
 It's not (my/his/her ...) thing. / (Sudoku) isn't really (my/his/her ...) thing.
 (He's) not really into (sudoku).
 I (don't) think (he's) a fan of ...

Checking with others

Does that sound OK?
 What do you think/reckon? Do you agree?



4 **1.04** Complete the dialogue with some of the phrases from the Key Phrases box.

Ryan Remember we're going to visit Jason in the hospital after school today?

Monica Oh, I completely forgot!

Ryan 1 something to cheer him up?

Monica Yes – that sounds like a great idea!

Ryan Let's get him a sudoku puzzle book! That's something that he can do in the hospital. What do you think?

Monica I don't think he's someone who does sudoku really. It's not his thing.

Ryan OK, what about a video game then?

Monica It's not a bad idea, but can he play video games in the hospital? 2 get him a comic? That'll make him laugh!

Ryan Great, how about a couple of comics then? Does 3 ?

Monica Yes, 4 to me. Let's do it!

5 Find four more phrases to add to the Key Phrases box in the dialogue in exercise 4. What is their function? Use the Key Phrases headings to help you.

6 **1.04** **SPEAK** Role-play the dialogue using the Key Phrases. Then change roles and do the task again.

Uczeń A Twoja znajoma obchodzi urodziny. Wraz z innym kolegą / inną koleżanką* (uczeń B) chcecie kupić jej prezent. W rozmowie z uczniem B porusz następujące cztery kwestie:

- zainteresowania znajomej,
- pomysły na prezent,
- cenę prezentu,
- sposób/miejsce zakupu.

Uczeń B Rozmawiasz z kolegą/koleżanką (uczeń A) na temat wyboru prezentu urodzinowego dla Waszej znajomej. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- uzupełnij listę zainteresowań znajomej o inne, niewspomniane przez ucznia A,
- nie zgódź się z pomysłem ucznia A na prezent i uzasadnij swoje zdanie,
- zaproponuj inny pomysł na prezent oraz cenę, która byłaby, Twoim zdaniem, rozsądna,
- po ustaleniu prezentu i jego ceny, zgódź się na sposób zakupu lub zaproponuj inne miejsce zakupu.

FAST FINISHERS

1.04 At a summer camp you made a friend who is now coming to visit you. You and your best friend want to take him/her out. Write five different suggestions about what you can do together. Use the Key Phrases.

*W całej serii *Impulse* zastosowano kolejność form męska/żeńską. Zachęcamy jednak do zapoznania się z tendencjami etykietalnymi współczesnej polszczyzny.

An article about doppelgangers

- 1   Match 1–6 and a–f to make phrases. Use three of the phrases to describe your classmates.

- | | |
|--------------|--------------|
| 1 wide | a make-up |
| 2 full/thin | b appearance |
| 3 heavy | c smile |
| 4 fair/pale | d skin |
| 5 physical | e lips |
| 6 blond/dark | f hair |

- 2 Read the definition. What is the origin of the word 'doppelganger'?

doppelganger /'dɒp(ə)l,gæŋə(r)/ noun [C]
someone who looks like someone else; lookalike
From the German compound noun *Doppelgänger*:
Doppel (= double) + *Gänger* (= walker)

- 3 Read the **WATCH OUT | SKILLS** box and identify topic sentences in the text. In which paragraph will you find answers to the following questions?

- Why are people interested in doppelgangers?
- Is it possible to meet your doppelganger by chance?
- What should you do to find your doppelganger?

WATCH OUT | SKILLS**Topic sentences**

A topic sentence is usually the first sentence in a paragraph. It often summarises what the paragraph is about.

- 4 **SPEAK** Discuss the questions from exercise 3.
- 5  **1.05** Read the text on page 11 and check your answers to the questions in exercise 3.
- 6  Choose the correct options.

- Santana and Isobel
 - love to go shopping together.
 - have identical hairstyles.
 - liked the story of the British lookalikes.
 - met through social media.
- Doppelganger finder apps
 - can find a match for absolutely everyone.
 - start by searching for people who live close to you.
 - search through photos on different websites.
 - can help you describe your face.
- Thanks to a doppelganger finder app, one girl
 - played a joke on someone with her lookalike.
 - created a successful social media project.
 - found three of her lookalikes in Ireland.
 - helped millions of people find their doubles.
- Doppelgangers
 - always have more in common than casual acquaintances.
 - usually find they are distant relatives.
 - sometimes feel a special bond.
 - are a fascinating topic for researchers.

- 7   Answer the questions.

- What is the theory about doppelgangers?
- What do you have to do if you want to have a profile on a doppelganger finder website or app?
- What did Sara and Shannon do?
- How did Niamh find her doppelgangers?
- How do we feel about people who look like us? Why?

- 8  Read the **WATCH OUT** box and complete the sentences with indefinite pronouns and ideas from the text.

- Everyone wants to believe *they're unique*.
- Santana asked her parents if there was .
- Our doppelgangers can be .
- Many twin strangers say they feel that they share .

WATCH OUT**Indefinite pronouns**

Things: *something, anything, nothing, everything*

Places: *somewhere, anywhere, nowhere, everywhere*

People: *someone, anyone, no one, everyone*

- 9 **KEY WORDS**  Match the highlighted words and phrases from the text to definitions 1–7.

- all the parts of your face
- clothes for two people that are the same or similar
- in a shape of an oval
- a lot of hair above your eyes
- to tie your hair at the back or on the top of your head
- red-coloured hair on a chin and face
- not to tie your hair

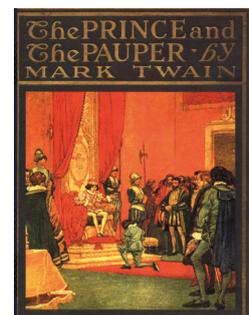
- 10 **SPEAK** Answer the questions.

- Can you think of any ways in which having a lookalike could be negative?
- Why do some people try to be celebrity lookalikes?
- Would you like to meet/find your doppelganger? Why/Why not?

 **FAST FINISHERS**

 Imagine you have just met your doppelganger. What do you want to know? Write six questions you could ask him/her.

Reread the story in exercise 2 on page 8, which is the beginning of *The Prince and the Pauper* by Mark Twain. Find out how the story ends.



Where's your doppelganger?

Everyone wants to believe they're unique, but there's a theory that everyone has seven lookalikes somewhere in the world, so theoretically someone looking just like you could walk into the same room at any time. In 2015, when two British lookalikes with huge **ginger beards** sat next to each other on a plane, their photo went viral. Just like a tweet of seventeen-year-old Santana Gutierrez, who lives in San Diego, USA, and her doppelganger. Santana was at a shopping mall when she met Isobel, who was collecting money for charity. Isobel didn't just have the same wide smile and dark hair **put up in a ponytail**, she really looked like Santana's sibling. Santana even asked her parents if there was anything she should know.

Because our doppelganger can be anywhere in the world, many people search for theirs using special apps and websites. After uploading your picture, you add a description, such as the shape of your face, eyes, eyebrows and nose. There are drawings to guide you if you don't know whether you have an **oval-shaped** or a square face, thin or full lips, **thick** or thin **eyebrows**, etc. Then the app tries to match your face with others from its database. Some results are surprising, but some come pretty close.

Some twin stranger stories are amazing. Shannon from Ireland and Sara from Sweden look so alike that one day, just for fun, they surprised Shannon's dad.



They dressed in **matching outfits** and put on the same make-up (nothing heavy, but nevertheless making them look identical). It took him a few moments to tell them apart! Another Irish girl, Niamh Geaney from Dublin, actually found a few doppelgangers when she participated in a social media project. First there was Karen, who lived just an hour away from her. Soon, Niamh located two more: Luisa from Italy and Irene, also from Ireland. They all have the same fair skin, and they **wear their** long dark **hair loose**. Thanks to this success, the project turned into a website which has been used by more than four million people searching for their twin strangers.

So, why are we so fascinated by the idea of doppelgangers? Research shows that we generally trust people whose **facial features** are similar to ours. Historically this made sense because such people were probably our relatives, and not enemies. Although nowadays you may have nothing more in common with your doppelganger than with any other acquaintance, many twin strangers say they feel that they share something more than just physical appearance.

GLOSSARY

go viral – rozprzestrzeniać się w zawrotnym tempie

participate in – uczestniczyć w

tell sb/sth apart – rozróżniać (kogoś/coś)

Did you know?

💡 According to a recent survey, the chance of having a doppelganger somewhere in the world is about 1 in 135. But the probability of having exactly the same facial features is one in a trillion!

Conflicts and problems

- 1 Complete the questions with the words from the box. There are two extra words.

angry annoy argument disagree forgive
hurtful hurts relationship

- a Is it important to have a good with your classmates?
b What do you usually about with your friends?
c Do you get easily?
d What do you do when a friend says something to you?
e Do you easily when a friend you?

- 2 **1.06 SPEAK** Listen and match speakers 1–3 with questions a–e from exercise 1. There are two extra questions. Then answer all the questions.

1 2 3

- 3 Read Upset Kitty's forum post. What advice would you give her?

Upset Kitty

I've got a problem with my BFF, Cheryl. I **make friends** easily, so I get on well with most of my classmates, but when Cheryl came to our school, we immediately noticed

we had so much in common! But lately she's started to **get on my nerves**. It's like she wants to **get into a fight with me**. It makes no difference what we're talking about, if I say 'black', she says 'white'.

I usually **give in** and agree with her because I want to **be on good terms with her**, but I've had enough. Last week, we **had a disagreement about** whether to go rollerblading or watch a movie, and she **got so upset with me** that she left and we haven't talked since. I'd like to **make up with her**, but, on the other hand, I'm **still annoyed with her** because of her behaviour. How do I convince her to do what I want from time to time without having another argument?

Share | Comment

BFF = best friend forever

- 4 **KEY WORDS** Match the highlighted expressions from the text in exercise 3 to definitions 1–9.

- 1 get along with sb
2 have/get new friends
3 annoy sb
4 want something to change/end
5 be friends with sb after a fight
6 have an argument about sth
7 have a very bad argument with sb
8 be/get irritated with sb (two expressions)
9 agree to do what someone else wants

- 5 Read the replies to Kitty's post and complete them using the highlighted expressions from exercise 3.

Kitty, remind Cheryl that to be ¹ terms friends should care about each other's opinions and needs. The key to good friendship is simple: don't ² annoyed when you ³ a disagreement about something, but try to reach a compromise instead.

HELPFUL

Kitty, if U always get ⁴ each other's ⁵ , are you sure you really have so much in common? Also, Cheryl's behaviour is rather childish. She doesn't sound like someone U want to be friends with. But even if you do – WHY do you give ⁶ to her all the time???

Jasmine Blossom

My BFF, like me, is VERY impatient, so we ⁷ fights all the time. But in the end we always laugh about it. And we usually make ⁸ and do the things we each wanted to do. So, I watch her favourite series with her, and she helps me solve my crosswords. Oh, and tell Cheryl that trying new things is actually GOOD for her.

REBELLIOUS

- 6 Read the **WATCH OUT** box and translate the fragments in brackets into English.

- 1 If you want to (*popodzić się z kimś*), start by saying you're sorry.
2 I (*zaprzyjaźniłam się*) with Shannon in first grade.
3 (*Nie denerwuj się na mnie*), but I can't go jogging with you anymore.
4 I don't want to (*któcić się*) with you, so let's both take a deep breath and think before we say anything hurtful.
5 (*Mam dość*) of your lies! I don't think I can trust you anymore.

WATCH OUT

False friends

Some Polish phrases have 'false friends' in English. They might look the same, but they don't mean the same thing.

zdenerwować się na kogoś = **get upset with someone** (≠ get nervous)

- 7 **SPEAK** How do you usually handle disagreements with your best friend(s)? Describe the last time you had a fight with one of them.

FAST FINISHERS

What could you do to make a friend, relative, colleague or teacher forgive you? Write down your ideas about the best way to apologise to each of them.

