

- 1 What are the last three things you watched on television? Did you watch them live, recorded or online? Did you enjoy them? Why? / Why not?
- 2 Match the pictures a–e with the types of TV programmes below. Can you give an example of each kind of programme on Polish TV?

magazine programme sitcom b game show e
chat show a party political broadcast c
lottery show d documentary TV series b
quiz show e

- 6 What programmes do you usually watch via online providers of entertainment?
- 7 Name a programme in which viewers can phone in to choose a winner.

- 5 Complete the sentences with the adjectives below and your own ideas. *Possible answers:*

addictive hilarious thought-provoking educational
entertaining factual memorable fictional moving

- 1 Documentaries are factual/educational programmes, whereas most dramas are fictional. The best drama I've ever seen was
- 2 I often cry while watching films. One of the most moving/memorable moments in a film for me was
- 3 I like programmes that make me think. The most thought-provoking/educational programme I've seen recently was.
- 4 I love having a good laugh. One hilarious/entertaining programme I've seen this year was
- 5 Once I start watching a reality show, I can't stop because they're so addictive. One of the worst for me was

VOCABULARY CHALLENGE! Unit 1, page 108, exercise 1

- 6 **WHAT DO YOU THINK?** Work in pairs and discuss the question. Use the prompts below to help you.

Do you think that the habit of watching live television will disappear in the future since streaming services are becoming so popular? Why? / Why not?

- **No:** routine • watching together • variety of channels to choose from
- **Yes:** busy lives • variety of films and programmes • convenience

Exercise 3

Nina: quiz show, chat show, party political broadcast

James: documentary, game show

- 3 **CD 1.01** Listen to two people talking about what was on TV the previous night. What sort of programmes did they watch?

1 Nina: 2 James:

- 4 Replace the underlined parts of the questions with the phrases below. Then ask and answer the questions in pairs.

is long-running a large audience streaming services
you can vote for someone peak viewing times
broadcast live to keep up with the latest events

- 1 What programmes have you seen recently which are shown at the same time as they happen?
- 2 What sort of programmes are shown at the most popular times for viewers?
- 3 Name a TV show that has been on TV for a long time.
- 4 Name a programme that has been watched by a lot of people recently.
- 5 Name a programme that helps people to get information about recent events.

4 KULTURA

Extra activity after Exercise 2

- Teaching Notes page 3

Extra activity after Exercise 5

- Teaching Notes page 3

Extra support for Challenge Exercise 1

- Teaching Notes page 3

Audioscript

- Student's Book page 145 and Teacher's Resource Centre

Further practice

- Workbook page 4
- Student's App > On-the-Go Practice

Homework suggestion

- Teaching Notes page 3

1 CD 1.02 LANGUAGE IN CONTEXT Read and listen to the dialogue. Would you like to watch this show? Why?/Why not?

Betty Hi Adam! What are you watching?

Adam I'm watching a programme called *Would I Lie to You?* To be honest, I watch it quite often. It's a TV comedy panel show which has been running for twelve years. Have you ever seen it?

Betty No, I haven't. What is it about?

Adam Well, there are two teams that compete against one another. The team members try to make the other team believe some crazy stories. Sometimes they tell the truth, but often they lie through their teeth. The programme is getting funnier and funnier despite the fact that it's been on for so long. I've been watching it since I started high school, I think. I just love it!

Betty I can see! What are you doing after that? I'm going out for a meal with my friends. I've been studying the whole day, and I'm tired. I need to chill out. Do you fancy joining us?

Adam I've ordered a pizza, and it's on its way. Plus another of my favourite series starts at 5.00, so I'd better stay at home.

Betty OK. Just don't forget to take the rubbish out. I've just cleaned the kitchen, and we don't need any mess there! See you later!

2 ANALYSE Look at the underlined sentences and explain why you think the given tense has been used.

3 Match each tense (1–4) to its use (A–D). Then find one underlined sentence in exercise 1 to match each type of use.

- 1 present simple 2 present continuous
3 present perfect 4 present perfect continuous

1 A

habits • states and preferences • actions that happen repeatedly • actions in timetables/schedules

3 B

situations which started in the past and continue in the present
• situations which have already happened but whose results we can see • situations which have happened recently • situations which have happened in your lifetime

2 C

actions happening now • changing/developing situations • future plans

4 D

actions continuing up to the present moment and likely to continue • actions continuing up to the present moment with visible results

4 Match the expressions to the tenses in exercise 3 with which they are most often used. Which expressions can be used with more than one tense?

for, since, at the moment, usually, so far, yet, for ages, before, never, hardly ever, just, still, often, currently, ever, three times in my life, tonight, on 1 September, recently, lately, now, tomorrow, twice a day, monthly, second, third

5 PRACTISE Complete the questions using the words below. There are three extra words. Then work in pairs and answer the questions.

often for more than once already currently
daily ever

- Have you **ever** wanted to work for TV? Why?/Why not?
- How **often** do you watch TV series? Which ones?
- Which TV shows are **currently** trending on Polish TV? Do you find them interesting? Why?/Why not?
- Which films have you watched **more than once** in your life? How many times? Why?



6 Complete the sentences with the correct form of the words in brackets. Add extra words where necessary.

- I hardly ever **watch** (watch) any comedy shows on TV. They **don't interest me** (not interest / I).
- How long **have they been showing** (they / show) this programme on TV for? I think it **has been** (be) on for ages.
- What book **are you reading** (you / read) at the moment? What **do you like** (you / like) about it the most?
- Matt **has never seen** (never / see) any episodes of *Friends*! I **watched** / **'ve watched** (watch) every single one of them.
- Are Teresa and Tom coming** (Teresa and Tom / come) with us to the party? I've **just heard** (just / hear) she caught some stomach bug.

! Watch out

With **It's the first time** we use present perfect.
It's the first time I've heard about this programme.

7 Complete the sentences so that they are true for you. Use the ideas in brackets. *Example answers:*

- It's the first time I **have eaten sushi**. (write about some food)
- It's the first time my brother **has visited Spain**. (write about some place)
- It's the first time my parents **have seen The Voice of Poland**. (write about some TV programme)

8 NOW YOU DO IT Write some information about actions which:

- you do frequently,
- you are doing currently in your life,
- you have already done this year,
- you have been doing for some time.

9 Work in pairs and tell your partner about the different things in exercise 7. Your story can be true or false. Your partner must decide if you are telling the truth.

Exercise 3

A

habits: *I watch it quite often.*
states and preferences: *I just love it!*
actions that happen repeatedly: *Sometimes they tell the truth, but often they lie through their teeth.*
actions in timetables/schedules: *my favourite series starts at 5:00*

B

situations which started in the past and still continue in the present: *it's been on for so long*
situations which happened but whose results we can see: *I've just cleaned the kitchen*
situations which have happened recently: *I've ordered a pizza*
situations which have happened in your lifetime: *Have you ever seen it?*

C

actions happening now: *I'm watching*
changing/developing situations: *The programme is getting funnier and funnier*
future plans: *I'm going out for a meal with my friends.*

D

actions continuing up to the present moment and likely to continue: *I've been watching it since I started high school*
actions continuing up to the present moment with visible results: *I've been studying the whole day, and I'm tired.*

Exercise 4

Possible answers:

- present simple: usually, never, hardly ever, still, often, on 1 September, twice a day, monthly, second, third
- present continuous: at the moment, currently, tonight, now, tomorrow
- present perfect: for, since, so far, yet, for ages, before, never, just, still, ever, three times in my life, recently, lately
- present perfect continuous: for, since, so far, for ages, recently, lately

Quick review

- Teaching Notes page 4

Extra activity after Exercise 3

- Teaching Notes page 4

Extra activity after Exercise 6

- Teaching Notes page 4

Grammar Reference

- Student's Book page 130

Kompendium gramatyczne

- Workbook page 108

Further practice

- Workbook page 5
- Student's App > On-the-Go Practice

Homework suggestion

- Teaching Notes page 4



- 1 What are the advantages and disadvantages of using these different news sources (1–4)? How do you keep up to date with the news?

- 2 Match the adjectives with the definitions below.

neutral prejudiced immediate impartial
biased reliable objective

- 1 a point of view which is influenced by someone or something: **prejudiced, biased**
2 a point of view which is not influenced by anyone or anything: **neutral, impartial, objective**
3 you can depend on the truth of this news: **reliable**
4 you get this news quickly: **immediate**

- 3 **CD 1.03** Listen to five speakers talking about the different news sources in exercise 1. Match the speakers with the news sources they prefer. One speaker does not have a preference.

Speaker 1: **newspapers** Speaker 4: **television news programmes**
Speaker 2: **news websites** Speaker 5: **no preference**
Speaker 3: **social media sites**

- 4 **CD 1.03** Listen again and match statements A–F with speakers 1–5. There is one extra statement.

This speaker

- A likes that people share their opinions about recent news. **Speaker 3**
B is happy to read news with a political opinion. **Speaker 1**
C feels they need to rely on multiple sources of news. **Speaker 5**
D thinks older people are old-fashioned in the way they get news. **X**
E believes news should not be controlled by people with power and money. **Speaker 2**
F is concerned that one particular news source may provide false information. **Speaker 4**

- 5 Complete the sentences from the recording with the prepositions below.

for in of towards to at

- 1 They're full **of** lots of different topics.
2 ... newspapers are biased **towards** one political party.
3 I'm addicted **to** social media sites.
4 ... to find something that I'm interested **in** reading!
5 The channel ... is excellent **at** presenting the news clearly.
6 They're responsible **for** spreading a lot of lies.

! Tip

Remember that the verb which follows an adjective plus a preposition should be in the **-ing** form.
I'm interested in learning new things.

- 6 Translate the Polish parts of the sentences into English.

- 1 I'm completely **addicted to watching** (*uzależniona od oglądania*) the TV gossip show that follows the news. I simply love it!
2 The presenter is **good at explaining** (*dobry w objaśnianiu*) the importance of news events.
3 That celebrity is **responsible for starting** (*odpowiedzialny za inicjowanie*) a new fashion trend.
4 I'm **not interested in listening** (*nie jestem zainteresowana słuchaniem*) to you talking about your favourite TV show!

- 7 Complete the questions with appropriate prepositions. Then ask and answer the questions in pairs.

- 1 What are you most concerned **about** in the news right now?
2 Have you been angry **with** anyone recently? If so, why?
3 What TV programmes are you most fed **up** with?
4 Are you aware **of** what's happening in other major countries right now?
5 Are you curious **about** anything you've seen on the news recently? If yes, what?

- 8 **CD 1.04** Listen to a girl talking about a programme she watched and answer the questions. *Possible answers:*

- 1 What was the topic of the TV programme the girl watched?
The influence of the media on people's political views.
2 What was the journalist's opinion? **People don't change their views because of what they read in newspapers.**
3 How did she support this opinion? **She was quoting / gave statistics.**
4 What does the girl think about this opinion? **She thinks it's a crazy/ridiculous idea.**
5 Why do the media usually lie in the wartime, in the speaker's opinion? **Because it helps governments get support for what they do.**

VOCABULARY CHALLENGE! Unit 1, page 108, exercise 2

- 9 **WHAT DO YOU THINK?** Work in pairs and discuss the question.

Do the media and politicians always tell the truth? Should they? Why? / Why not?

- 6 KULTURA Rozumienie ze słuchu Dobieranie (zdań do wypowiedzi), Odpowiedzi na pytania

Extra activity after Exercise 5

- Teaching Notes page 4

Extra support for Exercise 8

- Teaching Notes page 4

Extra activity for Challenge Exercise 2

- Teaching Notes pages 4–5

Audioscript

- Student's Book page 145 and Teacher's Resource Centre

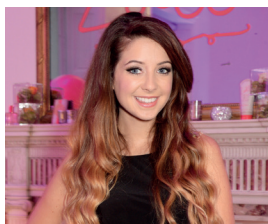
Further practice

- Workbook page 6
- Student's App > On-the-Go Practice

Homework suggestion

- Teaching Notes page 5

- 1 What's your favourite YouTube channel? Why do you like it?
- 2 **LANGUAGE IN CONTEXT** Read the text. What do Zoe and Ryan have in common?



Zoe Sugg (Zoella) is an English fashion and beauty vlogger and YouTuber. Zoe **was working** as a trainee at an interior design firm when she **started** her own blog where she

wrote mainly about beauty and fashion. She **had had** over 540 mln visits by the time she celebrated the first anniversary of her blog. That success inspired her to set up her own YouTube channel. At the time she **was also working** for a well-known British clothes chain shop, which only helped her career.



Ryan is one of the top-earning YouTubers despite his young age. When he was about four, he **was playing** a lot, and while he **was playing**, he **was talking** about

his toys. He **would often point** out what made them interesting to play with. His parents **had been keeping** a video record of his reviews for some time before they **decided** to help him set up his own channel. They **used to have** doubts about this kind of career for their son, but now the boy has over 30 million subscribers! Clearly, he **was born** with a silver spoon in his mouth!

Possible answer: They are both YouTubers.

- 3 **ANALYSE** Read the fragments in bold in exercise 2. What tenses and structures have been used? What do you remember about how we use them? As a class, discuss the rules for using the tenses.

- 4 Complete the rules with the names of the tenses and structures from exercise 3.

- We use **past simple** to talk about actions which were completed in the past at a specific time or were repeated in the past.
- We use **past continuous** to describe actions which were in progress in the past and were interrupted by a shorter action. It can describe the background of a story.
- We use **used to** and **would** to talk about actions which happened regularly in the past but no longer happen.
- We use **past perfect** to describe actions which happened before other actions in the past.
- We use **past perfect continuous** to talk about actions which were in progress before other actions in the past.

! Watch out

We use **used to** to talk about both past states and actions while we use **would** only to refer to past actions.

We used to be happy children. We used to play a lot.
~~*We would be happy children. We would play a lot.*~~

- 5 **WHAT'S RIGHT?** Choose the correct sentence.

- I would watch this channel when I was younger.
- I was watching this channel every day when I was younger.
- I had watched this channel when I was younger.

- 6 **PRACTISE** Complete the sentences with the correct form of the verbs in brackets.

I was very worried because I ¹**hadn't had to** (**not have to**) perform in public before. It was my first time, and I ²**was doing** / **did** (**do**) everything possible to calm down. At the same time, I ³**felt** (**feel**) great; I ⁴**was nominated** (**nominate**) in the Best Video Clip category! Yet making clips wasn't as stressful as giving speeches.

- 7 **PRACTISE** Write the sentences using the prompts and past tenses. Add any necessary words.

- We / record / videos / when / electricity / go / off.
- Joe and I / be / friends / before / we / go / university.
- you / use / play / video games / when / you / be / child?
- What / you / do / all / day / yesterday?
- We / drive / ages / before / we / find / the right hotel.

- 8 Complete the second sentence so that it means the same as the first.

- We haven't seen any good clips since last month.
The last time we **saw some good clips was** last month.
- My grandfather used to read a lot to us.
My grandfather would **read a lot to us**.
- I already had an invitation from Tim before you told me about the event.
Tim **had already given me** an invitation before you told me about the event.
- It was my first time in India.
I **had never been to India** before.

GRAMMAR CHALLENGE! Unit 1, page 108, exercises 1 and 2

- 9 **NOW YOU DO IT** Complete the sentences so that they are true for you. Compare your answers with a partner. Ask further questions to find out more details.

- When I was a child, I used to watch .
- When I was doing my homework yesterday, .
- The last YouTube clip I watched was about .

- 10 Use all the tenses you have learnt in the two lessons to write a story about an imaginary or real YouTuber who has become popular. Include details from his or her professional and private life.

Exercise 3

*was working, was playing,
 was talking – past continuous;
 started, wrote, decided,
 was born – past simple;
 had had – past perfect;
 used to have – used to;
 would often point – would;
 had been keeping – past perfect continuous*

Exercise 7

- We were recording videos when the electricity went off.
- Joe and I had been friends before we went to university.
- Did you use to play video games when you were a child?
- What were you doing all day yesterday?
- We had been driving for ages before we found the right hotel.

Quick review

- Teaching Notes page 5

Extra activity after Exercise 4

- Teaching Notes page 5

Extra support for Exercise 6

- Teaching Notes page 5

Extra activity at the end of the lesson

- Teaching Notes page 5

Grammar Reference

- Student's Book page 130

Kompendium gramatyczne

- Workbook page 109

Further practice

- Workbook page 7
- Vocabulary and Grammar worksheet 1, Teacher's Book page 353
- Student's App > On-the-Go Practice

Homework suggestion

- Teaching Notes page 5

- 1 Read the names of different forms of art and rank them from the most to the least interesting for you. Which is your top favourite? What do you enjoy about it?

ballet painting photography performance art
theatre sculpture street art

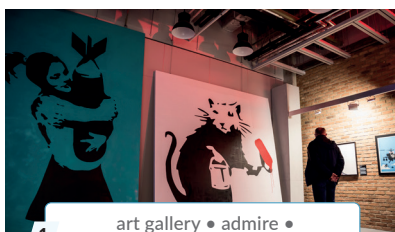
- 2 Put the words below into three categories. Then name the categories.

sculptor performance painter sculpture statue
still life clay paintbrush watercolours wood
performer happening (self-)portrait video projection
canvas mural masterpiece roller brush
stencil spectacle

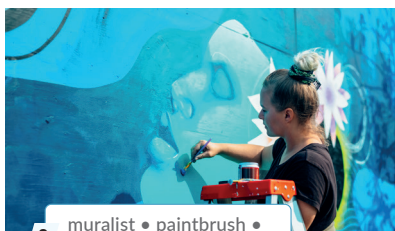
- 3 Work in pairs and answer the questions.

- Which of the works of art from exercise 2 would be the least interesting for you to look at? Why?
- Have you ever taken part in or watched a street happening or performance? If so, what was it like? If not, would you like to? Why? / Why not?
- Do you prefer abstract or realistic art? Why?
- If you could own a famous work of art, what would it be? Why?

- 4 Work in pairs and describe the pictures, using the phrases in boxes 1–3. Which of these artistic events and works of art would you like to see? Why?



art gallery • admire •
large-scale painting • street art



muralist • paintbrush •
paints • ladder



colourful video projection on the
building • crowd • disco ball •
enjoy themselves

- 5 Skim text A. What did you learn about street art?

A Some cities are famous for their murals created by an artist or a group, a crew, who collaborate on the project. A mural may show one big scene or present a series of standalone or connected images to tell a story. Urban **masterpieces** are called burners because they 'burn off the wall'. Street art is no longer perceived as vandalism, allowing muralists to use designated spaces, called 'legal walls', as their canvas. Even **art critics** often appreciate this form of artistic expression! It has also entered the world of art gallery exhibitions, but probably the best pieces are still to be **admired** in the actual streets, at least according to some.

B Hi Nick,
Thanks for your email.
I'm thrilled to hear that you've got into a **fine art** school. I didn't even realise you could study something as not **mainstream** as street art. Are you going to become the next Banksy? Talking of Banksy, I was impressed by his works during the 2021 Warsaw exhibition, *Genius or vandal?* It showcased over 70 of his masterpieces. What a **gifted** artist! In Poland we're also big on street art. My home city itself boasts over 40 large-scale murals by some of Poland's classiest street artists, like local artists the Etam Crew. Anyway, next time you come to Łódź, I'm going to show them all to you!
Take care, Alex

C Visit Poland's capital of urban art

Probably no other city in the world has ever been referred to as *Bigger than Banksy*! Łódź awaits you with its thought-provoking murals. The city's old buildings have turned into real masterpieces to give the town a real **contemporary** look. Some of the top national and international mural artists have splashed their creativity on the walls, and it's something you can't miss! Some wall paintings provide clear-cut messages while others are more open to interpretation. A real feast for your eyes and your soul!

D
Luna Hi guys! I got an invite to a street art workshop next week. Either of you fancy coming?
Pete How long has it been since you **turned to** art?! Sorry, but I won't be able to make it.
Luna Oh, that's a shame. It's going to be run by well-known artists from Poland and the UK. Alex? How about you?
Alex Unless it's on Thursday, I could tag along, I guess.
Luna Brilliant! It's actually on Tuesday. They're going to teach us how to use roller brushes and stencils to **create** a mural. Apparently, there's a new legal wall in the centre where we can literally paint the town red. ☺ They're **staging** a VR **spectacle** showing the best murals from around the world, so I wouldn't miss it for anything.
Alex Sounds like it's my thing. Stencil murals especially because they seem easy to make.

Lead-in

- Teaching Notes page 6

Extra support for Exercise 8

- Teaching Notes page 6

Extra support for Challenge Exercise 3

- Teaching Notes page 6

Matura Speaking Task at the end of the lesson

- Teaching Notes page 6

Video worksheet

- Workbook page 13

Videoscript

- Teacher's Book page 347 and Teacher's Resource Centre

- 6 **CD 1.05** Read the texts in exercise 5 and match statements 1–3 with texts A–D. There is one extra text.

1	This text makes an assumption about a place.	C
2	From this text, we find out about the structure of a mural.	A
3	This text mentions the person's impressions of an event.	B

- 7 Read the texts in exercise 5 again and complete the email below.

Hello Megan,
How's it going?
As you know, I've become fascinated with street art recently, and together with a friend I'm going to some urban art workshop to learn how to ¹**create a wall** painting. I didn't realise that street art was so popular in so many countries and that ²**some cities** have built their reputation through it. I guess my hometown has been one of them as more and more people are coming to Łódź just to see the wall designs. ³**The old building** facades look modern now and because of this the whole city has got a new vibe. Anyway, do you remember ⁴**the Banksy exhibition** I went to while I was visiting Warsaw? I think it's where my passion started, just like you said: 'Go and get inspired!' – and I did. Thanks for that! ☺
Speak soon,
Alex

- 8 Which statements are **facts**, not opinions, according to the texts?

- 1 The most interesting works of urban art can only be seen in the actual streets.
- 2 Poland has plenty of murals to admire.
- 3 Some of the murals in Łódź have been designed by the best artists in the world.
- 4 Murals created with the use of stencils are less challenging to make.

- 9 Work in pairs and answer the questions.

- 1 How interested are you in street art? Why? Are there any examples of it in your town or city?
- 2 Do you think it's a good idea to exhibit urban art in art galleries or should street art stay in the streets? Why? / Why not?
- 3 If you could create a mural on a legal wall, what would you paint?

Vocabulary development

- 10 Replace the words in bold with the highlighted words from the four texts in exercise 5. Use the correct form of the verbs.

- 1 Alex is a really **talented** sculptor. You can see his **great works of art** at art exhibitions all over the country. They are examples of **beautiful and high quality art**.
- 2 This **modern** artist **makes** beautiful pencil sketches of young women.

- 3 Maggie **started to do** performance art at the age of twenty. Now she **organises** events all over the world, and people just love watching them.
- 4 I really **like and respect** this performance artist. His **unusual shows** are always great.
- 5 **People who make judgements about the good and bad qualities of art** often say that performing pranks in public places is not a form of art.
- 6 I prefer more **common and widely accepted** music to alternative genres.

- 11 Translate the Polish parts of the sentences into English. Use the words from exercise 10.

- 1 This **sculptor's masterpieces** (*Arcydzieła tego rzeźbiarza*) can be seen at the exhibition of **fine art** (*sztuki pięknej*) in our local museum.
- 2 Kyle does landscape paintings. People **have always admired** (*zawsze podziwiali*) his paintings.
- 3 **Contemporary art** (*Współczesna sztuka*) does not appeal to everyone. Even some **art critics think** (*krytycy sztuki uważają*) that classical art is the only true art.
- 4 My sister **turned to performance art** (*zajęła się sztuką performance'u*) at the age of 20. **The spectacles (which/that) she stages** (*Pokazy, które organizuje*) are always popular with young people.
- 5 What music would you call **mainstream** (*głównego nurtu*) music?

VOCABULARY CHALLENGE! Unit 1, page 108, exercises 3 and 4

- 12 Find a work of art by Banksy on the Internet and prepare a short presentation about it. Use the questions below to help you.

- 1 What does it show? Where is it? When was it created? Is it available on one of the apps trailing his works?
- 2 What message does it carry?
- 3 Do you like it? Would you like to have a poster reproduction of it on your wall? Why? / Why not?

Critical thinking



Look at the picture. Work in pairs and answer the questions.

- 1 What do you think the people are planning to do?
- 2 Why may some people dislike street art?