A radio programme about friendships

- 1 SPEAK** Answer the questions.
- Are there different kinds of friends/friendships? What are they?
 - Do you have more online or offline friends? Which of them sometimes get on your nerves? Why?
- 2 KEY WORDS** Read the text and match some of the highlighted expressions to definitions 1–6.

THE SIX TYPES OF FRIENDS YOU NEED ... AND THE ONE YOU DON'T!

The friends you need:

- The 'brutally honest' friend – this friend will never **lie** to you. They will always **tell you the truth**, even when it hurts, because they care about you.
- The 'shared interest' friend – someone who you can share a specific hobby with, be it sporty, crafty or plain crazy!
- The 'life and soul of the party' – although not the most reliable friend, they are fun to **hang out with** and will always **cheer you up** and **make you laugh**.
- The 'mentor/motivator' – this is someone who you always respect. They inspire and **support** you, and encourage you to step out of your comfort zone.
- The 'well-connected' friend – this sociable friend knows everyone and will put you in touch with anyone that you need to meet.
- The 'loyal best friend' – last, but definitely not least, this is the friend that you always **get on with** and never **fall out with**. They will never **judge** you, and they will always forgive you!

And the one to avoid:

- The 'fake bestie' – they act like you are best friends, making plans and promising to **keep in touch**. But in the end they always **let you down** ...

- not tell lies
- spend a lot of time with sb
- maintain contact
- criticise
- make jokes or be funny for others
- help someone achieve their goals

- 3** Read the **WATCH OUT** box and complete the table with three more phrasal verbs from the text.

Separable	Inseparable
let (someone) down, ...	get on with (someone), ...

WATCH OUT Separable and inseparable phrasal verbs

You can insert other words between separable phrasal verbs, but inseparable phrasal verbs can't be separated.
In the end they always let you down.
You always get on with your best friend.

- 4** **1.07** Listen and repeat the phrasal verbs. Is the stress on the verb or the particle?

fall out get on hang out let down

- 5** Look at the website of a radio programme and answer the questions.
- What topics are discussed this month?
 - What ideas may be mentioned in this week's episode of the programme?



This month's topic - FRIENDSHIP
REAL PEOPLE • REAL PROBLEMS • REAL LIFE
 Previous talks: conflicts (Sat 5 Oct), types of friends (Sat 12 Oct)
 This week: friends ON or OFFLINE?
 Next week: friends & \$\$\$\$

- 6** **1.08** Listen and answer the questions.
- Who is talking?
 - Where are they?
 - What is their relationship?
 - What are they talking about?
 - Whose voice do you hear near the end?

- 7** **1.08** Listen again. Complete the table.

FRIENDSHIPS	
A person can only have ¹ <input type="text"/> close friends – should they be real-life or online?	
ONLINE	<ul style="list-style-type: none"> no 'real-life tests' like being late, having a bad day or ² <input type="text"/> after fights finding people ³ <input type="text"/>, e.g. online games practising foreign languages if you are having ⁴ <input type="text"/>, you can talk to people in a situation like yours
REAL-LIFE	<ul style="list-style-type: none"> difficult to make friends for people who are rather ⁵ <input type="text"/> ⁶ <input type="text"/> to see through a lie

- 8** **SPEAK** In your opinion, what is the ideal number of friends to have in your life (online and offline)?

FAST FINISHERS

Look at the text in exercise 2 again. What type of friend are you? Do you have friends of each kind listed (online or offline)? Write a post about it.



Robin Dunbar, a British anthropologist, suggested we can only have five BFFs. Find out more about his theory of layers and share it with your class.

Reflexive pronouns and each other

- 1.09** Listen to part of the radio programme from the previous lesson again. What advice would you give?
- Read some sentences from the radio programme. Answer the questions.

My best friend and I often give each other little gifts. I don't even buy myself such things. She buys herself nice stuff all the time. We end up arguing instead of enjoying ourselves.

 - Look at the reflexive pronouns with *-self*. What pronouns do we use for *I*, *she* and *we*?
 - Can you guess the forms of the other reflexive pronouns?
- Look at the video still and study the grammar table. Complete the sentences with the reflexive pronouns from the box.

himself itself themselves yourself yourselves

Key Grammar

Reflexive pronouns

Reflexive pronouns are used when the same person is the subject and object of an action.

The reflexive pronoun needs to match the subject. The suffix *-self* has the plural form *-selves*.

singular	I don't even buy myself such things. Do you see ¹ himself as a good friend? He burnt ² himself while ironing. She buys herself nice stuff all the time. This phone is broken – it constantly turns ³ itself off.
plural	We end up arguing instead of enjoying ourselves . All this food is for you – help ⁴ yourself ! Can people call ⁵ themselves friends if they've never met?



Grammar Reference >> 20

- Match the sentence halves.

1 She taught	a yourself!
2 We watched	b themselves new clothes.
3 You have to respect	c herself Russian.
4 They bought	d himself.
5 He often talks to	e ourselves on video.

- SPEAK** Complete the questions with the verbs in brackets and the correct reflexive pronouns. Then ask and answer the questions.
 - Have you ever **taught** (teach) a new skill?
 - What do you **do** (see) doing in five years' time?
 - Where do you and your friends go to **enjoy** (enjoy)?
 - Have you ever **hurt** (hurt) in an accident?
 - Do you and your classmates ever **record** (record) in class?
- Match examples 1–2 to pictures A–B.

Key Grammar

each other

- They bought **themselves** gifts.
- They bought **each other** gifts.

We use **each other** when each person does the same action for/to the other person.



- Complete the sentences with the correct reflexive pronouns or **each other**.
 - My two cats don't like **each other**. They fight a lot!
 - I love hanging out with my friends. We make **each other** laugh.
 - Some friends of mine are in a band. They call **themselves** 'The Rockettes'.
 - My first friend and I have kept in touch with **each other** since we were five.
 - I've got a problem with my tablet. It keeps turning **itself** off.
- Look at the prompts and write six sentences starting with **Good friends should/shouldn't ...**. Use **each other**.

listen (to)

let (someone) down

support

be jealous (of)

fall out (with)

talk (to)

fight (with)

look after (someone)

Good friends should listen to each other.

FAST FINISHERS

- Your friend/sibling/flatmate is very egoistic. Make a list of things to tell them about what is wrong with their behaviour and your relationship. Try to use reflexive pronouns and **each other**.

Grammar and vocabulary practice

1 What kind of person makes a good flatmate? What character traits would you not accept?

2 Choose the correct paraphrase.

- The boy that I'm working with is not very nice to me.
 - My colleague is rather impolite.
 - My mate is very irresponsible at work.
- I think they will have a lot of fun.
 - I feel they will be very amusing.
 - It sounds like they will enjoy themselves.
- Please keep in touch.
 - Can you hold my hand?
 - Call me or email me soon.
- My boyfriend and I had matching outfits at the Christmas party.
 - My boyfriend and I wore clothes of similar colours and patterns.
 - My boyfriend and I became a couple during the Christmas party.

3 Read the **WATCH OUT** box and choose the correct options.

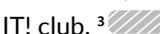
- My siblings, *who's* / *whose* room is very messy, always ask me to help them tidy it up.
- Her next-door neighbour has a dog *that's* / *whose* very friendly.
- My travel buddy, *who's* / *whose* been to many places, always has interesting stories to tell.
- The house, *which* / *whose* history goes back to the 17th century, is beautiful but a bit cold.
- The penguin *that's* / *whose* life was in danger is now feeling better.

WATCH OUT*who, which, whose, who's, that's*

We use *who* for people and *which* for things and animals. But for possession we use *whose* for people, animals and things. *Who's* always means *who is/has*. *That's* always means *that is/has*.

4   Complete the text with one word in each gap.

Hi Tilda,

Sorry I haven't been in touch, but nothing in my life seems to be going right at the moment. My parents are upset ¹  me because of my not-so-great marks. I ²  them down, they say. But I'm not writing to complain. 😊 Remember Martha from our primary school? Well, she's in a band now, and her concert is next week. It's at the ROCK IT! club, ³  owner is her friend. Martha says she can give us both free tickets. What do you think? We haven't talked IRL for ages, and I'm sure we will enjoy ⁴ ! We could wear ⁵  outfits – the same black T-shirts and jeans, you know, like we used to do at school :)

So, let me know what you think!

Gina

Send

5   Choose the correct options.

- You look a bit upset. Why  tell me what's wrong?
 - you not
 - don't you
 - you aren't
- I always try to be  with everyone.
 - on good terms
 - making friends
 - to get on
- A ponytail looks good, but for such a special occasion I prefer to  my hair loose.
 - wear
 - put
 - make
- They haven't talked to each other since they fell  last month.
 - off
 - away
 - out
- Dad, have you seen my coat? I can't find it .
 - nowhere
 - anywhere
 - somewhere

6   Choose the correct translation.

-  (*Może poszlibyśmy*) to a concert this weekend?
 - We may go
 - Would we go
 - Shall we go
- I think I'd look good in a ponytail.  (*Jak sądzisz?*)
 - What do you reckon?
 - How you think?
 - Do you like?
- I know a place  (*gdzie robią*) the best pizza.
 - where do they make
 - where they're doing
 - where they make
- They only invited their  (*krewnych i najbliższych przyjaciół*) to the wedding.
 - family and close acquaintances
 - relatives and closest friends
 - cousins and mates

 **FAST FINISHERS**

 Imagine you had an interesting experience when you were looking for a flatmate. Write a social media post about it.



TILDA & GINA 😊

An informal email about a problem

To: dearsally@allaboutlife.jog X
 From: Tom Johnson
 Subject: 'Friends' edition of the 'All about life' podcast

Dear Sally,

- 1 I saw the information about the special edition of your podcast, and I wonder if you can help me with a problem which is related to a friend of mine.
- 2 So, this friend – let's call him Joe – used to be a close friend, but we hardly see each other anymore. I mean, we didn't fall out – he just stopped getting in touch, and we don't hang out together now. To be honest, it feels like he's let me down.
- 3 Anyway, what I really mean is that I'm worried about 'Joe'. We used to go out and enjoy ourselves, but now he seems to be quite unsociable. Joe's sister, who's my classmate, says he hardly ever goes out. Basically, I want to support him if he's unhappy, but I don't want to force the situation if he doesn't want to be friends anymore. What should I do?
- 4 Well, that's enough about my problem! I'm really looking forward to hearing your reply.

Best wishes,
 Tom

PS I know you can't reply directly, but I hope you can discuss my problem on the podcast!

Send



- 1 **SPEAK** Look at the advert. What kind of problems do you think you could hear about in the podcast?

'All about life' podcast
 is preparing a special edition all about friends

Have you got a problem to resolve?
 Email Sally at dearsally@allaboutlife.jog

- 2 Read Tom's email. Then write one sentence to summarise the problem that he is writing about.
- 3 Complete the sentences with information from the advert and Tom's email. Use defining or non-defining relative clauses.
 - 1 Sally is someone who _____.
 - 2 This podcast, which _____.
 - 3 Tom is writing about a problem which _____.
 - 4 Tom and Joe, who _____.
 - 5 Joe's sister, who _____.

- 4 Read the email again and match paragraphs 1–4 to descriptions a–d.
 - a introduction to the situation
 - b concluding phrase, closing greeting and postscript
 - c opening greeting and reason for writing
 - d more detailed information about the situation
- 5 Look at Tom's email and complete the Key Phrases box.

Key Phrases

Talking about problems

I ¹ _____ if you can help me.

I have a problem which is ² _____ to (a friend of mine).

We ³ _____ see each other anymore.

It ⁴ _____ like he's let me down.

We ⁵ _____ to ..., but now ...

What ⁶ _____ I do?



6 Write sentences using the prompts.

- 1 I / regularly / read / blog / and / wonder / you / help / I
- 2 problem / related / my ex / act / very rudely / towards / I
- 3 dad / hardly / have / time / I / anymore
- 4 It / feel / like / no one / can / understand / I
- 5 We / used / talk / everything / but / now / they / not have / time / me
- 6 What / should / I / do / make / she / stop / ?

7 Complete the table with the words in bold in Tom's letter.

Informal linkers	
To give more detail about a topic	To change topic
So, ...	Anyway, ...