Exercise 10

- 1 gifted; masterpieces; fine art
- 2 contemporary; creates
- 3 turned to; stages
- 4 admire; spectacles
- 5 Art critics
- 6 mainstream



▶ VIDEO 01

Further practice

- Workbook pages 8–9
- Reading worksheet 1
- Student's App > On-the-Go Practice

Homework suggestion

- Teaching Notes page 6

Assessment

- Short Test 1
- Challenge Short Test 1

Exercise 3

1

Speaker 1: The main advantage is the fact that you have a unique chance to watch your favourite band give a live performance; you can hear them play your favourite tunes; you can also meet other fans of the same band, and sing and dance together, which creates an unforgettable atmosphere.

Speaker 2: The main drawback is the fact that it's not easy to find a proper job unless you become famous, so you may waste your talent. Another disadvantage is that you may not always be happy with your job because, for example, you have to give concerts all the time. What's more, as a celebrity you have no privacy as paparazzi follow you everywhere.

2

Students' own answers

Exercise 4

1 Speaker 2
2 Speaker 1: going to a concert is a unique chance to see your favourite band play live
3 Both answers are equally good (Speaker 1 expands on one point while Speaker 2 mentions different arguments to support his answer).

Exercise 7

Possible answer:

In my view, there are a lot of advantages of taking part in a talent show. First of all, you can learn something useful. For example, you can learn how to cope with stress and compete with others. You may also become more self-confident and improve your communication skills, as you have to talk to a lot of people involved in the show. Another thing is that you can win a prize. If you manage to win, it can help you become famous and start a career. To sum up, I think that talent shows are a great chance to develop your personality, meet new people and have a sense of achievement.

1

SPEAKING

a stimulus-based discussion: talking about advantages and disadvantages

1 Look at the pictures. Which way of listening to music do you prefer? Why?



2 Work in pairs and discuss the questions below. Think of more than one advantage and disadvantage.

- What are the advantages of going to a live music concert?
- What are the disadvantages of working as a professional musician?

3 CD 1.06 Listen to two students answering the questions from exercise 2. Answer the questions below.

- What advantages and disadvantages do the speakers mention? Are any of their ideas similar to yours?
- Which speakers' points of view do you support? Why?

4 CD 1.06 Listen again and answer the questions.

- Which speaker gives three different arguments to support their opinion?
- Which speaker gives one detailed argument to support their opinion?
- Does one answer sound better than the other in your opinion? Why? / Why not?

5 Complete the Phrase Bank with the words below.

main as sum personally point one comes

PHRASE BANK

Introducing the topic

When it ¹comes to ..., I'd say that ...

As far ²as working as a professional musician is concerned, I believe that ...

Discussing advantages and disadvantages

The ³main advantage/disadvantage of ... is the fact that ...

There is nothing better than ...

⁴Personally, I think that there are many disadvantages of ...

One good/bad ⁵point about ... is ...

Another advantage/disadvantage is that ...

One very convincing argument in favour / against ... is that ...

The main drawback is ...

Showing contrast

On the ⁶one hand, ... On the other hand, ...

However, ... Nevertheless, ...

Summing up

All in all, ... | To ⁷sum up, ... | In conclusion, ...



6 Take turns to answer the questions below. Use the phrases from the Phrase Bank to discuss the advantages and disadvantages. Give at least one extra argument to develop your answer.

1 Why do many young people prefer to watch programmes online rather than on TV?

- Advantages:** watch things when and where you want, don't have to pay a TV licence fee, fewer adverts
- Disadvantages:** may not be of good quality, only works if you have broadband

2 More and more people prefer reading e-books to paper books. What are the pluses and minuses of digital books?

- Advantages:** not as heavy as paper books, downloadable books are often cheaper than paper books
- Disadvantages:** e-readers cost money, easy to steal them, may break easily



7 Read the question below and a student's answer. What could you say to develop it?

What are the advantages of taking part in a talent show?

In my view, there are a lot of advantages of taking part in a talent show. First of all, you can learn something useful. Another thing is that you can also win a prize.

8 Work in pairs. Choose one of the questions below and brainstorm some arguments to express your opinion. Present your answer to the class. Speak for 1–2 minutes.

- Nowadays music is played in many public places (shops, restaurants, buses). Is this a good or a bad thing?
- Why is relying on online news not always a good idea?
- What are the advantages of streaming services?

10 KULTURA Mówienie Rozmowa na podstawie materiału stymulującego

Lead-in

- Teaching Notes page 6

Extra activity for Exercise 5

- Teaching Notes pages 6–7

Extra challenge after Exercise 7

- Teaching Notes page 7

Audioscript

- Student's Book page 145 and Teacher's Resource Centre

Further practice

- Workbook page 10
- Speaking worksheet 1
- Communicative activity worksheet 1, Teacher's Book pages 361–362
- Student's App > On-the-Go Practice

Homework suggestion

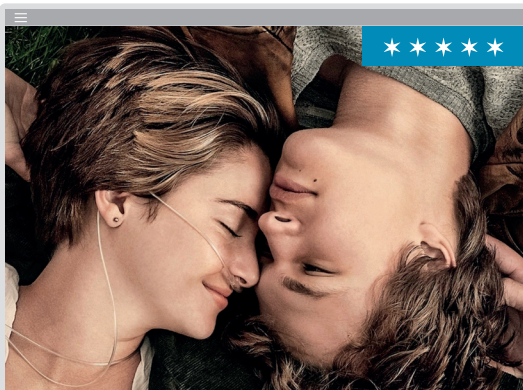
- Teaching Notes page 7

1 Work in pairs. Answer the questions.

- Do you prefer watching films on TV, online or at the cinema? Why?
- What makes you choose a film at the cinema: the title, the cast, the film director or someone's recommendation?
- What are the best and worst films you have ever watched? Why do you think so?
- Have you seen the film or read the book in exercise 2? If so, did you like it? Why? / Why not? If not, would you like to see/read it?

2 Match the headings with the paragraphs in the blog entry below.

- 4 a The recommendation 2 c The storyline
1 b General information 3 d Strong and weak points



Hi everyone! I want to tell you about a film which should appeal to teenagers: *The Fault in Our Stars*.

1 This moving romantic drama was directed by Josh Boone and it stars Shailene Woodley and Ansel Elgort. It is based on the best-selling novel by the American author John Green, who was inspired by the story of a real 16-year-old cancer patient.

2 The main characters are two teenage book lovers who meet and fall in love at a cancer support group. They decide to travel to Amsterdam, where they become lovers.

3 The phenomenal acting was definitely the best thing about the movie. I found the whole plot very engaging too. One disappointing thing was probably the soundtrack which was a bit too monotonous for me.

4 This film is a must-see because it talks about love and death as well as teenage dreams and fears.

That's all for now.

3 Translate the phrases below into Polish. Which of them are used in the blog entry?

This drama/comedy was directed by ... and it stars ... •
It tells the story of ... • The story is about ... • It is based on the novel by ... • It is set in ... • The main characters are ... •
At the beginning, ... • In the end, ...

4 Think of a popular film you have seen recently and summarise its plot to your partner. Use the phrases from exercise 3.

5 Find the sentences in the blog entry which match the headings in the Phrase Bank below.

PHRASE BANK

Positive review

This is one of the most exciting/fascinating films I have ever seen.

I highly recommend this album because ...

The film is well worth seeing because ...

I think it will appeal to young people because ...

1 ☐ 2 ☐ 3 ☐

Negative review

I must say (the concert) was nothing special / just terrible.

(The show) was not as funny/entertaining as I'd expected.

To my mind, the film was not as good as the book.

I wouldn't recommend this film because ... 4 ☐

6 Match the words below with their synonyms 1-5.

dull engaging awful amusing involving fantastic
excellent hilarious terrible monotonous uninteresting

- 1 good 3 bad 5 funny
2 interesting 4 boring

7 Work in pairs. Say what you think about a TV programme, film, concert or a YouTube clip you have seen recently. Use the adjectives from exercise 6. Give reasons to support your opinion.

8 Write sentences to develop each point below. Use the prompts in brackets to help you.

- There's one TV series which I regularly follow. (*Oceń fabułę i grę aktorską.*)
- This movie will definitely make you laugh. (*Napisz, dlaczego film jest taki śmieszny.*)
- I watched a reality show last night. (*Wyjaśnij, dlaczego ten program Cię rozczerował.*)
- This drama is definitely worth seeing. (*Napisz, do kogo ten film przemówi, i podaj argumenty.*)
- I saw a film based on a book I have read recently. (*Porównaj książkę i jej adaptację filmową.*)

9 Read the instructions and do the writing task.

Niedawno obejrzałeś/obejrzałaś* nowy program telewizyjny. Zredaguj wpis do zamieszczenia na blogu (100–150 wyrazów) i:

- podaj podstawowe informacje o tym programie,
- przedstaw krótko prowadzącego/prowadzącą program i napisz, co o nim/niej sądzisz,
- przedstaw własną ocenę tego programu,
- wyjaśnij, dlaczego warto obejrzeć ten program lub dlaczego odradzałbyś/odradzałabyś jego oglądanie.

* W całej serii *Password* kolejność form męska/żeńskie dostosowano do Informatora o egzaminie maturalnym z języka angielskiego od roku szkolnego 2022/2023. Zachęcamy jednak do zapoznania się z tendencjami etykietalnymi współczesnej polszczyzny.

Exercise 3

This drama/comedy was directed by ... and it stars ... – Ten dramat był wyreżyserowany przez / Ta komedia została wyreżyserowana przez ... i główne role grają w nim / w niej...

The story is about ... / It tells the story of ... – Opowiada o...

It is based on the novel by ... – Jest oparty na powieści autorstwa...

It is set in ... – Akcja rozgrywa się w...

The main characters are ... – Głównymi bohaterami są...

At the beginning, ... – Na początku...

In the end, ... – Na końcu...

Exercise 5

- The phenomenal acting was definitely the best thing about the movie.
- I found the whole plot very engaging too.
- This film is a must-see because it talks about love and death as well as teenage dreams and fears.
- One disappointing thing was probably the soundtrack which was a bit too monotonous for me.

Exercise 6

- fantastic, excellent
- engaging, involving
- awful, terrible
- dull, monotonous, uninteresting
- amusing, hilarious

Exercise 8

Possible answers:

- The best things about it are the engaging plot and the phenomenal acting.
- It tells the hilarious story of some young people who find a magic book.
- To my mind, it was rather disappointing because the contestants just quarrelled with each other all the time.
- I think it will appeal to people who like historical films because it is set in the 18th century England.
- I think it was better than the book because it only showed the most interesting parts of the story.

Lead-in

- Teaching Notes page 7

Extra activity after Exercise 5

- Teaching Notes page 7

Extra activity after Exercise 6

- Teaching Notes pages 7–8

Writing Bank

- Student's Book page 127

Sample answer for Exercise 9

- Teacher's Resource Centre

Further practice

- Workbook page 10
- Writing worksheet 1

Homework suggestion

- Teaching Notes page 8

- 1 Complete the sentences with the synonyms of the words in bold.

stage impartial hilarious engaging disadvantage

- This TV series is really **interesting** / engaging.
- These performance artists **organise** / stage the best shows in the world.
- I love watching this TV series. It's so **funny** / hilarious.
- The most obvious **drawback** / disadvantage of going to live concerts is the price of the tickets.
- This channel has never been **neutral** / impartial in the way it presents the news.

- 2 Choose the answer that means the same as the underlined word or phrase.

- The artist turned to painting at the age of nineteen, just after he had finished school.
a started b studies c liked
- I try to keep up with the latest news as much as I can so that I know what's going on.
a share b broadcast c follow
- What are you most concerned about in the news at the moment?
a disappointed with b worried about c shocked by
- David Bowie's concerts were always memorable.
a very unusual b absolutely hilarious c worth remembering
- Tom is a very gifted performer. He's just won another prestigious award for best young artist.
a famous b talented c entertaining
- I like this band because they play upbeat music I can dance to rather than just listen to.
a loud b energetic c heavy

- 3 Complete the text with the correct forms of the words in brackets.

Pointless is my favourite British game show, and I ¹ **have never missed** (*never / miss*) a programme since it was launched. It is shown on BBC One at peak ² **viewing** (*view*) time and is hosted by Alexander Armstrong, who ³ **has been hosting / has hosted** (*host*) the show for ages now. I love it because of its originality. The idea behind *Pointless* is ⁴ **different** (*differ*) from most of the other shows on TV because the teams are not only asked to provide correct answers to the questions. They also have to guess the most improbable answer from among the answers suggested by a hundred people who were asked before the programme. For me, the show is just fantastic entertainment. It's also educational, so you ⁵ **are able / will be able** (*able*) to learn a lot from it. You should check it out – it's on today in the afternoon. It ⁶ **begins** (*begin*) at 5 p.m. sharp.



- 4 Translate the Polish parts of the sentences into English. Use no more than five words.

- This is the actor **whose talent I have admired** (*którego talent podziwiam*) all my life.
- This programme **is broadcast live** (*jest nadawany na żywo*) every Friday.
- By the time we got to the exhibition, Joe **had already left** (*już wyszedł*), so we missed him.
- It's the first time I **have seen such a big** (*widzę taką wielką*) sculpture.
- This film stars** (*W tym filmie główne role grają*) some of the best American actors of the new generation.
- When I **was standing in (the) line / in the queue / was queuing** (*stałem w kolejce*) in the cinema, my mum rang me to invite me to dinner.
- We had been working for** (*Pracowaliśmy przez*) six months on our arts project before it was finally ready.
- What time **does the museum open** (*otwierają do muzeum*)?
- This artist **is painting better and better** (*maluje coraz lepiej*), and one day she'll be the one to watch.
- I didn't go to the open-air concert in London because I **had lost** (*zgubiłam*) the tickets!

- 5 Complete the sentences with the correct form of the words in brackets. Add extra words where necessary.

- We **have already bought** (*already / buy*) the tickets for the show. **Have you got** (*you / get*) yours yet?
- I **have been running** (*run*) for an hour. I **am** (*be*) out of breath. I **rarely get** (*rarely / get*) so tired.
- My sister **still haven't found** (*still / not find*) a series she **wants / would want** (*want*) to watch, but she **found** (*find*) a thriller film she **plans / is planning** (*plan*) to watch tonight.
- Since David Bowie **died** (*die*), many people **have listened** (*listen*) to his music even more often.
- For many years, London **has been** (*be*) a great music scene where many concerts **have been held** (*hold*).

Critical thinking



VIDEO 02



Look at the picture. Work in pairs and answer the questions.

- What do you think is happening on the stage?
- Why do some people like musicals and some don't? How about you?

12 KULTURA

Znajomość środków językowych Transformacje zdań (zadanie zamknięte), Słowotwórstwo, Tłumaczenie fragmentów zdań (zadanie otwarte), Gramatyzacja

Lead-in

- Teaching Notes page 8

Extra activity before Exercise 2

- Teaching Notes page 8

Extra support for Exercise 4

- Teaching Notes page 8

Video worksheet

- Workbook pages 14–15

Videoscript

- Teacher's Book page 350 and Teacher's Resource Centre

Further practice

- Workbook page 11

- Use of English Practice Book for Matura > www.staffroom.pl and Teacher's Resource Centre
- Student's App > On-the-Go Practice

Matura Reference

- Workbook pages 123–139

Homework suggestion

- Teaching Notes page 8

Vocabulary MP3 01

addictive	/ə'diktɪv/	wciągający, uzależniający
at peak viewing time	/ət pi:k 'vi:ʒn/	w porze największej oglądalności
broadcast live	/ˌbrɔ:dkɑ:st 'lav/	transmitować na żywo
channel	/ˈtʃænl/	kanal (telewizyjny)
chat show	/ˈtʃæt ʃəʊ/	talk show
documentary	/ˌdɒkjə'ment(ə)rɪ/	program dokumentalny
educational	/ˌedʒə'keɪʃ(ə)n(ə)l/	edukacyjny
entertaining	/ˌentə(r)'teɪnɪŋ/	rozrywkowy, zabawny
factual	/ˈfæktʃuəl/	oparty na faktach
fictional	/ˈfɪkʃ(ə)n(ə)l/	fikcyjny
game show	/ˌgeɪm ʃəʊ/	teleturniej
hilarious	/hɪ'leəriəs/	zabawny, komiczny
keep up with the latest events	/ki:p əp wɪð ðə 'leɪst i'vents/	śledzić aktualne wydarzenia
large audience	/ˌlɑ:(r)dʒ 'ɔ:diəns/	liczna publiczność
long-running	/ˌlɒŋˌrʌnɪŋ/	emitowany od dawna
lottery show	/ˌlɒtəri ʃəʊ/	loteria
magazine	/ˌmæɡə'zi:n/	program
programme	/ˈprəɡræm/	publicystyczny
memorable	/ˈmem(ə)rəb(ə)l/	zapadający w pamięć
moving	/ˈmu:vɪŋ/	poruszający
party political	/ˌpɑ:(r)tɪ pɑːlɪtɪk(ə)l/	partia politycznej
broadcast	/ˌbrɔ:dkɑ:st/	teleturniej
quiz show	/kwɪz ʃəʊ/	serial komediowy
sitcom	/ˈsɪtkɒm/	usługa
streaming service	/ˈstri:mɪŋ ˌsɜ:(r)vis/	streamingowa
thought-provoking	/ˌθɔ:tpreɪ'vɒkɪŋ/	dający do myślenia
TV guide	/ˌti: 'vi: ɡaɪd/	program telewizyjny
TV series	/ˌti: 'vi: 'siəri:z/	seria telewizyjna
variety	/və'reɪti/	różnorodność
vote for sb/sth	/ˌvəʊt fə(r) ˌsʌmbədi/	głosować na kogoś/coś

Grammar 1 MP3 02

currently	/ˈkʌrəntli/	aktualnie, obecnie
episode	/ˈepɪsɔd/	odcinek
lie through your teeth	/ˌlaɪ θru: ʒɔ:(r) 'ti:θ/	kłamać w żywe oczy
run	/rʌn/	nie schodzić z ekranów

Listening and vocabulary MP3 03

addicted to sth	/ə'dɪktɪd tə ˌsʌmθɪŋ/	uzależniony od czegoś
adventurous	/əd'ventʃ(ə)rəs/	żądny przygód, lubiący ryzyko
angry with sb	/ˈæŋɡri wɪð ˌsʌmbədi/	zły na kogoś
aware of sth	/ə'weə(r) əv ˌsʌmθɪŋ/	świadomy czegoś

biased	/ˈbaɪəst/	stronniczy
biased towards sth	/ˈbaɪəst tə wɔ:(r)dz ˌsʌmθɪŋ/	tendencyjny
breaking news	/ˌbreɪkɪŋ 'nju:z/	wiadomość z ostatniej chwili
cartoon strip	/kɑ:(r)tʊ:n 'stri:p/	komiks, historyjka obrazkowa
concerned about sth	/kən'sɜ:(r)nd əbaʊt ˌsʌmθɪŋ/	zatraskany o coś, zmartwiony
curious about sth	/kjʊəriəs əbaʊt ˌsʌmθɪŋ/	czymś ciekawy czegoś
excellent at sth	/ˈeksələnt ət ˌsʌmθɪŋ/	świetny w jakiejś dziedzinie
fed up with sth	/fed 'ʌp wɪð ˌsʌmθɪŋ/	znudzony czymś
full of sth	/ˈfʊl əv ˌsʌmθɪŋ/	pelen czegoś
immediate	/ɪ'mi:diət/	natychmiastowy
impartial	/ɪm'pɑ:(r)ʃ(ə)l/	bezzstronny
interested in sth	/ɪn'trəstɪd ɪn ˌsʌmθɪŋ/	zainteresowany
neutral	/ˌnju:trəl/	czymś neutralny
objective	/əb'dʒektɪv/	obiektywny
online edition	/ˌɒnlaɪn ɪ'dɪʃ(ə)n/	wydanie internetowe
prejudiced	/ˈpreʒɪdɪst/	tendencyjny
reliable	/rɪ'laɪəb(ə)l/	wiarygodny
responsible for sth	/rɪ'spɒnsəb(ə)l fə(r) ˌsʌmθɪŋ/	odpowiedzialny za coś
source	/sɔ:(r)s/	źródło

Grammar 2 MP3 04

subscriber	/səb'skraɪbə(r)/	zarejestrowany użytkownik, subskrybent
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Reading and vocabulary MP3 05

admire	/əd'maɪə(r)/	podziwiać
art critic	/ɑ:(r)t 'krɪtɪk/	krytyk sztuki
ballet	/ˈbæleɪ/	balet
canvas	/ˈkænvəs/	plótno malarskie
clay	/kleɪ/	glina
contemporary	/kən'temp(ə)r(ə)rɪ/	współczesny
create	/kri'eɪt/	tworzyć
fine art	/ˈfaɪn ɑ:(r)t/	sztuki piękne
gifted	/ˈɡɪftɪd/	utalentowany
happening	/ˈhæp(ə)nɪŋ/	wydarzenie artystyczne
large-scale	/ˌlɑ:(r)dʒ ˌskeɪl/	obraz wielkoformatowy
painting	/ˈpeɪntɪŋ/	należący do głównego nurtu
mainstream	/ˈmeɪnstri:m/	arcydzieło
masterpiece	/ˈmɑ:stə(r)pɪ:s/	malowidło
mural	/ˈmjoərəl/	ścienne
muralist	/ˈmjoərəlɪst/	muralista
paintbrush	/ˈpeɪntbrʌʃ/	pełzeł malarski
painter / painting	/ˈpeɪntə(r), 'peɪntɪŋ/	malarz/malarka / obraz
performance art	/pə(r)fɔ:(r)məns ɑ:(r)t/	sztuka performance'u
performance / performer	/pə(r)fɔ:(r)məns, pə(r)fɔ:(r)mə(r)/	występ, spektakl / artysta/artystka, wykonawca
photography	/fə'tɒɡrəfi/	fotografia

prank	/præŋk/	dowcip, wybryk
roller brush	/ˈrəʊlə(r) brʌʃ/	wałek malarski
sculptor / sculpture	/ˈskʌlptə(r), 'skʌlptʃə(r)/	rzeźbiarz / rzeźba
(self-)portrait	/ˌ(self)'pɔ:(r)trɪt/	(auto)portret
spectacle	/ˈspektəkl(ə)l/	widowisko, spektakl
stage	/steɪdʒ/	wystawiać (na scenie); scena
statue	/ˈstætʃu:/	statua, posąg
stencil	/ˈstens(ə)l/	szablon
still life	/ˈstɪl 'laɪf/	martwa natura
street art	/ˈstri:t ɑ:(r)t/	sztuka uliczna
theatre	/ˈθiətə(r)/	teatr
turn to sth	/tɜ:(r)n tə ˌsʌmθɪŋ/	zwracać się ku czemuś
video projection	/ˌvɪdɪəʊ prə'dʒekʃ(ə)n/	pokaz wideo
watercolours	/ˌwɔ:tə(r)kɒlə(r)z/	akwarele
wood	/wʊd/	drewno
work of art	/ˌwɜ:(r)k əv ɑ:(r)t/	dzieło sztuki

Speaking MP3 06

broadband	/ˈbrɔ:dbænd/	łączność szerokopasmowa
tune	/tju:n/	melodia, piosenka

Writing MP3 07

acting	/ˈæktɪŋ/	gra aktorska
amusing	/ə'mju:zɪŋ/	zabawny, śmieszny
awful	/ˈɔ:f(ə)l/	okropny
be based on a novel	/biː ˈbeɪst ɒn ə 'nɒv(ə)l/	być opartym na powieści
be directed by	/bi daɪ'rektɪd baɪ/	być reżyserowanym przez
be set in	/biː 'set ɪn/	mieć miejsce, rozgrywać się w
dull	/dʌl/	nudny
engaging	/ɪn'ɡeɪdʒɪŋ/	wciągający, zajmujący
excellent	/ˈeksələnt/	znakomity
fantastic	/ˈfæn'tæstɪk/	fantastyczny
involving	/ɪn'vɒlvɪŋ/	wciągający
main characters	/ˌmeɪn 'kærɪktə(r)z/	główne postacie
monotonous	/mə'nɒtənəs/	monotonny
must-see	/ˈmʌsti:/	program, który należy koniecznie obejrzeć
phenomenal	/fə'nɒmɪn(ə)l/	fenomenalny
recommendation	/ˌrekəmen'deɪʃ(ə)n/	rekomendacja, polecenie
review	/rɪ'vju:/	recenzja
soundtrack	/ˌsaʊnd(ɒ)træk/	ścieżka dźwiękowa
star	/stɑ:(r)/	grać główną rolę w filmie
storyline	/ˈstɔ:riˌlaɪn/	fabuła
terrible	/ˈterəb(ə)l/	straszny, okropny
uninteresting	/ˌʌn'ɪntrəstɪŋ/	nieciekawny
worth seeing	/wɜ:(r)θ 'si:ɪŋ/	warty obejrzenia