8 Choose the correct options.

Dear Sally,
 I wonder if you can help me with a problem.
¹ **Basically** / **Anyway**, my sister is always borrowing my things, even without asking. I mean, I don't mind sharing things with her, but I think she should ask first!
² **Anyway** / **I mean**, what I want to know is how I can talk to my sister without making her angry.
³ **So** / **To be honest**, I guess I feel bad because I'm older, so I should set a good example.
⁴ **Well** / **Basically**, that's enough about my problem. I'm looking forward to listening to your podcast!
 All the best,
 Laila

Send

Key Phrases

An informal email

Beginning an email

Dear ...,
 Hi, ..., / Hello, ...

Giving the purpose of writing

I decided to write to you because ...
 I saw the information about ..., and I wonder if you can help me (with a problem).

Ending an email

I'm looking forward to (listening to your podcast)!
 I'm really looking forward to (hearing your reply).
 I can't wait to hear from you.
 Best wishes,
 All the best,

9 Do the writing task. Follow the steps in the Writing Planner.

Ostatnio pogorszyły się Twoje relacje z przyjacielem/ przyjaciółką. Napisz e-mail do osoby prowadzącej vloga dla nastolatków, w którym:

- przedstawisz, jak wyglądały dotychczas Wasze relacje,
- wyjaśnisz, jak się one ostatnio zmieniły,
- opisziesz swoje uczucia z tym związane,
- poprosisz o radę, jak to zmienić.

Długość tekstu powinna wynosić od 100 do 150 słów.

Dear Casey,

I decided to write to you because I think the advice you give on your vlog is very helpful.

WRITING PLANNER

THINK

Make notes about the situation and how it is a problem. What did it use to be like? What has changed? How does it make you feel (e.g. sad, stressed, frustrated)? Have you tried to do something about it (e.g. talk with your friend)?

PREPARE

Organise your notes into four paragraphs:
1 opening greeting and reason for writing,
2 introduction to the situation / reasons for it,
3 more detailed information about the situation / your feelings,
4 concluding phrase and closing greeting.

WRITE

Write your email. Use your notes and the Key Phrases.

CHECK

Read your email and answer the questions:
 - Have you included and developed all four bullet points?
 - Is your text within the word limit (100-150 words)?
 - Have you checked your email for spelling mistakes?

FAST FINISHERS

Do you ever read advice columns or websites? Can their authors really help someone they do not know? Prepare a list of advantages and disadvantages of taking advice from such sources.



VOCABULARY

1 Choose the odd word out.

- rival, sibling, opponent, enemy
- disloyal, unreliable, immature, irritated
- get on sb's nerves, fall out with, hang out with, be annoyed with
- ponytail, haircut, features, blond
- forgive, lie, support, get on

2 Complete the sentences with the correct forms of the words from the box. There are two extra words.

cheer classmate colleague heavy next-door patient sensitive tail thing

- My dog, which is very funny, always me up when I'm sad.
- She's so that she reads the ending of the book after the first chapter.
- Our neighbour is rather rude and unfriendly.
- Fourteen-year-old girls really shouldn't wear such make-up.
- Matthew and Brook were in primary school.
- That was a very remark, and you should apologise to her.
- Basketball isn't really my , I'm not a team player.



GRAMMAR

3 Correct the mistakes in the sentences.

- The house where stands at the top of the hill belongs to my relatives.
- The little boy hurt itself.
- They've been rivals ever since they first played against themselves.
- A child which siblings are younger is usually very responsible.
- This is a great game, I'm sure we'll enjoy ourself.

4 Translate into English.

- Watch out, or (*poparzysz się*).
- My mother, (*która jest brutalnie szczerą*), said she hated my dress.
- The teacher asked the new students to (*przedstawić się*).
- I visit my old roommate every time (*gdy jestem w Cardiff*).
- We (*prawie się nie widzimy*) anymore.

USE OF ENGLISH

1 2 3 4 5 6 7 8

5 Complete each pair of sentences with the same word.

- Is this the app you used to find your long-lost relatives?
I know it wasn't your fault.
- If you continue to be so dishonest, you'll never any friends.
We sometimes have fights, but we up very quickly.
- Snow White got her name because of her skin.
A good teacher should be honest and when giving marks to their students.
- I found a really good to convince my mum to let me go camping.
I had a(n) with my flatmate about which colour is best for our kitchen.
- They're not twins, but they look so much alike that it's difficult to them apart.
Don't trust him, he used to lies at every turn when we were dating.

6 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words. Write up to five words in each gap.

- (Mary / enjoy / oneself) at the party last night?
- No one said a word after Mark lost that goal, but he still (feel / he / let / they) down.
- Many people write to me about (problem / be / related) making friends in a new school.
- I don't know why she doesn't want to go rollerblading with us - it (sound / good / I).
- Anna has to do a project for geography, and I wonder (you / help / she).

LISTENING

- 7 1.10 Listen to a podcast about making friends and complete the gaps in the leaflet.

HOW TO OVERCOME YOUR SHYNESS AND MAKE FRIENDS

NEW SCHOOL? • NEW FRIENDS? • NEW BEGINNINGS?



If you're one of those shy people who don't say anything because they don't want others to ¹ – here's how you can change it!

- Believe in yourself – if you're shy, you're probably a ² person – that's great friend material.
- Take it easy – don't try to ³ at once.
- Asking someone about ⁴ can help you learn what they like to do.
- Having ⁵ is the best beginning.



SPEAKING

- 8 Answer the questions.

- 1 Describe someone who really gets on your nerves.
- 2 Do you know anyone who is a great travel buddy? What makes someone a good travel companion?
- 3 Do you get on with your parents/siblings? Why/Why not?
- 4 Have you ever had a fake bestie?

disloyal dishonest unreliable fight unimaginative
 make sb laugh immature hurtful
 hang out disagreement be annoyed
 compromise insensitive BFF support
 shared interest tell the truth
 get upset brutally honest unkind
 irresponsible trust annoy
 get on sb's nerves
 fake
 immature
 hang out
 disagreement
 compromise
 insensitive
 tell the truth
 get upset
 brutally honest
 unkind

- 9 Read the instructions and do the task. Then change roles and do the task again.

Uczeń A

Masz nowego współlokatora / nową współlokatorkę (uczeń B) i ustalasz z nim/nią zasady, jakie będą obowiązywać w Waszym wspólnym mieszkaniu. Poniżej podane są cztery kwestie, które musisz omówić z uczniem B:

podział obowiązków związanych ze sprzątaniami

godziny nauki i rozrywek

zapraszanie gości

korzystanie ze wspólnych przestrzeni (łazienka, kuchnia)

Uczeń B

Rozmawiasz ze swoim nowym współlokatorem / swoją nową współlokatorką (uczeń A), który/która chce ustalić zasady, jakie będą panować w Waszym wspólnym mieszkaniu.

W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- nie zgódź się na proponowane Ci obowiązki domowe i zaproponuj inne rozwiązanie,
- zaproponuj inny przedział godzin przeznaczonych na rozrywkę,
- nie zgódź się na zaproponowane zasady zapraszania gości,
- zaproponuj inny sposób korzystania ze wspólnych przestrzeni.

Rozmowę rozpoczyna uczeń A.

WRITING

- 10 Read the instructions and do the task.

Do Twojej klasy dołączyła osoba, której zachowanie powoduje szereg przykrych sytuacji. Chcesz poprawić atmosferę w klasie, ale potrzebujesz porady, jak to zrobić. Napisz e-mail do gazety dla nastolatków, prosząc o pomoc. W wiadomości:

- przedstaw charakter nowego ucznia/uczenicy,
- opisz przykrą sytuację z jego/jej udziałem,
- wyjaśnij, jak próbowaliście wspólnie z pozostałymi uczniami rozwiązać problem,
- poproś o radę.

Długość tekstu powinna wynosić od 100 do 150 słów.

Dear Ally,

I read your advice column all the time, and now it's my turn to ask for help.

- SPEAK** Read the quote and answer the questions. Use the words in the word cloud.

Your friend is the man who knows all about you and still likes you.

(Elbert Hubbard, American writer, 1856–1915)

- Does a friend need to know everything about you?
- In your opinion, what negative character traits or situations are acceptable in a friend or friendship, and which aren't? Why?



1.2 Defining and non-defining relative clauses

Relative clauses (zdania przydawkowe) dostarczają nowych informacji o opisywanych w zdaniu głównym osobach i rzeczach. Dzieli się na: **defining** (definiujące) oraz **non-defining** (niedefiniujące).

Defining relative clauses (zdania przydawkowe definiujące) zawierają informacje pomagające dokładniej określić, o kim lub o czym jest mowa w zdaniu głównym. Bez tych informacji zdanie nie miałoby sensu, np. *He is the man **who** lives next door.*

UWAGA!

Zdania przydawkowe definiujące nie oddzielamy przecinkami od zdania głównego.

W miejsce polskich zaimków: *który, która i które* w języku angielskim stosujemy następujące zaimki względne:

- **who/that** – w odniesieniu do osób, np.
*Santana met a stranger **who/that** looked like her.*
- **which/that** – w odniesieniu do zwierząt, roślin, przedmiotów i pojęć abstrakcyjnych, np.
*The videos **which/that** Niamh made soon went viral.*
- **whose** – gdy określamy przynależność, np.
*This is the girl **whose** brother is my teammate.*
- **where** – gdy określamy miejsce, np.
*Niamh's website is a place **where** people can look for their doppelgangers.*
- **when** – gdy określamy czas, np.
*Last summer was **when** we first met.*

UWAGA!

Jeżeli po zaimku względnym *who/that* lub *which/that* występuje rzeczownik lub zaimek osobowy, to zaimek względny możemy całkowicie pominąć, np.

*The blog (**which/that**) my flatmate created is about fashion.*

Pozostałych zaimków względnych (*whose, where* oraz *when*) nie można pominąć w żadnych okolicznościach.

Non-defining relative clauses (zdania przydawkowe niedefiniujące) zawierają dodatkowe informacje o osobach lub rzeczach opisywanych w zdaniu głównym. Bez tych informacji zdanie wciąż miałoby sens, np.

*In the photo, **which** soon went viral, we can see Santana and Isobel laughing.*

Jeżeli pada konkretne imię lub nazwa, to mamy zwykle do czynienia ze zdaniem niedefiniującym, np. *Sandra, **who** is my best friend, loves musicals.*

UWAGA!

Zdanie przydawkowe niedefiniujące oddzielamy przecinkami od zdania głównego.

W zdaniach niedefiniujących zaimki: *who* i *which* nie mogą zostać zastąpione przez *that*. Pozostałych zaimków używamy bez zmian:

- **who** – w odniesieniu do osób, np.
*John, **who** is my cousin, is studying medicine in Madrid.*
- **which** – w odniesieniu do zwierząt, roślin, przedmiotów i pojęć abstrakcyjnych, np.
*This restaurant, **which** is my favourite, has a great choice of pasta dishes.*
- **whose** – gdy określamy przynależność, np.
*Niamh, **whose** story fascinated many people, set up a website to help others.*
- **where** – gdy określamy miejsce, np.
*On Niamh's website, **where** millions of people have signed up, you can search for your double.*
- **when** – gdy określamy czas, np.
*Last weekend, **when** it was my birthday, my parents took me out to dinner.*

UWAGA!

W zdaniach przydawkowych niedefiniujących w żadnych okolicznościach nie można pominąć zaimka względnego.

1.7 Reflexive pronouns and each other

Reflexive pronouns

Reflexive pronouns (zaimki zwrotne) zastępują polskie *się* oraz *sobie*.

W przeciwieństwie do polskich zaimków zwrotnych zaimki angielskie odmieniają się przez osoby i liczby.

<i>I → myself</i>	<i>I made myself a cup of tea and started reading.</i>
<i>you → yourself</i>	<i>You shouldn't blame yourself for falling out with Jim.</i>
<i>he → himself</i>	<i>He told himself to calm down and answered the phone.</i>
<i>she → herself</i>	<i>She looked at herself in the mirror and smiled.</i>
<i>it → itself</i>	<i>Why is the radio playing? Did it turn itself on again?</i>
<i>we → ourselves</i>	<i>We introduced ourselves to the other guests and took our seats.</i>
<i>you → yourselves</i>	<i>If you don't behave yourselves, I'll call your parents.</i>
<i>they → themselves</i>	<i>Frightened to death, they locked themselves in the house and called the police.</i>

Angielskie zaimki zwrotne często towarzyszą następującym czasownikom: *behave, blame, buy, call, convince, cut, enjoy, help, hurt, introduce, look at, prepare, promise, see, teach, tell, treat.*

each other

Zaimka *each other* używamy, kiedy ludzie robią coś sobie lub dla siebie nawzajem, np.:

*Joe and Tim are good friends. They help **each other** with their homework.*

*Gina and I gave **each other** Christmas presents. She gave me a scarf, and I gave her some gloves.*

*Henry proposed to his girlfriend, and she said yes. They love **each other** very much.*

Zaimek *each other* często towarzyszy następującym czasownikom: *call, can't stand, dislike, get on, give, hate, help, know, like, listen to, look at, love, need, phone, see, speak to, talk to, turn off, understand.*

- KEY WORDS

VOCABULARY 1 MP3 01

acquaintance	/ə'kwɛɪntəns/	znajomy
best friend/mate	/,best'frend/'meɪt/	najlepszy przyjaciel
classmate	/'klɑ:s'meɪt/	kolega z klasy
close friend	/'kləʊs'frend/	bliski przyjaciel
colleague	/'kɒli:ɡ/	współpracownik
(dis)honest	/(dɪs)'ɒnɪst/	(nie)szczery, (nie)uczciwy
(dis)loyal	/(dɪs)'lɔɪəl/	(nie)lojalny
enemy	/'enəmi/	wróg
flatmate (UK)/ roommate (US)	/'flæt,'meɪt/ /'ru:m,'meɪt/	współlokator
(im)mature	/(,ɪm)mə'tʃʊə/	(nie)dojrzały
(im)patient	/(ɪm)'peɪʃənt/	(nie)cierpliwy
(im)polite	/(,ɪm)pə'laɪt/	(nie)uprzejmy
(in)sensitive	/(ɪn)'sensətɪv/	(nie)wrażliwy
(in)tolerant	/(ɪn)'tɒlərənt/	(nie)tolerancyjny
(ir)responsible	/(,ɪ)rɪ'spɒnsəbəl/	(nie)odpowiedzialny
next-door neighbour	/'nekst,dɔ:'neɪbə/	sąsiad (przez ścianę)
opponent	/'əpəʊnənt/	przeciwnik
relative	/'relatɪv/	krewny
rival	/'raɪvəl/	rywal
sibling	/'sɪblɪŋ/	rodzeństwo, brat/ siostra
stranger	/'streɪndʒə/	nieznajomy
teammate	/'ti:m,'meɪt/	kolega z drużyny
travel buddy	/'trævəl,'bʊdi/	kompan, towarzysz podróży
(un)friendly	/(,ʌn)'frendli/	(nie)przyjazny
(un)imaginative	/(,ʌn)'ɪmædʒɪnətɪv/	(mało) pomysłowy
(un)kind	/(,ʌn)'kaɪnd/	(nie)życzliwy, (nie)miły
(un)reliable	/(,ʌn)rɪ'laɪəbəl/	(nie)zręczelny
(un)sociable	/(,ʌn)'səʊʃəbəl/	(nie)towarzyski

READING MP3 02

beard	/biəd/	broda
blond/dark hair	/'blɒnd/, 'dɑ:k'heə/	blond/ciemne włosy
bond	/'bɒnd/	więź
casual	/'kæʒuəl/	przypadkowy
chin	/'tʃɪn/	podbródek
doppelganger	/'dɒpəl,'gæŋgə/	sobowtór
double	/'dʌbəl/	sobowtór, dubler
facial features	/'feɪʃəl'fi:tʃəz/	rysy twarzy
fair skin	/'feə'skɪn/	jasna karnacja
full/thin lips	/'fʊl/, 'θɪn'lɪps/	pełne/wąskie usta
ginger	/'dʒɪndʒə/	rudy (kolor)
hairstyle	/'heə'staɪl/	fryzura, uczesanie
heavy make-up	/'hevi'meɪkʌp/	mocny makijaż
lookalike	/'lʊkə'laɪk/	sobowtór
matching outfits	/'mætʃɪŋ'əʊt'fɪts/	pasujące stroje
oval-shaped	/'əʊvəl'ʃeɪpt/	owalny
pale	/'peɪl/	blady
physical appearance	/'fɪzɪkəl'ə'piərəns/	wygląd zewnętrzny
ponytail	/'pɒni'teɪl/	kucyk (upięcie włosów)
put your hair up	/'pʊt jə'heə'ʌp/	związać/upiąć włosy
similar	/'sɪmlə/	podobny
thick eyebrows	/'θɪk'əɪ'braʊz/	grube brwi
wear your hair loose	/'weə jə'heə'lʊ:s/	nosić rozpuszczone włosy
wide smile	/'waɪd'smaɪl/	szeroki uśmiech

VOCABULARY 2 MP3 03

annoy	/ə'noɪ/	denerwować
apologise	/'æpələdʒaɪz/	przepraszać
be/get annoyed (with sb)	/'bi,'get ə'noɪd (wɪð,'sʌmbədi)/	zdenerwować się (na kogoś)
be on good terms (with sb)	/'bi'ɒn,'gʊd'tɜ:mz (wɪð,'sʌmbədi)/	być w dobrych relacjach (z kimś)
be/get upset (with sb)	/'bi,'get'ʌp'set (wɪð,'sʌmbədi)/	zdenerwować się (na kogoś)
behaviour	/'bi:heɪvjə/	zachowanie
BFF = best friend forever	/'bi:'ef'ef,'best'frend fə'revə/	najlepszy przyjaciel (na zawsze)
childish	/'tʃɪldrɪʃ/	dziecinny

compromise	/'kɒmprəmaɪz/	kompromis
convince	/'kɒn'vɪns/	przekonać
disagree	/'dɪsə'ɡri:/	nie zgadzać się
forgive	/'fɔ:ɡɪv/	wybaczyć
get into a fight	/'get,'ɪntu:ə'faɪt/	pokłócić się
get nervous	/'get'na:rvəs/	spiąć się, stać się podenerwowanym
get on sb's nerves	/'get'ɒn,'sʌmbədɪz'na:rvz/	denerwować kogoś
give in	/'ɡɪv'ɪn/	ustąpić
handle	/'hændəl/	radzić sobie
have a disagreement (about sth)	/'hæv ə'dɪsə'ɡri:mənt (ə'baʊt,'sʌmθɪŋ)/	nie zgadzać się z kimś, mieć z kimś różnicę zdań
have an argument	/'hæv ən'ɑ:ɡjʊmənt/	pokłócić się
have had enough	/'hæv'hæd'ɪ'nʌf/	mieć dość
hurt	/'hɜ:t/	zranić
hurtful	/'hɜ:tfʊl/	przykry, raniący
irritated	/'ɪrɪ'teɪtɪd/	poirytowany
make friends	/'meɪk'frendz/	zaprzyjaźnić się
make up (with sb)	/'meɪk'ʌp(wɪð,'sʌmbədi)/	pogodzić się (z kimś)
relationship	/'ri:leɪʃənʃɪp/	relacja, związek
trust	/'trʌst/	ufać

LISTENING MP3 04

avoid	/'əvɔɪd/	uniknąć
bestie	/'besti/	najlepsza przyjaciółka
brutally honest	/'bru:təli'ɒnɪst/	brutalnie szczery
cheer sb up	/'tʃɪə,'sʌmbədi'ʌp/	rozweselić kogoś
comfort zone	/'kɒmfət,'zəʊn/	strefa komfortu
crafty	/'kra:ftɪ/	pomysłowy, zmyślny
encourage	/'ɪn'kʌrɪdʒ/	zachęcać
fake	/'feɪk/	nieprawdziwy
fall out (with sb)	/'fɔ:l'əʊt(wɪð,'sʌmbədi)/	pokłócić się (z kimś)
friendship	/'frendʃɪp/	przyjaźń
get on well (with sb)	/'get'ɒn'wel (wɪð,'sʌmbədi)/	dogadywać się (z kimś)
hang out (with sb)	/'hæŋ'əʊt(wɪð,'sʌmbədi)/	spędzać z kimś czas
judge	/'dʒʌdʒ/	oceniać, osądzać
keep in touch	/'ki:p'ɪn'tʌtʃ/	być w kontakcie
layer	/'leɪə/	warstwa
let sb down	/'let,'sʌmbədi'daʊn/	zawieść kogoś
lie	/'laɪ/	kłamać
make sb laugh	/'meɪk,'sʌmbədi'lɑ:f/	rozśmieszyć kogoś
plain	/'pleɪn/	po prostu
shared interest	/'ʃeəd'ɪntrəst/	wspólne zainteresowania
support	/'sə:pɔ:t/	wspierać
tell the truth	/'tel ðə'tru:θ/	mówić prawdę
the life and soul of the party	/'ðə'laɪf ən'səʊl əv ðə'pa:ti/	dusza towarzystwa
well-connected	/'wel'kə'nektɪd/	ze znajomościami, koneksjami

USE OF ENGLISH MP3 05

couple	/'kʌpəl/	para, związek
IRL = in real life	/'aɪ,'ɑ:r'el/ɪn,'ri:l'laɪf/	w świecie realnym
pattern	/'pætən/	wzór



Categorising

One way to learn words is to put them into categories. This way you will think of all the words in one category as 'related' and remember them better.

They could be in one group because:

- they are grammatically the same (e.g. nouns),
- they can be used to describe a particular object, person or phenomenon, e.g. your school, grandfather, last summer or friendship,
- they relate to the same topic, e.g. weather,
- they are all easy or difficult for you.

What were the topics of each lesson in this unit?

Can you see how the vocabulary in each lesson is related to it? Try to divide some of the vocabulary in the wordlist into two more categories that make sense to you.

2 MAKING MUSIC



1 **SPEAK** Look at the photo and answer the questions.

- How are these girls feeling? What makes you think so?
- Why do people participate in festivals like this – in mud and rain?

2 **SPEAK** Read the comments. Do you agree with partyboy? Would you also like to join in the fun? Why/Why not?



sandy
I ❤️ your party outfits!



partyboy
😂 wow, send the address and I'm on the train tonight!



katie07
Hope you brought a change of clothes ladies. 😂



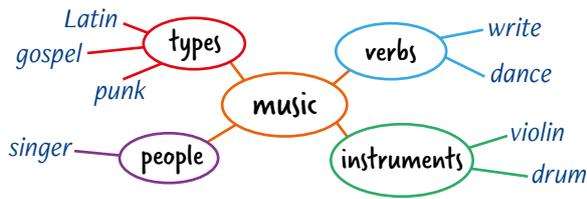
leoman
So, who's playing tonight? And do you even care? 😊

Comment





1 **RECYCLE** Complete the vocabulary map with as many words connected with music as you can.



2 **SPEAK KEY WORDS** Check the meaning of the highlighted words. Then answer the questions.

- 1 What famous **conductors** or DJs do you know?
- 2 Have you ever **sung karaoke**? If not – why not? If yes – what did you sing?
- 3 Do you know what a **sound engineer** does?
- 4 Do you know who **composed** your favourite pieces of **classical music**? Who is the **composer** behind your favourite songs?

3 **1.11** Listen and match speakers 1–3 to the jobs from the box.

conductor DJ sound engineer

1 2 3

4 **KEY WORDS** Read the job descriptions of the people from exercise 3 and check the meaning of the highlighted words and phrases.

I love any music that is **rhythmical**. Mixing **beats** and experimenting with **rhythms** to see what my **audience** enjoys is my life. I don't have one **repertoire** as every crowd is different – clubbers at one club can **boo** the same set that others were **cheering** to. But I don't mind. Nothing compares to standing behind the decks and watching people dance to your music.