English in Use MP3 08

upbeat	/ʌpbi:t/	wesoły
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Challenge! MP3 09

ability	/ə'bɪləti/	zdolność, umiejętność
activity	/æk'tɪvɪti/	działanie, zajęcie
bend the truth	/ˌbend ðə 'tru:θ/	naginać prawdę
commentator	/ˈkɒmən'teɪtə(r)/	komentator / komentatorka
contestant	/kən'testənt/	uczestnik / uczestniczka
creation	/kri'eɪʃ(ə)n/	dzieło, kreacja
enjoyment	/ɪn'dʒɔɪmənt/	przyjemność, radość
entertainment	/ˌentə(r)'teɪnmənt/	rozrywka
expression	/ɪk'spreʃ(ə)n/	wyrażenie, ekspresja
failure	/ˈfeɪljə(r)/	niepowodzenie, porażka
friendliness	/ˈfren(d)lɪnəs/	życzliwość
forecaster	/ˈfɔ:(r)kɑ:stə(r)/	meteorolog, pogodynka / pogodynek
have a political bias	/həv ə pɑːlɪtɪk(ə)l ˈbaɪəs/	sprzysięgać jakieś opcji politycznej
host	/həʊst/	prowadzący / prowadząca
judge	/dʒʌdʒ/	juror / jurorka
loneliness	/ˌlɒnəlɪnəs/	samotność
membership	/ˌmembə(r)ʃɪp/	członkostwo
movement	/ˈmu:vmənt/	ruch
originality	/əˌrɪdʒə'nælɪti/	oryginalność
newsreader	/ˈnju:zˌri:ðə(r)/	prezenter / prezenterka
paint sth in a good light	/ˌpeɪnt ˌsʌmθɪŋ ɪn ə ɡʊd 'laɪt/	wiadomości przedstawić coś w dobrym świetle
pleasure	/ˈpleʒə(r)/	przyjemność
preference	/ˈpref(ə)rəns/	preferencja
present the news in a certain way	/ˌprez(ə)nt ðə 'nju:z ɪn ə ˌsɜ:(r)t(ə)ɪn 'weɪ/	przedstawiać wiadomości w pewien sposób
pundit	/ˈpʌndɪt/	ekspert / ekspertka
quote statistics	/ˌkwəʊt stə'tɪstɪks/	cytować statystyki
reality	/rɪ'æləti/	rzeczywistość
relation	/rɪ'leɪʃ(ə)n/	relacja
relationship	/rɪ'leɪʃ(ə)nʃɪp/	związek, relacja
silence	/ˈsaɪləns/	cisza
sponsorship	/ˌspɒnsə(r)ʃɪp/	sponsorowanie
support a view	/səˌpɔ:(r)t ə 'vju:/	wspierać pogląd
tell lies	/tel 'laɪz/	kłamać
weakness	/ˈwi:knəs/	słaba strona, słabość
voice-over artist	/ˌvɔɪs əvə(r) ɑ:(r)tɪst/	lektor / lektorka filmów



Complete all the exercises from this section in your notebook.

Exercise 5

- 1 What are you doing tonight?
- 2 I have already been in this gallery once. / I have been to this gallery (once) before.
- 3 Ann listens to the morning news.
- 4 I have been drawing for two years as a hobby.
- 5 Have you ever been to London?
- 6 Has the meeting already finished? / Has the meeting finished yet?

Exercise 6

- 1 This is the most exciting film I have ever seen.
- 2 This book will appeal to all young people.
- 3 The show was not as funny as I'd expected.
- 4 To my mind, this concert was dull.
- 5 This programme is/was not worth watching.

VOCABULARY

1 Translate the Polish parts of the sentences into English.

- 1 This **masterpiece** was **created** (*dzieło zostało stworzone*) by Michelangelo and is a perfect example of **fine art** (*sztuk pięknych*).
- 2 This programme **is broadcast live** (*jest nadawany na żywo*) and has a **large audience** (*liczną publiczność*) every week.
- 3 Everyone **admired the spectacle** (*podziwiał pokaz*) of visual effects **staged/organised** (*zorganizowany*) in the city centre.
- 4 The way news channels present their news **should be impartial** (*powinien być bezstronny*).
- 5 **Game shows** (*Teleturnieje*) are usually shown **at peak viewing times** (*w godzinach największej oglądalności*).



2 Complete the sentences with the correct form of the words in brackets.

- 1 The film was both **entertaining** (*entertain*) and **educational** (*educate*).
- 2 This TV **documentary** (*document*) is really **engaging** (*engage*). You must see it!
- 3 This **sculptor** (*sculpt*) is very **gifted** (*gift*). His **sculptures** (*sculpt*) are really original.
- 4 I've just finished reading a book about the history of **photography** (*photo*).
- 5 The theatre **performance** (*perform*) I saw yesterday was quite **moving** (*move*).
- 6 This TV series is really **addictive** (*addict*). It's partly **fictional** (*fiction*) and partly **factual** (*fact*).

3 Complete the text with the missing words.

When it ¹**comes** to having music lessons at school, I'd ²**say** that the ³**main** advantage is the ⁴**fact** that you can learn about different types of music. ⁵**Another** good ⁶**thing** is that listening to music develops your creativity. So, to ⁷**sum** up, I believe there should be more music lessons at school.

4 Work in pairs and test each other.

Student A: go to page 123.

Student B: go to page 129.

GRAMMAR

5 Use the correct present tense (present simple, present continuous, present perfect simple or present perfect continuous) to rewrite the following sentences.

- 1 What are your plans for tonight?
- 2 It's my second time in this gallery.
- 3 Ann is in the habit of listening to the morning news.
- 4 I took up drawing two years ago, and it's still my hobby.
- 5 Is it your first time in London?
- 6 Is the meeting over?

6 Write sentences from the prompts.

- 1 this / exciting film / I ever see
- 2 this book / appeal / all young people
- 3 the show / not funny / I expect
- 4 my mind / this concert / dull
- 5 this programme / not worth / watch

ENGLISH IN USE

7 GRAMATYKALIZACJA Uzupełnij zdania 1–5.

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

- 1 My father **is addicted to reading** (*addict / read*). He reads about ten books a month!
- 2 In the era of the Internet, it's really easy to **keep up with** (*keep*) the latest news.
- 3 Our teacher is **excellent at explaining** (*excellent / explain*) difficult grammar structures.
- 4 This movie is **based on the true** (*base / true*) story of a 17-year-old tennis champion.
- 5 Marina Abramović was **responsible for starting** (*responsible / start*) some new trends in performance art.

8 TŁUMACZENIE FRAGMENTÓW ZDAŃ

(ZADANIE ZAMKNIĘTE) W zadaniach 1–5

spośród podanych opcji wybierz tę, która jest poprawnym tłumaczeniem fragmentu zdania podanego w nawiasie. Zakreśl jedną z liter: A, B albo C.

- 1 We ☒ (nie spotkaliśmy się) before we were introduced to each other at the party.
A have never met
☒ B had never met
C were never meeting
- 2 I ☒ (zwykle oglądałem) cartoons when I was a child.
A was watching
☒ B would watch
C had watched
- 3 ☒ (Co robiłeś) while I was busy doing the shopping?
A What have you done
B What had you done
☒ C What were you doing
- 4 I ☒ (nie byłem) to the cinema since we last went there together.
☒ A haven't been
B didn't go
C wasn't
- 5 When was the last time your parents ☒ (mieli urlop)?
A were having a holiday
B had had a holiday
☒ C had a holiday

Extra activity (vocabulary revision)

- Teaching Notes page 8

Extra activity (present tenses)

- Teaching Notes page 9

Extra activity (past tenses)

- Teaching Notes page 9



Audioscript

- Student's Book page 146 and Teacher's Resource Centre

Video worksheet: Life Skills

- Workbook page 166

Videoscript

- Teacher's Book page 341 and Teacher's Resource Centre

Test each other

- Student's Book, pages 123 and 129



LISTENING

- 9 CD 1.07 TEKST Z LUKAMI (NOTATKI)** Usłyszysz dwukrotnie wypowiedź na temat filmów i seriali. Na podstawie informacji zawartych w nagraniu uzupełnij luki (1–5) tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

FILM DICTIONARY:

- A ¹**remake** of a film/series uses the same storyline and characters, for example:
- *Beauty and the Beast* from 2017 (²**starring** Emma Watson) based on the animation released in 1991;
 - *Aladdin* from 2019 (based on the animated *Aladdin* from 1992); the cost of production – \$³**183 million**; worldwide box office hit: over \$1 billion.
- A **reboot** of a film/series uses the same characters but has a new ⁴**storyline**, for example:
- *The Flash, Chilling Adventures of Sabrina* (both based on ⁵**series** from 1990s).



WRITING

- 12 WPIS NA BLOGU** Przeczytaj polecenie i wypowiedź się na poniższy temat.

Niedawno spędziłeś/spędziłaś dzień jako statysta na planie filmowym. Zredaguj **wpis na swoim blogu** (100–150 wyrazów), w którym:

- podasz podstawowe informacje o tym filmie/serialu,
- opisziesz, na czym polegała Twoja rola,
- napiszesz, jak się czułeś/czułaś na planie filmowym,
- wyrazisz opinię, czy Twoim zdaniem będzie warto obejrzeć ten film/serial.

Napisz wypowiedź w języku angielskim. Rozwiń wypowiedź w każdym z czterech podpunktów, tak aby osoba nieznająca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić od 100 do 150 wyrazów (nie licząc słów w podanych już zdaniach zaczynających wypowiedź). Oceniane są: umiejętność pełnego przekazania informacji, spójność i logika wypowiedzi, zakres środków językowych oraz poprawność środków językowych.

*Hi everyone,
Guess what! I spent the whole day on a film set as an extra!*

Exercise 10

Possible answers:

- 1 They got great reviews.
- 2 Because of the money they make.
- 3 They're excellent.
- 4 To make their children love them too.
- 5 To explain the phenomenon of remakes and reboots.

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Sample answer for Exercise 12

- Teacher's Resource Centre

Further practice

- Workbook page 12
- Review worksheet 1
- Student's App > On-the-Go Practice

Homework suggestion

- Teaching Notes page 9

Assessment

- Unit Test 1

2

FRIENDS AND FOES

VOCABULARY

friends and family • phrasal verbs

- 1 Work in pairs. Look at the picture and write down as many family members as you can. Do you know any interesting stories about your ancestors?

- 2 Match the words below with the items in bold.

stepmother 1 half brothers 8 partner 4 sister-in-law 9
nephew and niece 6 acquaintance 3 distant relative 5
colleague 2 fiancé 10 single parent 7

- 1 Catherine married my dad two years ago.
2 Paul has worked with my dad for five months.
3 I've spoken to **him** briefly at parties, but I don't know him well.
4 My sister lives with **Jim**, but they are not married.
5 I think he's **my dad's cousin**, but I'm not really sure.
6 **Tom and Julia** are my older sister's children.
7 Laura has raised her children on her own.
8 **Peter and I** have the same mum but different dads.
9 My brother married **Sue** three years ago.
10 Barry and I are engaged to be married.

- 3 Work in pairs. Tell your partner about some people you know, using the words from exercises 1 and 2. Give some extra information about each person.

*I have a brother-in-law called Frank.
He's an architect.
I really like him because ...*

- 4 Complete the posts with the prepositions below.

after up (x4) for on out (x3)

OUR RELATIONSHIPS



Tom

I guess I **get** ¹on well with most of my family. We've all got similar interests and personalities, but the person I have the best relationship with is my half brother Peter. He doesn't live with us. His mum **split** ²up with my dad a while back, but we **hang** ³out together a lot. He's really cool and clever. I **look** ⁴up to him a lot.



Pat

I have a very good relationship with all my siblings, but I suppose I'm closest to my twin sister (unsurprisingly!). She's really my best friend. I **take** ⁵after our dad whereas she's very much like our mum. We **fall** ⁶out from time to time – usually over silly things. But we always **make** ⁷up again quickly.



SueM

One of my classmates had been a very close friend of mine for about five years, but then we started **going** ⁸out together a few months ago. We **broke** ⁹up two weeks ago because he **fell** ¹⁰for another girl. Now I've lost a boyfriend and a friend. It's horrible. Never date a good friend!

Exercise 7

- My sister and her partner split up about a month ago.
- Who do you take after in your family?
- We got engaged six months ago.
- The person I really look up to in my family is my grandfather.
- Young people often hang out at shopping centres.
- Why do you always fall for sporty boys?



- 5 **CD 1.08** Listen to three dialogues and answer the questions.

- What is the relationship between the people in each dialogue? 1 colleagues, 2 acquaintances, 3 aunt/uncle and niece
- In which dialogue
 - does someone take after another person? 3
 - do the people get on well? 1
 - does someone mention a couple splitting up? 2

- 6 Work in pairs. Complete the questions with the correct words. Then ask and answer the questions.

- Who in your family do you **take** after? Why do you think so?
- Which of your friends do you most **look** up to? Why?
- Did you **get** on well with all your classmates at primary school? Why? / Why not?
- Is it a good idea to **split/break** up with someone online or by text? Why? / Why not?
- Who have you **gone/fallen** out with recently and why?
- Which celebrity couple do you think will **split/break** up soon? Why?

VOCABULARY CHALLENGE! Unit 2, page 108, exercise 1

- 7 Rewrite the sentences using the words in bold given. Do not change the words given.

- My sister and her partner separated about a month ago. **SPLIT**
- Who in your family do you resemble? **AFTER**
- We have been engaged for six months now. **GOT**
- The person I really admire and respect in my family is my grandfather. **UP**
- Young people often meet up at shopping centres. **OUT**
- Why do you always fall in love with sporty boys? **FOR**

- 8 Work in pairs. Choose a famous romantic story from a film or book and describe it to your partner. How quickly can he/she guess the film or book?

16 ŻYCIE PRYWATNE Znajomość środków językowych Transformacje zdań (zadanie otwarte)

Lead-in

- Teaching Notes page 10

Extra activity after Exercise 2

- Teaching Notes page 10

Extra support for Challenge Exercise 1

- Teaching Notes page 10

Extra activity at the end of the lesson

- Teaching Notes page 10

Audioscript

- Student's Book page 146 and Teacher's Resource Centre

Further practice

- Workbook page 16
- Student's App > On-the-Go Practice

Homework suggestion

- Teaching Notes page 10

1 Who do you go to when you need some advice about a problem? Why?

2 **LANGUAGE IN CONTEXT** Read the text. How does the writer get advice?



All teenagers have problems, but **some** problems are more difficult to deal with than others. **Most** people have their own way of coping. **Every** magazine seems to have its own problem page, but there is really **no** replacement for personal advice, is there?

I've got two older sisters and **both of** them help me out when I'm worried about something. I don't usually go to my parents. That's because the problem is often related to them or it's something they have no idea about. They don't understand **a lot of** the pressure that I'm under at school. **None of** the magazine editors know personally the people who write in, and, in my opinion, that's important when you're trying to give some advice.

The writer gets advice from his older sisters.

3 Read the blog again and correct the statements below.

- 1 All **Some** teenage problems are difficult.
- 2 Everyone copes in ~~the same~~ **their own** way.
- 3 Magazine problem pages ~~are~~ **aren't** as good as personal advice.
- 4 The writer asks ~~one~~ **both** of his sisters for advice.

4 **ANALYSE** Look at the highlighted words in the text in exercise 2 and the determiners below.

a few every a little some any most many all
a couple of none of both of a lot of much no

Which of them can be used

- a with singular countable nouns? **every, any, no**
- b with plural nouns? **a few, some, any, most, many, all, a couple of, none of, both of, a lot of, no**
- c with uncountable nouns? **a little, some, any, most, all, much, a lot of, no**

! Tip

We can use the determiners *some, any, many, most* and *all* in the two different ways shown below (with *of* and without *of*). Always use *of* when the determiner is followed by a pronoun.

There were some students in the classroom. Many of them were reading books.

5 Write examples from the text in exercise 2 to illustrate each pattern below.

determiner + <i>of</i> + <i>the/my/her</i> + noun/pronoun	determiner + noun
both of them; a lot of pressure; none of the magazine editors	all teenagers; some problems; most people; every magazine; no replacement

6 **WHAT'S RIGHT?** Choose the correct sentence.

- 1 There was no chocolate left in the box.
- 2 There wasn't no chocolate left in the box.
- 3 There wasn't none chocolate in the box.

7 **PRACTISE** Choose the correct option to complete the sentences.

- 1 I dislike **(all)** / every pop music.
- 2 **(Both)** / A couple of Jane and Maria play instruments.
- 3 **(None)** / No of the shops was open.
- 4 **(Most of the)** / Most of questions were very difficult.
- 5 I didn't eat **no** / **(any)** cake yesterday.
- 6 Most of my **classmate** / **(classmates)** liked the film.
- 7 There were **(a few)** / little sandwiches left after the party.
- 8 There weren't **(any)** / some of my relatives at the wedding.
- 9 **(Every)** / All student can learn to speak English well.

8 Translate the Polish parts of the sentences into English. Use no more than five words.

- 1 All (of) your advice is (Wszystkie Twoje rady są) useful. Thank you.
- 2 Most of the articles were (Większość artykułów była) interesting, so I decided to read all of them (je wszystkie).
- 3 Some people (Niektórzy ludzie) subscribe to online magazines, but I don't.
- 4 A few / Some students (Kilkoro uczniów) failed the exam but not many.
- 5 I enjoy both romantic films and comedies (zarówno filmy romantyczne, jak i komedie).
- 6 Both (of) my parents (Oboje moi rodzice) play chess.
- 7 There was/is no food left (Nie zostało nic do jedzenia) after the party.

GRAMMAR CHALLENGE! Unit 2, page 109, exercise 1

9 **NOW YOU DO IT** Work in pairs. Complete the sentences so that they are true for you. Use the verbs below to help you. Then compare your answers with your partner. How many answers are the same?

like buy watch study go play

- 1 None of my ...
- 2 Both of my ...
- 3 All of my ...
- 4 Some of my ...
- 5 Most of my ...
- 6 Neither of my ...



GRAMMAR REFERENCE page 131

Lead-in

- Teaching Notes page 11

Extra activity after Exercise 4

- Teaching Notes page 11

Extra support for Challenge Exercise 1

- Teaching Notes page 11

Grammar Reference

- Student's Book page 131

Kompendium gramatyczne

- Workbook page 110

Further practice

- Workbook page 17
- Student's App > On-the-Go Practice

Homework suggestion

- Teaching Notes page 11

- 1 Has your group of friends changed a lot over the last few years? Why? / Why not?
- 2 Look at the pictures. What is happening? What do you think has just happened? When was the last time you had an argument with someone?



Exercise 3

on the radio; friendships
and romantic relationships

Exercise 4

- 1 F (Alice is calling to talk about the end of another type of relationships – friendships.)
- 2 T
- 3 F (Alice had an argument with a very close friend a few years ago.)
- 4 F (Alice's friend texted her to end the friendship.)
- 5 T
- 6 T

Exercise 9

- 1 as painful; worrying
- 2 sympathises; crippling/difficult
- 3 romantic relationship
- 4 in grieving; we (really) are
- 5 manipulation; one's self-esteem

- 6 Work in pairs. Tell your partner about the things below.
- a time one of your friends was very supportive
 - a rumour someone recently spread on social media
 - a heartbreaking film you've seen recently
 - a friendship that's very important to you
- 7 **CD 1.10** Listen to four other callers commenting on Alice's ideas and answer the questions. There is one extra question.
- Which person
- A believes that friends are more important than we think?
 - B advises Alice to make up with her friend?
 - C shares what his/her own reaction to Alice's experience would be?
 - D mentions who opened his/her eyes to the situation?
 - E insists that losing a friend is different from losing a partner?
- 8 Which speaker do you agree with? Why?
- 9 **CD 1.10** Listen again. Complete the sentences so that they correspond to the information in the recordings.
- Speaker 1 considers breakups between friends not as some other people do. The advice she gives is to stop .
 - Speaker 2 with Alice and seems to understand that breakups between friends can be .
 - Speaker 2 also thinks that people do not appreciate how valuable and strong a close friendship can be, in many cases lasting much longer than a .
 - Speaker 3 believes that there is no point as it's better to forgive and forget. Conflicts make us realise who .
 - Speaker 4 draws our attention to relationships which involve . She believes that such relationships may affect .

- 3 **CD 1.09** Listen to an interview. Where is it taking place? What kinds of relationships do the speakers discuss?

- 4 **CD 1.09** Listen again. Are the statements true or false? Correct the false ones.

- Alice is calling to change the topic of the programme.
- The interviewer thinks that some friends lose touch when life changes.
- Alice has just had an argument with a very close friend.
- Alice's friend ended the friendship face to face.
- Alice compares the loss of her friend to a previous caller's situation.
- In the conversation, the speakers discuss the similarities between the end of a romance and a friendship.

- 5 Complete the sentences with the words below.

friendship painful spread relationship heartbreaking
devastated supportive

- My best friend was really **supportive** when I had problems with my family last year.
- When Alex broke up with Kathy, she was absolutely **devastated**. She thought they were going to get married.
- Friendship** is very important when you're going through a hard time.
- The film is a **heartbreaking** story about a girl whose boyfriend dies in a crash.
- It's horrible when people **spread** rumours about you that aren't true.
- Meryl has a very close **relationship** with her elder sister.
- The breakup with her boyfriend was a really **painful** experience.

VOCABULARY CHALLENGE! Unit 2, page 109, exercise 2

Critical thinking



VIDEO 03



Look at the picture. Work in pairs and answer the questions.

- What is more important in a friendship: to know a lot about one another or to have a lot in common?
- Do you think that old friends are our best friends? Why? / Why not?

18 **ŻYCIE PRYWATNE** Rozumienie ze słuchu *Dobieranie (zdań do wypowiedzi), Zdania z lukami*

Quick review

- Teaching Notes pages 11–12

Extra support for Exercise 7

- Teaching Notes page 12

Extra support for Challenge Exercise 2

- Teaching Notes page 12

Matura Speaking Task

- Teaching Notes page 12

Audioscript

- Student's Book page 146 and Teacher's Resource Centre

Video worksheet

- Workbook page 25

Videoscript

- Teacher's Book page 347 and Teacher's Resource Centre

Further practice

- Workbook page 18
- Student's App > On-the-Go Practice

Homework suggestion

- Teaching Notes page 12

1 Work in pairs and discuss the questions.

- Are you doing anything on Saturday evening?
- What are you going to do today after school?
- Imagine it is the year 2029. Where are you?
What are you doing? What has changed in your life?

2 **CD 1.11** LANGUAGE IN CONTEXT Read and listen to the dialogue. Are you more like James or Lucy?

- James** So this is almost the last day of university and the end of our studying. I can't believe we finish tomorrow. Next step – work! I wonder where we'll be in ten years' time. What do you think you'll be doing?
- Lucy** Well, with luck, I'll be earning a lot of money because I'm going to find a well-paid job! I imagine I'll have got married by then, but I probably won't have had any children. That can wait! I'll have married someone rich, so we won't be living in a small flat, but in a big country house! What will you have done by then?
- James** Good luck with that! I definitely won't have got married by then, but I certainly won't be living at home either. Perhaps I'll be sharing a flat with a friend. Will you still be riding your bike everywhere? I'll have learned to drive by next year, so I'll be able to come and visit you in the country! Well, talking of the very near future, what are you doing tonight, Lucy? Fancy eating out?
- Lucy** Why not? I'm not doing anything special. How about going to the new Chinese place? I promise I won't be late this time.
- James** OK, I'll be waiting outside. 7 p.m. sharp!

3 ANALYSE Look at the highlighted sentences in the dialogue. Write affirmative and negative sentences and questions using the prompts below.

will + be + -ing

Lucy / work / at 10.00 tomorrow morning

- 1 [+] 2 [-] 3 [?]

will + have + past participle

Dan / finish classes / by 3.00

- 1 [+] 2 [-] 3 [?]

4 Match the rules with examples a and b.

- a 1 We use the **future continuous** to talk about something that will be **in progress** at a specific time in the future.
- b 2 We use the **future perfect** to talk about something that will be completed **before** a specific time in the future.
- a In 2023 I'll be studying English at university.
- b By 2026 I'll have graduated from university.