My job takes technical skills, but also a good ear. You have to know how to set up a **sound system** to get the most out of it. I have **amplifiers**, **speakers**, **mikes**, electric guitars and **percussion** which need to work together perfectly. My **amps** are so strong that, when I **turn the volume up**, it hurts my ears, so I often work in **noise-cancelling headphones**. Thanks to me you enjoy the best sound quality at concerts.

All musicians know how to **read music**, but I synchronise them and set the mood. When someone comes to an **audition** because they want to work with our orchestra, whether they play the **cello**, the **trumpet** or the **flute**, we want to know if they *feel* the music. **Rehearsals** are about technique – repeating everything millions of times, but the concert – that's about *feeling* it.

5 Complete the text with some of the highlighted words from exercises 2 and 4. The first letters are given.

David Garrett is a world famous violin player whose ¹r_____ has something for every music lover. His albums mix different types of music, including his own (he's also a ²c_____, ³c_____ (e.g. Mozart) and modern (e.g. Coldplay or Queen). His shows are full of energy, and the ⁴a_____ always ⁵c_____ for a long time, asking for more.



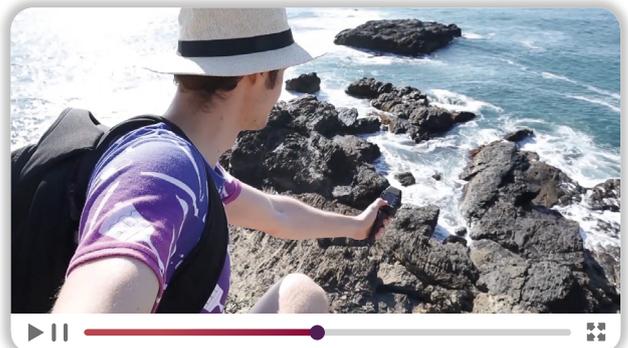
David Garrett

6 **KEY WORDS** Complete the sentences so they are true for you. Look up any words you do not know or information you need.

- 1 I think _____ is a very talented **songwriter**.
- 2 There are _____ film **soundtracks** on my **playlists**.
- 3 My favourite **theme music** comes from _____, which is a film / computer game / TV series.
- 4 I like _____, who had a **hit album** last year called _____.
- 5 I am a huge fan of _____ music, and I often **stream** / **download** it from _____.

7 **SPEAK** Compare your answers from exercise 6 with a partner.

8 **SPEAK** Describe the video still and answer the questions.



- 1 The boy is a musician. Why do you think he is recording the sounds of nature?
- 2 Do you think it's important to know what inspired the music you listen to?
- 3 What do you think could be a good source of inspiration for a musician?

FAST FINISHERS

What kind of career connected with music seems the most interesting to you? Why?

2.2 Grammar 1

Present perfect continuous and present perfect simple

1 SPEAK Answer the questions.

- 1 Have you ever watched any musical films or TV series? Which ones?
- 2 Have you ever sung in the school choir or participated in a school concert?

2 Listen 1.12 Listen to a dialogue.

Are the statements true (T) or false (F)?

- 1 Alex was inspired by watching the musicals. T / F
- 2 This wouldn't be the first musical in their school. T / F
- 3 Some students have experience in music. T / F

3 Look at the video still and study the grammar table. Complete the table with examples a-c from the dialogue in exercise 2.

- a Sally **has been having** music lessons since she was five.
- b **I've been talking** to some people recently.
- c **Have you been listening** to me? I bet you haven't because you look confused.

Key Grammar

Present perfect continuous

We use the present perfect continuous to talk about:

- actions that started in the past and continue in the present, emphasising their duration or repetition, e.g. ¹ **I've been** **resting** all afternoon.
- actions that have just finished when we can see their effects or consequences, e.g. ² **We haven't been** **talking** to her lately.
- repeated actions in the recent (unspecified) past, often with *lately*, *recently*, e.g. ³ **Have you been** **waiting**?

	I/You/We/They	He/She/It
+	<i>I have been resting all afternoon.</i>	<i>It has been snowing since yesterday.</i>
-	<i>We haven't been talking to her lately.</i>	<i>He hasn't been going to football practice.</i>
?	<i>Have you been waiting? Yes, I have. / No, I haven't.</i>	<i>Has she been studying? Yes, she has. / No, she hasn't.</i>



Grammar Reference >> 36 Irregular verbs >> 154-155

4 Complete the sentences with the present perfect continuous forms of the verbs in brackets.

- 1 His ears are ringing because he **has been listening** (listen) to music with the volume turned all the way up.
- 2 They don't know what to do because they **haven't been paying** (not pay) attention to the teacher.
- 3 How long **have you been playing** (they / play) together in this band?
- 4 You're doing much better today. **Have you been practising** (you / practise) lately?
- 5 Andrew Lloyd Webber is a talented composer who **has written** (write) hit musicals for decades.

5 Look at the box and answer the questions.

Key Grammar

Present perfect continuous and present perfect simple

We've been learning Portuguese since September.

We've already learned two tenses.

- 1 Which tense do we use when the action is unfinished and the focus is on the action or process?
- 2 Which tense do we use to show the present result of a finished action when the focus is on the result?

6 Complete the text with the correct forms of the verbs in brackets. Use the present perfect simple or continuous.



WondaGurl is a music producer from Canada.

Her real name is Ebony Oshunrinde, and, although she's only in her twenties, she ¹ **has achieved** (achieve) a lot. She ² **has been producing** (produce) records since she was a teenager. Since then, she ³ **has worked** (work) hard to make a name for herself and ⁴ **has produced** (produce) records for artists such as Rihanna and Drake. More recently, she ⁵ **has experimented** (experiment) with a new sound, psychedelic rap, with singer Lil Uzi Vert, and she ⁶ **has just started** (just / start) mentoring other young producers.

7 Listen 1.13 Correct the mistakes in the questions. Listen and check your answers.

- 1 Have your best friend ever lied to you?
- 2 Have you ever perform in public?
- 3 How long have you learning English?
- 4 Have you ever been seeing your favourite singer or band in concert?
- 5 How long you have been working on this exercise?

8 SPEAK Answer the questions in exercise 7.

FAST FINISHERS

- Write three sentences about yourself and three questions to your partner using the present perfect continuous and appropriate time expressions.

Describing photos · Speculating about people's feelings

1 SPEAK Look at the photo and answer the questions.



- 1 Where are the people?
- 2 How do you think they are feeling?
- 3 What has happened to make them feel like this?

2 **1.14** Listen to a dialogue and answer the questions. Were your guesses in exercise 1 correct?

- 1 How is Matt feeling? Why?
- 2 What advice does Jake give him?

3 **1.14** Complete parts of the dialogue from exercise 2 with the words from the box. Then listen again and check.

guess looks say seem too

Jake I'm so excited! Aren't you?
 Matt What? Oh, yes, they're my favourite band.
 Jake And yet you don't look ¹ excited.

Jake So what is it? You ² upset.
 Matt Well, I asked Clarisse to come to this concert with me, but she said no.
 Jake And I ³ you feel hurt?

Matt She's just posted a picture of herself with Karen and Diane somewhere over there by the stage. And she ⁴ like she's enjoying herself.

Jake Oh! Let me see. Yes, I'd ⁵ she's pleased to be here.

4 **1.14** Study the Key Phrases box. Then listen again. Which Key Phrases did you hear?

Key Phrases

Describing photos – speculating about people's feelings

He doesn't look too/very (excited).
 He looks/seems (really) (upset).
 She doesn't seem to be (having fun).
 I guess they feel (hurt).
 Maybe she is/isn't/was/wasn't ...
 It looks/seems like she is (enjoying herself).
 She looks like she's (enjoying herself).
 It's possible (that) ...
 She might be (angry) because ...
 I believe he/she is (happy).
 I'd say he/she is (pleased).

5 Complete the description of the photo. Use the Key Phrases.



In the picture, I can see two people *in the foreground and one *in the background. They're all standing in some room or a hallway under a sign that says 'CASTING', so I ¹ this is some kind of audition for a film, a play or a musical. I ² it is a show where you need to sing or act because they're holding sheets of paper, with text or lyrics probably. So I'd ³ the people in the picture are singers or actors. They ⁴ seem too stressed about the casting, though. On the contrary, it seems ⁵ they're both in a good mood. ⁶ they've done this before, or perhaps they've been practising a lot and are just very well prepared. It looks like they're waiting in line, so it's possible they've been waiting there for some time now.

*in the foreground = na pierwszym planie
 *in the background = na drugim planie/w tle

6 **SPEAK** Describe the photos and answer the questions. Student A, look below. Student B, look at page 156.

In the picture, I can see ...

Student A



- 1 What is the girl thinking about?
- 2 Do you prefer to play or listen to music? Why?
- 3 Tell me about a situation when you or someone you know had a problem with a musical or artistic performance.

FAST FINISHERS

Go to page 153 and describe one of the posters. Speculate about who the people are, what they are doing and how they are feeling.

2.4 Reading

An article about the influence of music on the brain



1 **Choose the correct options. Which statements are true for you?**

- I always listen to music when I *repeat* / *revise* for tests or exams.
- I really need to improve my reading *skills* / *knowledge*.
- I'm very good at analysing situations and *correcting* / *solving* problems.
- I would like to *attend* / *make* a speed-reading course.
- I have inherited my language *abilities* / *knowledge* from my parents.
- I try to do things like crosswords that can *improve* / *fix* my memory.
- I think *never-ending* / *lifelong* learning will be necessary in my future career.

2 **SPEAK** Look at the words in the box. Do you think music can affect these things? Do you think it affects them in a positive or negative way?

ability to concentrate happiness how you exercise
learning foreign languages maths ability
memory movement your dreams

3 Scan the text and check your answers to exercise 2. Which things were not mentioned in the text?

4 **1.15** Read the text. Are the statements true (T), false (F) or is there no information in the text (NI)? Correct the false statements.

- You mainly use one part of the brain when you listen to music. **T / F / NI**
- Listening to music while studying improves your reading skills. **T / F / NI**
- You usually have happy memories from the past when you listen to your favourite song. **T / F / NI**
- Humans were able to speak languages before they learned to make music. **T / F / NI**
- Well-chosen music helps you use less oxygen as you exercise. **T / F / NI**
- If you feel stressed when you study, listening to slow music is a good idea. **T / F / NI**

5 Read the text again and complete the sentences.

- If you have a strong bridge between the two sides of your brain, you will have no problems with _____, _____ and _____.
- To concentrate on your studies better and for a longer period of time, you should _____.
- Learning to play an instrument for over a year improves your _____.
- People with memory problems should _____.
- When you exercise, listening to music stops your brain from _____.
- Dopamine released to the brain can help you deal with _____, _____ and _____.

6 **KEY WORDS** Match the highlighted words from the text to definitions 1–6.

- concentrate
- gets someone's attention and prevents them from concentrating on something
- deal with; put information in order to organise it
- awake and knowing what's going on
- raises level of activity
- makes stronger

7 Complete the text with the correct forms of the words from exercise 7.

HOW MUSIC DIDN'T HELP ME STUDY



My favourite metal band was playing the night before my biology test. I really wanted to go, but felt bad knowing I should study. Then I heard from someone that energetic music¹ _____ your brain and helps you study. That² _____ my determination to go. 'Perfect! I'll go to the concert and then study!' I thought. And so I did. What a stupid idea that was! I came home late and sat down to revise. My teacher speaks very fast, so I usually just take notes during the lesson and then³ _____ everything at home. Unfortunately, I was so⁴ _____ thinking about what had happened at the concert that I couldn't⁵ _____ on the material even for five minutes. Then, I started getting more and more tired (it was 2 am after all), and although I was doing my best to stay⁶ _____, I simply fell asleep. The next day I failed my exam. I guess I need to read more about how to use music for studying.

8 **SPEAK** Answer the questions.

- Now that you know how music influences your brain, do you think students should listen to music in class? Why/Why not?
- What music
 - helps you study?
 - makes you feel happy?
 - makes you want to continue exercising?
- Are there any other situations when music helps you?



FAST FINISHERS

Create a playlist for studying, exercising or making someone feel better. Include at least five pieces of music and justify your choices.