5 PRACTISE Choose the correct option to complete the sentences.

- By 6.00 I will have done / will be doing all my homework.
- On Friday at 9.30, I'll have played / will be playing tennis with Jim.
- At 7.30 we'll have eaten / will be eating dinner.
- In six months' time, I'll have stayed / will be staying with my friend in England.

6 Write sentences from the prompts. Use the future continuous or the future perfect.

- I / not study / at this school / in two years' time.
- your family / move to Italy / by the end of March?
- John / wait for us on the platform / when we get off the train?
- Come round about 6.30. Jack and Maddy / arrive / by then.
- In three months' time / we / live / in the USA.
- you / finish / studying / by the time you're 26?

7 **WHAT'S RIGHT?** Choose the correct sentence.

- By the end of this year, I will make a few new friends.
- By the end of this year, I will have made a few new friends.
- By the end of this year, I will be making a few new friends.

8 What other future forms can you see in the dialogues in exercise 2? Why have these tenses been used? Can you formulate simple rules for when we use these tenses to refer to the future?

9 Read the following sentences. What is the difference in meaning if any?

- I am meeting Joe tonight. *The meeting has already been arranged.*
- I'm going to meet Joe tonight. *I have decided to do it, but it has not been arranged yet.*
- I'll be meeting Joe tonight. *The meeting has already been arranged.*

10 Complete the sentences with the time expressions below. Sometimes more than one answer is correct.

Possible answers:

by 5.30 tonight in 2060 by Wednesday at that time
by then at 6.30 tomorrow soon in September

- By 5.30 / By Wednesday / By then we'll have finished two full days of exams.
- Will people be living in eco-friendly houses *in 2060 / soon?*
- The plane lands *at 6.30*, so I'll call you at 6.45.
- I'm writing an essay about the year 2099. *By then / At that time* no one will be using pens or pencils to write with.
- Are you going out *tonight / tomorrow / soon?*
- The first semester starts *in September*.
- I'll finish my homework *soon*.

11 **NOW YOU DO IT** Work in pairs. Tell your partner what you, your best friend or someone in your family will/won't have done and what you or they will/won't be doing at the times below. Give reasons to support your opinion.

By 2026 ... • This time next year ... • On Saturday night ...



GRAMMAR REFERENCE page 131

Exercise 3

will + be + -ing

- Lucy will be working at 10.00 tomorrow morning.
 - Lucy won't be working at 10.00 tomorrow morning.
 - Will Lucy be working at 10.00 tomorrow morning?
- will + have + past participle
- Dan will have finished classes by 3.00.
 - Dan won't have finished classes by 3.00.
 - Will Dan have finished classes by 3.00?

Exercise 6

- I won't be studying at this school in two years' time.
- Will your family have moved to Italy by the end of March?
- Will John be waiting for us on the platform when we get off the train?
- Jack and Maddy will have arrived by then.
- In three months' time we'll be living in the USA.
- Will you have finished studying by the time you're 26?

Exercise 8

Present simple: *we finish tomorrow* – used for fixed plans and timetables

Present continuous: *what are you doing tonight; I'm not doing anything special* – used for personal arrangements

Going to: *I'm going to find a well-paid job* – used for future intentions, things you have already decided to do

Will: *I promise I won't be late this time* – used for promises and when we decide to do sth at the time of speaking

Extra activity after Exercise 5

- Teaching Notes page 12

Extra activity after Exercise 9

- Teaching Notes pages 12–13

Grammar Reference

- Student's Book page 131

Kompedium gramatyczne

- Workbook page 111

Further practice

- Workbook page 19
- Vocabulary and Grammar worksheet 2, Teacher's Book page 354
- Student's App > On-the-Go Practice

Homework suggestion

- Teaching Notes page 13

1 Read the quiz and check the meanings of the words in bold. Then choose the answers which are true for you.

HOW ROMANTIC ARE YOU?

1 Do you believe in love **at first sight**?
a Definitely. b A bit. c Not at all.

5 Do you celebrate Valentine's Day?
a Always. b It's not my priority.
c What for?!

2 Do you think that everybody needs a **soulmate**?
a Yes. b Sometimes. c Not really.

6 How many **crushes** have you had so far?
a So many that I can't remember.
b More than two.
c One or two.

3 How often would you like to see someone you're **dating**?
a Every day. b A few times a week.
c Once a week.

7 *Gossip Girl, Never Have I Ever, Atypical* – which of these series have you followed?
a All of them*. b None.
c One, two*.

4 How do you feel about romcoms and love stories?
a I love them. b I don't mind them.
c I hate them.

*What do you make of them? Would you recommend them to other young people?



2 Work in pairs. Ask and answer the questions in the quiz in exercise 1. Give reasons to explain your choices.

3 CD 1.12 Read the text quickly and answer the questions.

- 1 What do you learn about the characters, the relationship between them and their personalities?
- 2 What do you think the characters look like? Can you, using your imagination, describe their appearance in more detail?
- 3 What do you think may happen next in the story?

A

He was miles away. Some anxious thoughts were racing through his mind. His best mate, in fact, his one and only friend, was talking about some new series to watch that evening.

'Matt? Are you going to pop over tonight?' Roman asked. 'I have a surprise for you!'

'Uh, yeah, right. What time?' Matt answered hesitantly. Roman could sense that there was something going on inside Matt's head. 'Are you okay?' Roman asked. 'Yeah. Sure. I just ...' Matt stopped in mid-sentence.

B

The school bell rang, and all the students were leaving their classrooms. Matt turned back, looking for Roman, but instead of his best friend, he saw the new girl, Carla Hillway. She'd joined their class a couple of months before, and Matt couldn't stop thinking about her since then. It was the way she smiled and the fact that she wanted to chat to him, unlike most of the girls in their class.

C

Their eyes met briefly. Matt mumbled something and walked away. He was too self-conscious. He ran outside and bumped straight into Roman. 'Why did you leave me there on my own?' he asked, angrily. 'Sorry, I didn't mean to. I was just looking for someone.'

'I won't be staying for the extra chemistry, so see you tonight, right? By the way, what surprise do you have in mind?' 'I just want to share something with you. No worries. I'm not going to invite the whole class.'

D

As Matt was leaving school, he could hear Carla and another boy from their class joking together. He was confident that they were already an item. He wasn't even sure he fancied seeing Roman, but he wanted Roman to know about his feelings for Carla. Deep down he hoped that Roman would set him up with Carla. Then, suddenly, it occurred to him that the surprise could just be that. Roman guessed his feelings and was going to introduce him to his crush properly. That changed the whole perspective!

E

Matt rushed home, put on his new top, prepared what he was going to say and got on one of those city scooters to be there on time. 'I'll have forgotten what to say by the time I get there, but maybe she'll start the conversation.' Matt thought to himself. When he got there, Roman opened the door and grinned at his best friend. Then, Carla appeared wearing a gorgeous green jumpsuit and her hair in a ponytail. Matt was about to say something when Roman butted in. 'Matt, meet my new girlfriend.'

20



ŻYCIE PRYWATNE Rozumienie tekstów pisanych Dobieranie (zdań do akapitów), Uzupełnianie streszczenia w języku angielskim

Culture Note for Exercise 1

- Teaching Notes page 13

Extra support after Exercise 7

- Teaching Notes page 13

Extra activity after Exercise 9

- Teaching Notes page 13

Extra support for Challenge Exercise 3

- Teaching Notes page 14

Further practice

- Workbook pages 20–21
- Reading worksheet 2
- Student's App > On-the-Go Practice

Homework suggestion

- Teaching Notes page 14

Assessment

- Short Test 2
- Challenge Short Test 2

- 4 Read the text again and match fragments A–E to questions 1–6. One fragment matches two questions.

In which paragraph does the author

- D 1 present how Matt's feelings were changing?
 A 2 hint that Roman was worried about his friend?
 C 3 describe Matt's personality directly?
 B 4 mention how Matt felt in his class?
 E 5 describe one of the character's appearance?
 C 6 show Roman reassuring his friend?

- 5 Which information below is mentioned in the text?

- 1 Matt is Roman's only friend. X
 2 Carla comes across as a friendly person. V
 3 Roman didn't leave Matt on his own on purpose. V
 4 Matt wanted Roman to help him date Carla. V
 5 Carla was planning to tell Matt about her and Roman. X
 6 Matt likes to be punctual. X

- 6 Read the text in exercise 3 again and write the questions for the answers below.

- 1 ? No, he wasn't. He was thinking about something else.
 2 ? She has been there for two months.
 3 ? Outside.
 4 ? Because she was talking to another boy.
 5 ? A great outfit.
 6 ? Roman did, and he announced that Carla was his date.

- 7 Complete the summary of the text from exercise 3. Use no more than three words in each gap.

Possible answers:

The fragment most possibly comes from a love story for teenagers, and it focuses on Matt's, one of the characters, feelings towards a new girl from his class, Carla. Roman, Matt's best friend, invites him to his place and ¹promises a surprise, which Matt feels a little nervous about. Matt meets his crush in the corridor at school, but because he's ²very shy, he walks away. He finds his friend in the school yard and ³accuses him of putting him in a very awkward situation with Carla. As Matt leaves school, he can see Carla and another classmate chatting away, and he assumes that the two of them have ⁴started a relationship. He feels upset but remembers Roman's surprise and thinks that his best friend wants to help him out with Carla. Matt feels both ⁵excited and nervous on his way to Roman's, but he soon discovers how wrong he's got everything.



- 8 Work in pairs and answer the questions.

- 1 Should best friends tell each other all their secrets? Why? / Why not?
 2 What would make you break up a friendship with someone close to you?
 3 Would you like someone to set you up with a date? Why? / Why not?
 4 Is the extract interesting enough for you to read the rest of the story? Why? / Why not?

Vocabulary development

- 9 Choose the correct preposition to complete the sentences.

- 1 I felt embarrassed when everyone was staring **on** / **at** me.
 2 My friend introduced me **to** / **with** Robert, and we have been a couple since then.
 3 It's difficult to say why some people look attractive **to** / **for** us while others don't.
 4 My brother got married **with** / **to** his classmate from secondary school.
 5 I'd like to fall **in** / **for** love **to** / **with** a boy who is keen on mountain climbing like me.
 6 My sister is married **with** / **to** two children.
 7 My sister and her boyfriend are very close **with** / **to** each other.

VOCABULARY CHALLENGE! Unit 2, page 109, exercises 3 and 4

- 10 Work in pairs. Read the sayings and quotations about love below. What do you think they mean? Do you agree or disagree with them? Give reasons to support your opinion.

- 1 Love is blind. – I think it means that if you love someone, you can't see any faults in them and you think they are perfect. I think this statement is often true because ...

1 Love is blind.

2 Anyone can catch your eye, but it takes someone special to catch your heart.

3 'Loving is not just looking at each other, it's looking in the same direction.'

– Antoine de Saint-Exupéry

4 'You know you're in love when you can't fall asleep because reality is finally better than your dreams.'

– Theodor Seuss Geisel



Exercise 6

Possible answers:

- 1 Was Matt listening to Roman?
 2 How long has Carla been in Matt's class?
 3 Where did Matt bump into Roman?
 4 Why was Matt sure that Carla already had a boyfriend?
 5 What did Matt wear to the meeting? / What was Carla wearing when Roman opened the door?
 6 Who opened the door and what did he/she say?

Exercise 5

- 1 She discusses inviting boyfriends/girlfriends to the ball, the dress code and a classmate who doesn't want to come to the ball.
- 2 He agrees to talk to the classmate.

Exercise 7

- 2 May I use your laptop?
- 3 Are we allowed to wear something casual to the party?
- 4 Would you be able to help me with my homework?
- 5 Could I possibly leave the class earlier today?

- 1 Describe the pictures. Which way of celebrating the end of the school year would you prefer? Why?



- 2 **CD 1.13** Listen to the dialogue between two friends. Are the statements true or false?

- 1 Zac and Lisa are talking about someone's birthday party. **F**
- 2 They agree to organise a barbecue party in the end. **T**
- 3 They will do the shopping together. **T**
- 4 Lisa is angry with Zac for losing her memory stick. **F**

- 3 **CD 1.13** Complete the Phrase Bank. Then listen to the dialogue again and check your answers.