Music and your brain

Music is fun and relaxing. It allows us to express ideas and feelings – but did you know it's also good for your brain? We've been doing some research, and we've found six important benefits.

Thinking

When you listen to music, you activate many different parts of the brain to **process** the rhythm, tune and sound. This **strengthens** a part of the brain called the corpus callosum, the bridge between the right and left sides of the brain. People with a strong corpus callosum are better at solving problems, making decisions and planning. Studies also show that students' maths and reading skills improve if they study music.

Focus

Background music without lyrics is good for studying or working, as it can help you concentrate. How? It stimulates brainwaves – faster rhythms help you stay **alert** and **focus** for longer. So, if you're revising for exams, turn on your favourite classics or themes from your favourite films (remember to choose the fast ones!) and learn more effectively.

Memory

Has a piece of music ever taken you back to a particular time or place? That's because music activates the parts of the brain involved in controlling memory. Even better – listening to music actually improves memory. In the world of lifelong education, where what you've learned at university might not be enough in ten years' time, attending various courses all your life will be common practice. As you grow older and your memory gets worse, listening to music while studying might be the answer.

Language

People who play a musical instrument for at least fourteen months are better at learning foreign languages. Adults who only learned music as children and haven't played since still have this ability. Why? People have been making and listening to music for much longer than they have been using language. Scientists believe that communicating through language developed from humans' use of music. When you train musically, your language abilities develop, too.

Physical ability

Want to exercise for longer? Listen to music! It **stimulates** you (for best results, try house, hip hop and dance) and can help you exercise more efficiently and use less oxygen. Not only that – when you get tired, it helps you carry on. That's because when the body sends a signal to the brain to stop, music **distracts** the brain from reacting to this message.

Mood

Have you ever felt happier after listening to music? When you listen to music, the brain releases dopamine, the 'feel-good' chemical. It's the perfect answer to your pre-examination stress, nerves and panic attacks. Try especially slow beat music that slows down your heart rate as well.

GLOSSARY

brainwave – fala mózgowia

corpus callosum – ciało modzelowate

Did you know?

💡 A typical teen spends up to four hours a day listening to music. That's about 6,280 songs a year!

2.5 Vocabulary 2

Music and performance



1 Match photos A-D to definitions 1-4. Complete the descriptions of the photos.

- 1 a group of musicians playing classical music, e.g. in a ballet
- 2 a group that plays and sings to traditional music
- 3 a story told through singing to classical music, requiring singers to sing very high and very low notes
- 4 a kind of play with singing and dancing, often based on pop or rock songs

2 1.16 Listen and match the recordings with two pictures from exercise 1. Then use vocabulary from exercise 1 to say what you hear.

- 1 2

3 **SPEAK** **KEY WORDS** Do the quiz below. Then check your results on page 156.

How important is music to you?

- 1 What's most important to you in a song?
 - a It should be something you can sing or dance to.
 - b Whether the **lead singer** has an interesting **voice**.
 - c A **catchy melody** – I want to feel something when I hear it.
- 2 At a concert you probably
 - a stand where you can dance and chat with people.
 - b notice how the **concert hall** influences the **sound quality**.
 - c stand at the back because jumping and shouting to the music isn't your thing.
- 3 If a singer or band you like goes **on tour**, you
 - a go and have fun from the first moment of the concert, even if the **support band** is bad.
 - b quickly buy tickets before they **sell out**.
 - c get the **live album** afterwards (if it has good reviews) – it's as good as a **live performance**.
- 4 When a singer you like **releases** a new single, you
 - a quickly learn the **song lyrics** so you can **sing along**.
 - b download it immediately.
 - c wait and see if it is a **hit** before you download it.
- 5 You like singers and bands that
 - a **tour** regularly and appear at **open-air festivals**.
 - b don't just **entertain**, but also bring something new to the music world.
 - c **record** your favourite kind of music.
- 6 You
 - a like to experiment and listen to everything from opera to **buskers**.
 - b know all the current and classic hits including their **cover versions**.
 - c usually listen to friends' **playlists**; you don't make your own.



r



f d



o s r



s l

4 Complete the description of the picture using some of the highlighted words from exercise 3 in the correct form.



SUPERGROUP is ¹ Europe again!

All concert tickets have ² !

Those of you who didn't manage to get them – you'll have to wait for the live album, which will be ³ on 24 May.

In the meantime, the talented ⁴ you see in this picture is performing ⁵ of SUPERGROUP's hits.

5 **SPEAK** Complete the questions using some of the highlighted words from exercise 3. Then ask and answer the questions.

- 1 What three songs with a melody do you always sing to?
- 2 Have you ever been to an open-air ?
- 3 Which bands/singers are really good at their fans at concerts?
- 4 Do you know the of your favourite songs in English?
- 5 Why do perform? To earn money or to practise in front of a live audience?
- 6 Do you feel that most singers/bands perform as well as on their studio albums?
- 7 Do you prefer original versions of classic hits or their modern by contemporary artists? Can you name some artists who such songs?

FAST FINISHERS

Write a short note about your favourite artist using the vocabulary from this lesson.

Short interviews about music and feelings

1 SPEAK Answer the questions.

- 1 What music do you listen to when you're sad? Why?
- 2 What kind of music irritates or annoys you? Why?

2 KEY WORDS Read the highlighted words below. Find out the meaning of the words you don't know. Match some of the words to pictures a-i.

angry • bored • calm • content • embarrassed
 happy • jealous • joyful • kind • lonely
 optimistic • pessimistic • sad • satisfied • scared
 surprised • sympathetic



3 Listen to four pieces of music. How do they make you feel?

- 1 2 3 4

4 KEY WORDS Read the WATCH OUT box. Match the highlighted nouns below to the highlighted adjectives from exercise 2 and put them in the correct categories.

anger • boredom • calmness • contentment
 embarrassment • fear • happiness • jealousy • joy
 kindness • loneliness • optimism • pessimism
 sadness • satisfaction • surprise • sympathy

-ment	content – contentment, ...
-ness	calm – calmness, ...
-ism/-ion	optimistic – optimism, ...
other	angry – anger, ...

WATCH OUT

Abstract nouns

Many adjectives have noun forms, e.g. *free – freedom*. Feelings and emotions are abstract nouns – you can't see, hear, smell, touch or taste them. Typical abstract noun endings include *-ment*, *-ness*, *-ism* and *-ion*.

5 Listen 1.18 Read the questions. What do you think people might reply? Make notes and listen to five interviews. Did the speakers mention any of your ideas?

- 1 What do you think of music in public spaces, e.g. shops and lifts?
- 2 Should people be able to listen to music on public transport?
- 3 Are buskers annoying or entertaining?

6 Listen 1.18 Listen and match speakers 1–5 to statements A–F. There is one extra statement. Which speaker

- A describes feeling embarrassed about something?
 B is angry about something?
 C expresses surprise about something?
 D mentions music that makes them feel calm?
 E listens to other people's music when they're bored?
 F thinks music makes people more friendly to others?
- 1 2 3 4 5

7 Listen again 1.18 Listen again. Are the statements true (T) or false (F)? Correct the false statements.

- 1 Robberies and vandalism went down in stations that started playing classical music. T / F
- 2 Slow pop music makes people shop faster. T / F
- 3 By law, you have to wear headphones if you listen to music on public transport. T / F
- 4 International Busking Day was created a few years ago. T / F
- 5 Some people dislike the combination of crowds and energetic music on a train. T / F

8 SPEAK Ask and answer the questions from exercise 5. Do you agree with the speakers? Why/Why not?



FAST FINISHERS

Think about films that you liked for their music. Write down two or three titles and the feelings the music in them left you with.



Go online and listen to a piece of music entitled *Weightless* by Marconi Union, then google the idea behind it. Do you think it works? Write a short note about it.

- 1 **SPEAK** Choose the correct options so that the sentences express your opinion. Find out if your partner agrees with you.
- Most love songs are / aren't the same.
 - Folk music is / isn't joyful and energetic.
 - Not everyone / Everyone loves Christmas songs.
 - Live performances are seldom / often disappointing compared to studio albums.
- 2 **1.19** Listen to sentences a–f. How do the speakers check if the listeners agree with them?
- The music isn't there for the shoppers, **is it?**
 - They weren't enjoying the music, **were they?**
 - Music has that effect, **doesn't it?**
 - You sang along to the song, **didn't you?**
 - You've seen them in concert, **haven't you?**
 - She hasn't bought the tickets, **has she?**
- 3 **1.20** Look at the video still and study the grammar table. Complete the table with examples a–f from exercise 2.

Key Grammar

Question tags

To form question tags, we use **auxiliary verbs** in the correct tense and a pronoun that goes after the auxiliary verb.

Affirmative verb + negative tag

Buskers entertain people, **don't they?**

¹C, ² , ³ .

Negative verb + affirmative tag

You aren't bored, **are you?**

⁴ , ⁵ , ⁶ .

We use the same form (affirmative or negative) as the verb in the main sentence to agree with a question tag and the opposite to disagree.

He doesn't like rap music, **does he?**

No, **he doesn't.** = I agree.

Yes, **he does.** = I disagree.

When the speaker asks a real question, their intonation at the end of the sentence goes up. ↗

When they're only asking for confirmation, it goes down. ↘



- 4 **1.20** Complete the question tags. Then listen and check.

- Jazz music is fantastic, _____?
- You don't like singing, _____?
- The last English class was fun, _____?
- We didn't go to the same primary school, _____?
- You've never played a musical instrument, _____?

- 5 **1.21** Listen and decide if the speakers are asking for information or confirmation.

- You've downloaded the playlist, haven't you?
- He doesn't like rap music, does he?
- Ariana Grande sang this song, didn't she?
- Classical music is relaxing, isn't it?

- 6 **SPEAK** Answer the questions from exercise 4. Pay attention to your intonation.

- 7 **SPEAK** Study the grammar table and complete it with examples a–c.

- What bands do you usually listen **to**?
- Who is music in shops **for**?
- The radio is too loud. Could you turn it **down**?

Key Grammar

Questions with prepositions at the end

The preposition comes at the end of a question when the main verb needs a preposition, e.g. ¹b, ² , or is a phrasal verb (*switch off, cheer up, let down, etc.*), e.g. ³ .

- 8 **1.22** Complete the questions with the correct prepositions. Then listen and check.

- When your favourite song comes on the radio, do you turn the volume _____?
- What music do you like dancing _____?
- If you have a problem, who do you talk _____?
- Where do you come _____?
- What kind of music are you interested _____?
- What are you thinking _____?

- 9 **SPEAK** Ask and answer the questions from exercise 8.

FAST FINISHERS

Imagine you are going to interview a celebrity or a music star. Prepare five questions for them. Use as many words from this unit as possible as well as question tags. Try to use different tenses.

Grammar and vocabulary practice

- 1 SPEAK** Can you dance? What kind of dance would you like to learn if you had the opportunity?
- 2** Make nouns from the words below.
- | | | |
|---------------|-------------|------------|
| 1 compose | 3 embarrass | 5 refer |
| 2 concentrate | 4 kind | 6 rehearse |
- 3** Complete the text with the correct words formed from the words in capitals.



Breakdancing,

also known as b-boying, is a form of dancing to ¹ *rhythmical* (RHYTHM) hip hop music that includes a variety of acrobatic movements. It started as a form of street dancing in New York in the 1970s. The ² (DANCE) were usually African-American or Puerto Rican boys, but, thanks to the Internet and movies, breakdancing is now popular around the world. ³ (PERFORM) of the best b-boys (although girls do breakdancing, or b-girling, too) always gather a great audience. And no wonder. The jumps and handstands combined with energetic beats are extremely ⁴ (ENTERTAIN). It takes years of practice, but it's a great way to have fun, ⁵ (STRONG) your muscles, and improve balance and coordination. Thousands of young people do it for their own ⁶ (SATISFY), learning at home from YouTube videos, but there are also competitions where the best of the best compete for the title of master. Since it is a great show that requires great skills, you might not be ⁷ (SURPRISE) to learn that starting in 2024, breakdancing will be an Olympic sport.

- 4** Correct the mistakes in the sentences.
- 1 She wrote beautiful sad songs to deal with her loneliness.
 - 2 You haven't seen my headphones, did you?
 - 3 The audience has cheering for fifteen minutes, and I don't think they're going to stop soon.
 - 4 Hey, what's the title of that album you've been listening?
 - 5 A song with a catching melody that you can't stop hearing in your head is called an earworm.

- 5** Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.

- 1 Pink (tour) Europe for five months, and this is her last concert.
- 2 Look at all those people standing there. What (they / wait)?
- 3 He (not release / records) lately.
- 4 Chopin composed over fifty mazurkas, (he)?
- 5 (she / seem / be) jealous of her sister.

- 6** Choose the correct options.

- 1 X: It was a very entertaining show, wasn't it?
Y:
A Yes, it was so much fun.
B You're right, it wasn't.
C I know! I've never seen anything so boring.
- 2 X:
Y: I know! I'm very unhappy with it myself.
A He doesn't look too satisfied with how the audition went.
B The lead singer seems content about your audition.
C I guess your audition has gone as well as expected.
- 3 X:
Y: He became their conductor five months ago.
A He hasn't auditioned for them before, has he?
B When did he start playing the flute?
C How long has he been with this orchestra?

#BRAINTEASER

Four friends all play musical instruments. Put them in the order of how long they have been playing.

- 1 Ben hasn't been learning as long as Carla.
- 2 Debbie has just started learning.
- 3 Alex has been playing for six years.
- 4 Carla has been playing for half as long as Alex.



FAST FINISHERS

- Write a short note about how your taste in music has changed over the last five years.



music



Folky

Guys, has anyone out there been to a good music festival? What do you recommend? Teens are allowed at some of them, aren't they? Finally turning sixteen this year and my parents are letting me go. 😊



ARTie

Or maybe you've heard about an interesting art festival? Looking for something to do this summer, and that's an awesome idea, isn't it? Share, pls.



ARTie

Oh, and have you had any problems or bad experiences there?



FestiFan @Folky@ARTie

- 1 I've got a great one for you – Latitude Festival – an incredible mix of arts. It's been going since 2006. It takes place every year over four days in July at Henham Park, Suffolk. Tickets for over-16s cost around £200, including camping, but day and weekend teen tickets are cheaper. Make sure you buy them early, as they sell out fast.
- 2 Last year, there were seven music stages to choose from, with a huge variety of bands and music styles, from rap and folk to electronic. In addition, there was theatre, film, literature and comedy. The sound quality and special effects were excellent. Don't miss the Sunrise Arena, I've seen some brilliant performances there. Teenagers should definitely check out the Teen Area – their workshops have always been the best thing about the festival.
- 3 The festival is well-planned and there isn't much I'd change. However, there should be more showers as they get crowded. The food was fantastic, but small bottles of water cost £2.50, which is too expensive.
- 4 With something for everyone and the tickets good value, it's well worth going to. I'd recommend it especially to teenagers who love music and trying new things.



ARTie

Thanks, FestiFan!!! That sounds perfect! 😊
I've already bought the tickets for next year.
Can't wait!



Folky

Latitude is just what I've been looking for!



HipHopGirl

I'm too young to go yet, but I love reading about your experiences. Anyone else know of any other festivals?



1 **SPEAK** Look at the first three forum posts and answer Folky and ARTie's questions.

2 Read the forum posts by FestiFan and answer the questions. Write the number of the paragraph where you found the answer.

- 1 What was the name of the festival? Where and when was it?
- 2 Does the reviewer recommend the festival or not? Who to?
- 3 What positive things does the review mention about the festival? What was the best thing?
- 4 Was there anything the reviewer didn't like or thought could be better?



- 3 Read the forum post by FestiFan and the questions in exercise 2 again. What information is included in each paragraph? Complete the text plan.

Paragraph 1: *general information (name, time, location, etc.)*

- 4 Look at the forum post by FestiFan again and complete the Key Phrases box.

Key Phrases

Giving recommendations

1 miss ...
 You should definitely 2 it .
 You definitely shouldn't (arrive late).
 I'd recommend this band 3 everyone, especially ...
 Make 4 you (buy tickets) early.
 It's well 5 (seeing).
 I've got a great one for you.
 The workshops are the best 6 about the festival.
 There were seven stages to choose 7 .

- 5 Rewrite the sentences using the Key Phrases.

- The support band is great.
Don't miss .
- I think everyone should see this band live.
Make sure you .
- It's a good idea to go to the festival, especially if you like indie music.
I'd recommend .
- Buy the ticket.
It's well worth .
- The best place to stand is at the front.
You should .

- 6 Complete the forum post replying to ARTie and Folkie. Use the Key Phrases box to help you.



HipHopGirl

I've 1 for you: Pol'and'Rock! It's the biggest music festival in Europe where you get in for FREE! Can you imagine? I 2 this festival to all rock and metal fans out there! There are many stages and different kinds of music to 3 from and you'll get a chance to see both the giants of Polish and international rock and new talents who are just entering the charts.
 It's well 4 going to but make 5 you arrive early or it might be difficult to find a place at the campsite. Also, you definitely 6 bring your best or most expensive clothes – the festival is just one big mud field, which some people find to be a problem. But the atmosphere is fantastic!

- 7 Do the writing task. Follow the steps in the Writing Planner.

Napisz na forum muzycznym relację z koncertu, który widziałeś/widziałas na żywo lub na nagraniu. W swoim wpisie:

- podaj informacje o artyście oraz czasie i miejscu koncertu,
- zrelacjonuj przebieg koncertu oraz jego najciekawszy moment,
- wyjaśnij, jakie problemy wystąpiły podczas wydarzenia,
- poleć ten koncert konkretnej grupie ludzi.

Długość tekstu powinna wynosić od 100 do 150 słów.

I knew I had to see this concert as soon as I heard about it!

WRITING PLANNER

THINK

Choose a concert or festival. Make notes about it. Include basic information (e.g. name of the event, artist(s), time, location) and its good and bad points (e.g. price, sound quality, atmosphere, special effects).

PREPARE

Look at the paragraph plan from exercise 3 and write a plan for your post. Use the model text on page 32 to help you.

WRITE

Write your post. Use your notes and the Key Phrases.

CHECK

Read your post and answer the questions:

- Have you included and developed all four bullet points?
- Is your text within the word limit (100–150 words)?
- Have you checked your post for spelling mistakes?

FAST FINISHERS

- Imagine you are part of a forum about music. Someone from the US wants to get to know Polish music. Write a short forum post and recommend some artists.



Find some information about a music show that could be interesting to see live or on video. Prepare a flyer with basic information about it to encourage your friends to check it out.

7b   Read texts A–D again and complete the blog post.

A



OLDIE BUT GOLDIE

DJ Wika – possibly the most amazing person at any party she goes to. Or, more likely, leads as a DJ. Her grey hair behind the decks has surprised many clubbers, but her music never disappoints them. This joyful and energetic woman over eighty years old breaks all stereotypes about seniors. She’s played with other, often much younger, DJs and loves experimenting with her audiences. Her mission is to activate other senior citizens. By teaching at a University of the Third Age and organising parties for senior citizens, she wants to share her passion for life with others and give them joy. So take your grandma or grandad with you and check DJ Wika out at the Rock Club this Friday night!

B

NIGHT OF LEGENDS!

CAMELOT CINEMA invites all music fans to spend the night (8 pm–6 am) with the giants of rock, pop, blues and rap.

Adult content, adults only.

Tickets go on sale Friday,

8 November at 9 am.

Be quick, they sell out fast!

Due to the great popularity of our events, we’ve limited ticket sales to one per person. Come and watch movies about the greatest musicians of all times:

Queen, Elton John, Ray Charles and others!

Quizzes with great prizes for everyone in the audience.

For details, visit [our website](#) 

C

Dear Sammy,

I know you’ve been dying to hear about that gospel concert.

To be honest, it was strange. They’re a world-famous gospel choir, but I don’t believe they brought the whole group – there were only ten singers. I’ve seen their concerts online, and there should be more. The singers had great voices, but they kept inviting people on stage and giving them mikes, so we were listening to the members of the audience embarrassing themselves. So ... I saw them, I heard them, but ... you’ve got nothing to be jealous of. Sad, isn’t it?

Write back soon!

Love, Olga

Send

D

Attention Charity Concert team!

- The doors open at 5 pm – students checking tickets must be there half an hour early. The breakdancers will already be there – their rehearsal is earlier in the afternoon. If the theatre room is locked, respect their privacy! Decorations team – when the dancers have finished rehearsing, you go in to prepare the stage. Make sure you have all the decorations ready and sorted the day before. There will be no time for it on the day of the concert. Organise them according to the show listing! You’ll prepare the stage for each show between performances (five-minute breaks).
- Questions? Email me!

☰



W piątek mogłam zobaczyć w akcji jedną z najbardziej niezwykłych kobiet polskiej sceny klubowej. Mimo swoich ponad 1  DJ Wika potrafi rozruszać każdego – żałuję, jeśli Was tam nie było! Wyjątkowy dobór muzyki największych z największych można było też usłyszeć kilka dni później w kinie. Niestety, ze względu na treść niektórych piosenek bilety dostępne były jedynie dla 2 , więc tylko uczniowie najstarszych klas mogli wziąć w tym udział. Tym niemniej była to muzyczna uczta!

Gratulacje dla organizatorów naszego szkolnego koncertu! Grupa rockowa musi jeszcze popracować nad brzmieniem, ale za to zespoły jazzowy i reggae były niesamowite! Niestety ominął mnie występ grupy breakdance, ale widziałam ich próbę, która odbyła się 3  – zapowiadało się genialnie! Jeśli zaś chodzi o koncert gospel, to mam wrażenie, że przyjechała 4 , ale ich głosy są niepowtarzalne, więc usłyszeć ich na żywo to wielkie przeżycie! Takich tygodni życzyłabym sobie więcej!
Olga S.

SPEAKING

8  Describe the photos and answer the questions.

Uczeń A

- 1 Why are these people playing in the street together?
- 2 Would you ever consider performing in the street to earn some money?
- 3 Describe an amateur performance that you have seen.



Uczeń B

- 1 What do you think the occasion is for this performance?
- 2 Do you ever listen to music played by an orchestra?
- 3 Describe a street parade or festival that you have seen or taken part in.



 Look back at the photo on page 22. Imagine you are one of these girls. Write a comment describing your experiences which you could post under the picture on your social media account.

2.2 Present perfect continuous and present perfect simple

Present perfect continuous

Czasu *present perfect continuous* używamy do opisu:

- czynności, które rozpoczęły się w określonym momencie w przeszłości i trwają do teraz (kiedy chcemy położyć nacisk na ich czas trwania), np. *I've been sitting here for hours!*
- czynności i zdarzeń, które powtarzały się regularnie w niedalekiej przeszłości, np. *They've been rehearsing for weeks.*
- czynności i zdarzeń, które trwają od jakiegoś czasu, czego skutki są teraz widoczne, np.

It's been raining all day today, so everything is wet.

Odmiana czasowników w czasie *present perfect continuous*: *have/has + been + czasownik z końcówką -ing.*

Affirmative	Negative
<i>I/You/We/They have been waiting for ages!</i> <i>He/She/It has been practising the song since early this morning.</i>	<i>I/You/We/They haven't been going out much recently.</i> <i>He/She/It hasn't been working for weeks.</i>
Yes/No questions	Short answers
<i>Have I/you/we/they been doing homework every day?</i> <i>Has he/she/it been running for the last hour?</i>	Yes, <i>I/you/we/they have.</i> No, <i>I/you/we/they haven't.</i> Yes, <i>he/she/it has.</i> No, <i>he/she/it hasn't.</i>
Wh- questions	Subject questions
<i>Why have you been crying all evening?</i> <i>What has she been doing after school lately?</i>	<i>Which dogs have been barking?</i> <i>Who has been helping you with schoolwork?</i>

Określenia czasu typowe dla *present perfect continuous* to:

- since* (od) + określony moment w przeszłości, np. *I have been learning to play the cello since last year.*
- for* (od) + przedział czasowy, np. *Dad has been trying to fix my bike for three hours.*
- recently/lately*, np. *Has he been using his phone a lot lately?*
- all (day)*, np. *We've been studying all morning!*
- how long*, np. *How long have you been preparing for this role?*

Present perfect simple

Czasu *present perfect simple* używamy do opisu:

- doświadczeń, które miały miejsce w nieznanym/nieokreślonym momencie w przeszłości lub na przestrzeni całego naszego życia, np. *Have you ever seen this film? We've already seen it twice.*
- przeszłych wydarzeń, których skutki są widoczne w chwili mówienia, np. *He hasn't finished writing yet.*
- czynności, które rozpoczęły się w określonym momencie w przeszłości i trwają w chwili mówienia, np. *I've been a sound engineer for three years now.*

Odmiana czasowników w czasie *present perfect simple*: *have/has + past participle* (imiestw bierny).

Określenia czasu typowe dla *present perfect simple* to: *ever, never, just, already, before, yet, for, since* oraz *how long*.

UWAGA!

State verbs (czasowniki opisujące stan) zazwyczaj nie występują w formie ciągłej (*continuous*), nawet jeżeli opisywany stan trwa nieprzerwanie od jakiegoś czasu. Do czasowników opisujących stan zaliczają się m.in.: *know, understand, believe, want, need, love, hate, like, prefer, have* (w znaczeniu „mieć”), *seem, look* (w znaczeniu „wyglądać”) oraz *hear*.

2.7 Question tags • Questions with prepositions at the end

Question tags

Question tags (pytania rozłączne) występują zarówno w języku polskim, jak i angielskim. Używamy ich, kiedy szukamy u rozmówcy potwierdzenia naszych słów. W języku polskim stosujemy wówczas wyrażenia: *tak?* oraz *prawda?*, np. *Twój tata jest prawnikiem, tak?* W języku angielskim natomiast pytania rozłączne tworzymy za pomocą czasownika posiłkowego typowego dla danego czasu gramatycznego (*be, do, have* albo *will*). Jeśli zdanie główne jest twierdzące, to pytanie rozłączne przyjmie formę przeczenia (i odwrotnie).

present continuous	<i>You're not leaving now, are you?</i>
past continuous	<i>She was lying, wasn't she?</i>
present simple	<i>You don't go to our school, do you?</i>
past simple	<i>They got married in 2012, didn't they?</i>
present perfect	<i>We haven't watched this episode, have we?</i>
present perfect continuous	<i>It has been snowing all weekend, hasn't it?</i>
past perfect	<i>You hadn't known Sue before you moved here, had you?</i>
will (future simple)	<i>It will look good like that, won't it?</i>

UWAGA!

Pytania rozłączne z czasownikiem *be* w czasach: *present simple* i *past simple* nie zawierają czasownika *do*, ale czasownik *be*, np.: *They aren't angry with us, are they?*
It was an open-air concert, wasn't it?

UWAGA!

Pytania rozłączne z *I am* zawierają czasownik *be*, ale w formie *aren't*, np. *I'm always right, aren't I?*
Pytania rozłączne z *I'm not* zachowują się w sposób regularny, np. *I'm not an expert, am I?*

UWAGA!

Pytanie rozłączne w zdaniu rozkazującym zawiera czasownik *will*, np. *Turn the music down, will you?*

Questions with prepositions at the end

Pytania z przyimkiem na końcu tworzymy, gdy:

- pytamy o słowo, do którego odnosił się ten przyimek, np. *He was talking to her. → Who was he talking to?*
- czasownik, którego używamy to *phrasal verb* (czasownik frazowy), np. *What are you looking for?*
- czasownik, którego używamy wymaga użycia przyimka, np. *What are you listening to?*

- KEY WORDS

VOCABULARY 1 🎧 MP3 06

amp/amplifier	/æmp/æmplɪfaɪə/	wzmacniacz
audience	/'ɔ:diəns/	widownia, słuchacze
audition	/'ɔ:diʃən/	przesłuchanie, casting
beat	/bi:t/	rytm, uderzenie
boo	/bu:/	buczeć, wygwizdywać
cello	/'tʃeləʊ/	wiolonczela
cheer	/tʃiə/	wiwatować, wznosić okrzyki
classical music	/'klæsɪkəl 'mju:zɪk/	muzyka klasyczna
compose	/kəm'pəʊz/	komponować
composer	/'kɒmpəʊzə/	kompozytor
conductor	/'kɒn'dʌktə/	dyrygent
DJ	/'di:dʒei/	DJ
download	/'daʊn'ləʊd/	ściągać z Internetu
flute	/'flu:t/	flet
headphones	/'hed,fəʊnz/	słuchawki
hit album	/'hit 'ælbəm/	popularny album
inspire	/'ɪn'spaɪə/	zainspirować, natchnąć
mike	/'maɪk/	mikrofon
noise-cancelling	/'nɔɪz 'kænsəlɪŋ/	redukujący hałas
percussion	/'pɜ:kʃən/	perkusja
playlist	/'pleɪ,lɪst/	playlista
read music	/'ri:d 'mju:zɪk/	czytać nuty
rehearsal	/'ri'hɜ:səl/	próba
repertoire	/'repə'twɑ:/	repertuar
rhythm	/'rɪðəm/	rytm
rhythmical	/'rɪðmɪkəl/	rytmiczny
sing karaoke	/'sɪŋ 'kæri'əʊki/	śpiewać karaoke
songwriter	/'sɒŋ,raɪtə/	autor piosenek
sound engineer	/'saʊnd 'endʒɪnɪə/	inżynier dźwięku
sound system	/'saʊnd 'sɪstəm/	nagłośnienie
soundtrack	/'saʊnd,treɪk/	ścieżka dźwiękowa
speaker	/'spi:kə/	głośnik
stream	/'stri:m/	streamować
talented	/'tæləntɪd/	utalentowany
theme music	/'θi:m 'mju:zɪk/	motyw muzyczny
trumpet	/'trʌmpɪt/	trąbka
turn the volume down	/'tɜ:n ðə 'vɒljʊ:m 'daʊn/	ściszyć
turn the volume up	/'tɜ:n ðə 'vɒljʊ:m 'ʌp/	podgłośnić

GRAMMAR 1 🎧 MP3 07

choir	/'kwaɪə/	chór
mentor	/'mentɔ:/	być mentorem
music producer	/'mju:zɪk prə'dju:sə/	producent muzyczny
psychedelic rap	/'saɪkə'delɪk 'ræp/	rap psychodeliczny

READING 🎧 MP3 08

activate	/'æktɪveɪt/	aktywować
alert	/'ælɜ:t/	czujny, uważny
attend	/'ətend/	uczęszczać
chemical	/'kemɪkəl/	związek chemiczny
concentrate	/'kɒnsən'treɪt/	koncentrować się
distract	/'dɪ'strækt/	rozpraszać, odciągać uwagę
dopamine	/'dɒpə'mi:n/	dopamina
efficiently	/'ɪfɪjəntli/	wydajnie, efektywnie
fix	/'fɪks/	naprawić
focus	/'fəʊkəs/	skupić się
improve	/'ɪm'pru:v/	polepszyć (się)
knowledge	/'nɒlɪdʒ/	wiedza
language abilities	/'læŋgwɪdʒ ə'bɪlətɪz/	umiejętności językowe
lifelong learning	/'laɪf,lɒŋ 'lɜ:nɪŋ/	nauka przez całe życie
memory	/'meməri/	pamięć
movement	/'mu:vmənt/	 ruch
process	/'prəʊses/	przetwarzać
resolve	/'rɒzvl/	postanowienie
revise	/'rɪvaɪz/	powtarzać, np. do egzaminu
skills	/'skɪlz/	umiejętności
solve	/'sɒlv/	rozwiązać
stimulate	/'stɪmjəleɪt/	stymulować
strengthen	/'strenθən/	wzmacniać
tune	/'tju:n/	melodia

VOCABULARY 2 🎧 MP3 09

ballet	/'bæleɪ/	balet
busker	/'bʌskə/	artysta uliczny
catchy melody	/'kætʃi 'melədi/	chwytliwa melodia
concert hall	/'kɒnsət hɔ:l/	sala koncertowa
contemporary	/'kɒn'tempərəri/	współczesny
cover version	/'kʌvə 'vɜ:ʃən/	przeróbka muzyczna, cover
current	/'kʌrənt/	bieżący
entertain	/'entə'teɪn/	zabawiać
folk band	/'fɒk bænd/	zespół ludowy
hit	/'hɪt/	przebój, hit
lead singer	/'li:d 'sɪŋə/	główny wokalista
live album	/'lɪv 'ælbəm/	album koncertowy
live performance	/'lɪv pɜ:'fɔ:məns/	koncert, występ
on tour	/'ɒn 'tʊə/	na trasie (koncertowej)
open-air festival	/'əʊpən,eə 'festɪvəl/	festiwal na wolnym powietrzu
orchestra	/'ɔ:kɪstrə/	orkiestra
perform	/'pɜ:'fɔ:m/	występować
playlist	/'pleɪ,lɪst/	lista utworów
record	/'rɪ'kɔ:d/	nagrywać
release	/'ri:'li:s/	wypuszczać na rynek
sell out	/'sel 'aʊt/	wyprzedać
sing along	/'sɪŋ ə'lɒŋ/	śpiewać razem (z kimś, z piosenką)
song lyrics	/'sɒŋ 'lɪŋks/	tekst piosenki
sound quality	/'saʊnd 'kwɒlɪti/	jakość dźwięku
support band	/'sə'pɔ:t 'bænd/	zespół występujący przed koncertem głównej gwiazdy
tour	/'tʊə/	podróżować, jechać w trasę koncertową
voice	/'vɔɪs/	głos

LISTENING 🎧 MP3 10

anger	/'æŋgə/	gniew
angry	/'æŋgri/	zdenerwowany
bored	/'bɔ:d/	znudzony
boredom	/'bɔ:dəm/	nuda
calm	/'kɑ:m/	spokojny
calmness	/'kɑ:mnəs/	spokojny, spokój
content	/'kɒn'tent/	zadowolony
contentment	/'kɒn'tentmənt/	zadowolenie
embarrassed	/'ɪm'bærəst/	zawstydzony, zakłopotany
embarrassment	/'ɪm'bærəsmənt/	wstyd, zakłopotanie
fear	/'fiə/	strach
happiness	/'hæpɪnəs/	szczęście
happy	/'hæpi/	szczęśliwy
jealous	/'dʒeləs/	zazdrosny
jealousy	/'dʒeləsi/	zazdrość
joy	/'dʒɔɪ/	radość
joyful	/'dʒɔɪfəl/	radosny
kind	/'kaɪnd/	życzliwy
kindness	/'kaɪndnəs/	życzliwość
loneliness	/'lɒnlnəs/	samotność
lonely	/'lɒnli/	samotny
optimism	/'ɒptɪ'mɪzəm/	optymizm
optimistic	/'ɒptɪ'mɪstɪk/	optymistyczny
pessimism	/'pesə'mɪzəm/	pesymizm
pessimistic	/'pesə'mɪstɪk/	pesymistyczny
sad	/'sæd/	smutny
sadness	/'sædnəs/	smutek
satisfaction	/'sætɪs'fæksjən/	zadowolenie, satysfakcja
satisfied	/'sætɪsfaɪd/	zadowolony
scared	/'skeəd/	wystraszony
surprise	/'sə'praɪz/	niespodzianka, zaskoczyć
surprised	/'sə'praɪzd/	zaskoczony
sympathetic	/'sɪmpə'tetɪk/	współczujący, wyrozumiały
sympathy	/'sɪmpəθi/	współczucie
weightless	/'weɪtləs/	lekki, w stanie nieważkości

USE OF ENGLISH 🎧 MP3 11

balance	/'bæləns/	równowaga
earworm	/'iə,wɜ:m/	melodia wpadająca w ucho
handstand	/'hænd,steɪnd/	stanie na rękach
mazurka	/'mæ'zɜ:kə/	mazurek (utwór i taniec)