PHRASE BANK

Making suggestions

Why ¹not just go out to a club like we did last year?
I think it might be ²better if we do something different.
Maybe a better ³solution would be to go to a pizza place?
I really think that we ⁴should try to arrange something special.
If you agree to ..., I'll take care of ...

Refusing / Accepting suggestions

I'm not ⁵sure that's a good idea.
Let's give it a try.
OK. That's ⁶fine with me.

Apologising

I'm ⁷awfully sorry for being late.
I feel ⁸terrible about it.
I'm afraid I have to apologise for ...
Let me buy you a new one to replace it.
Don't worry. It's not that important.

- 4 Work in pairs. Role-play the dialogues, using the prompts below.

- 1 **A** Wystąp z propozycją zaproszenia grupy znajomych z innej klasy na Waszą imprezę klasową. Wyjaśnij, dlaczego uważasz to za dobry pomysł.
B Nie zgódź się z propozycją kolegi/koleżanki i zaproponuj inne rozwiązanie.
- 2 **A** Wspólnie z kolegą przygotowujecie projekt z języka angielskiego. Zaproponuj podział pracy.
B Zgódź się lub odrzuć propozycję. Uzasadnij swoje stanowisko.
- 3 **A** Przeprasz koleżankę, że nie powiedziałeś/powiedziałaś jej całej prawdy. Podaj przyczynę swego zachowania.
B Powiedz, jak się w związku z tym czujesz, i poproś o dodatkowe informacje.

- 5 **CD 1.14** Listen to the dialogue between a teacher and a student and answer the questions.

- 1 What does Emma discuss with her teacher?
- 2 What does the teacher agree to?

- 6 Complete the sentences with the words below.

allowed grateful impossible not able may fine

- 1 **May** we invite our boyfriends and girlfriends to come along?
- 2 Are we **allowed** to wear whatever we like?
- 3 I'm afraid **not**.
- 4 I'm sorry, but it's **impossible**.
- 5 Yes, that's **fine**. No problem.
- 6 Would you be **able** to do something about it?
- 7 I'd be **grateful** for your help.

- 7 Rewrite the sentences, using the prompts given. Then ask and answer the questions in pairs.

- 1 Let's buy him a book for his birthday. **WHY**
Why not buy him a book for his birthday?
- 2 I want to use your laptop. **MAY**
- 3 Can we wear something casual to the party? **ALLOWED**
- 4 Help me with my homework! **ABLE**
- 5 May I leave the class earlier today? **POSSIBLY**

- 8 Work in pairs. Read the instructions and role-play the dialogue. Use the language and ideas from this lesson.

Przebywasz w Anglii na kursie językowym i mieszkasz u angielskiej rodziny. Za tydzień przypadają Twoje urodziny i chciałbyś/chciałabyś urządzić małe przyjęcie w domu. Porozmawiaj z gospodarzem/gospodynią o:

- organizacji urodzin w jego/jej domu;
- liczbie zaproszonych gości;
- terminie i kosztach organizacji imprezy;
- sprzątanemu po imprezie.

Critical thinking



Look at the picture. Work in pairs and answer the questions.

- 1 What birthday songs, in English and in Polish, do you know?
- 2 Why do you think people sing songs at people's birthdays?
- 3 What other celebrations do people usually sing songs at in your country? What are these songs?



VIDEO 04

Lead-in

- Teaching Notes page 14

Extra challenge after Exercise 3

- Teaching Notes page 14

Extra activity after Exercise 6

- Teaching Notes page 14

Audioscript

- Student's Book page 147 and Teacher's Resource Centre

Video worksheet

- Workbook pages 26–27

Videoscript

- Teacher's Book page 350 and Teacher's Resource Centre

Further practice

- Workbook page 22
- Speaking worksheet 2
- Communicative activity worksheet 2, Teacher's Book pages 363–364
- Student's App > On-the-Go Practice

Homework suggestion

- Teaching Notes page 14

1 Work in pairs. Which of the following statements do you agree with? Why?

- 1 Social networking sites are the best places to meet new people.
- 2 In the future even best friends will communicate mainly online.
- 3 Online dating is a good way for shy people to find a partner.

2 Read the task and the example essay. How do the opinions of parents and teenagers differ?

Dorośli coraz częściej wyrażają obawy, że młodzież udziela się towarzysko tylko na forach społecznościowych. Napisz **rozprawkę** (200–250 wyrazów), w której wyrazisz swoje zdanie na temat tego zjawiska, uwzględniając argumenty rodziców oraz ich nastoletnich dzieci.

As far as I am concerned, social networking sites make our social life more varied and exciting. More and more adults worry, however, that social media are teenagers' only means of interacting with their peers.

Firstly, many parents have trouble understanding their teenage children's need to be constantly connected to the Internet. This may be because they themselves use the Internet for work purposes rather than social reasons. As a result of this, online friendships do not seem acceptable to them as they would prefer their teenagers to socialise in the real world rather than the virtual one. Additionally, parents cannot control their children's online activity and fear that their teenage child may, for example, become a victim of cyberbullying.

As regards teenagers, they consider social networking sites a very important channel of communication with others and a source of entertainment as well as knowledge. The sites allow them to stay in touch with a lot of people at the same time, share photos, play games, blog or even do school projects outside of class. It would be hard to deny the fact that the Internet provides them with all they need: contact with their friends, fun and education.

In conclusion, I would say that social networking sites help young people make friends with others and develop their social skills despite all the concerns adults may have. Since we are surrounded by internet technology, grown-ups must accept the fact that online communication is here to stay.

3 Read the essay in exercise 2 again and complete the tip.

Rozprawka, której celem jest przedstawienie opinii autora na jakiś temat (**opinion essay**), składa się z **1czterech** akapitów: we wstępie przedstaw **2swoją opinię / swój punkt widzenia** na temat opisany w zadaniu. W dwóch kolejnych akapitach uzasadnij swoje stanowisko w odniesieniu do obu aspektów z polecenia (w przykładowym eseju z **3argumenty z perspektywy rodziców** oraz **4argumenty z perspektywy dzieci / nastoletnich dzieci**). Pamiętaj, aby logicznie uzasadnić swoje stanowisko. Rozprawka powinna być napisana w stylu **5formalnym/oficjalnym**.

4 Find phrases in the essay in exercise 2 which match the headings in the Phrase Bank.

PHRASE BANK

Introducing your opinion

I am of the opinion that ... | I strongly feel that ...

1As far as I am concerned, ...

Presenting other points of view

It could be argued that ... | Others argue that ...

Another point of view is that ...

2It would be hard to deny the fact that ...

Giving reasons, explaining results

The reason I say that is ...

*This is due to the fact that ... | **3**As a result of this ...*

4This may be because ...

! Watch out

Because / Since / As + zdanie (ponieważ)

*I cried **because** my girlfriend left me.*

Since / As he doesn't have close friends, he feels very lonely.

Because of + rzeczownik (z powodu, przez coś/kogoś)

*I cried **because of** my boyfriend.*

5 Read the writing task below and choose a suitable opening paragraph. Why are the other answers wrong?

Mówi się, że młodzi ludzie coraz później usamodzielniają się i coraz chętniej pozostają na utrzymaniu rodziców. Napisz **rozprawkę** (200–250 wyrazów), w której wyrazisz swoje zdanie na temat tego zjawiska, uwzględniając argumenty z perspektywy dorosłych dzieci i ich rodziców.

- a It could be argued that young people become independent later and later these days. Being independent has its advantages and disadvantages.
- b Do you agree that more and more young people leave the family home very late in life? Is it a good or bad idea?
- c** More and more young adults choose to live with their parents rather than live on their own. I strongly feel that this is a good solution for both the children and their parents.
- d As far as I am concerned, young people cannot become independent because of unemployment. That's why they live with their parents.

6 Read the statements below. Write sentences supporting each main point. Use the prompts in brackets to help you.

- 1 There are sometimes very good reasons why young people stay at home with their parents.
(Think of economic reasons, being ready to live on your own.)
- 2 From the parents' point of view, the situation in which adult children live with them also has some advantages.
(Think of housework, sharing the bills, etc.)

7 Do the writing task in exercise 5. Use the language and ideas from this lesson.

Exercise 2

Parents do not understand their teenage children's life online. They use the Internet for work purposes rather than to socialise. They think their children should make friends in the real world instead of the virtual one. They are also afraid their children may become victims of cyberbullying. For teenagers, communication online is very important. They meet their friends online, have fun and learn new things, too.

Exercise 5

- a Autor nie przedstawia we wstępie własnej opinii na temat zjawiska opisanego w zadaniu. Opis problemu nie jest też. Ostatnie zdanie sugeruje również, że autor skupi się na zaletach i wadach usamodzielnienia, a nie na argumentach dzieci i rodziców.
- b Teza jest pytaniem – odbiega od tematu, bo nie zapowiada struktury rozprawki.
- d Autor nie przedstawia opinii na temat pozostania na utrzymaniu rodziców, lecz wyjaśnia przyczyny zjawiska, co nie jest zgodne z tematem rozprawki.

Exercise 6

Possible answers:

- 1 First of all, they usually cannot afford to rent or buy a flat even if they already have a job. What's more, they do not feel ready for an independent life just after graduating from high school or even university.
- 2 The reason I say this is that their adult children may in return help them with housework duties and share some of the bills.

Extra activity for Exercise 1

- Teaching Notes page 14

Extra activity after Exercise 4

- Teaching Notes page 15

Extra activity for the Watch out! box

- Teaching Notes page 15

Writing Bank

- Student's Book page 124 and 127

Sample answer for Exercise 7

- Teacher's Resource Centre

Further practice

- Workbook page 22
- Writing worksheet 2

Homework suggestion

- Teaching Notes page 15

- 1 Work in pairs. Complete the phrases with the words below.

engaged single couple ring cheat

- 1 give someone a **ring** / buy an engagement **ring**
- 2 **cheat** in an exam / **cheat** on someone
- 3 **single** ticket / a **single** mother
- 4 to get **engaged** / an **engaged** telephone line
- 5 a married **couple** / a **couple** of problems

- 2 Translate the Polish parts of the sentences into English. Use the phrases from exercise 1.

- 1 Helen **got engaged to Tom** (*zaręczyła się z Tomem*) yesterday.
- 2 **I'll give you a ring** (*Zadzwoń do Ciebie*) when I get home.
- 3 Many studies have shown that **happy married couples live** (*szczęśliwe małżeństwa żyją*) longer.
- 4 I left Paul after **he (had) cheated on me** (*on mnie zdradził*).
- 5 **A single ticket to London** (*Bilet do Londynu w jedną stronę*), please.
- 6 You may **have a couple of problems** (*mieć kilka problemów*) with this application.
- 7 **Single parents** (*Rodzice samotnie wychowujący dzieci*) are pretty commonplace nowadays.
- 8 Will you **buy an engagement ring** (*kupisz pierścionek zaręczynowy*) by Friday?

- 3 Choose the correct word to complete each pair of sentences.

- 1 Where do you out with your friends?
I need to the washing out and then we can play.
a go b put **c hang**
- 2 I broke with Tom because he kept lying to me.
My older sister looks to our father.
a after **b up** c off
- 3 I can't get through to her. The line is all the time.
Oliver and Julia got last month.
a engaged b busy c married
- 4 a list of all the things you need before going on holidays.
When we fall out, we usually up quickly.
a meet b write **c make**
- 5 I'm single, I feel lonely sometimes.
 last year I've been trying to find a partner but without much luck.
a As b For **c Since**
- 6 We broke up after a really bad and never made up.
John's in favour of being an only child was not very convincing.
a fight **b argument** c point
- 7 I have a close with my parents.
There's a between poverty and happiness.
a connection **b relationship** c contact

- 4 Complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Use no more than four words.

- 1 My friend Lucy **will be getting engaged** (*get engaged*) to her boyfriend this time tomorrow.
- 2 As far **as I am concerned** (*I / concern*), love at first sight is impossible.

- 3 I hope that I **will have had** (*have*) two children by the time I'm 30 years old.
- 4 The first time I **fell in love with** (*fall / love*) a boy was when I was 15.
- 5 Only **a couple of people** (*couple / people*) came to the party yesterday. I wonder why the others didn't.
- 6 Mark **is playing football** (*play / football*) on Saturday afternoon. Do you fancy eating out with us after the match?
- 7 **None of us take/takes** (*none / us / take*) after our father. My sisters and I are not really into maths, but we all have artistic abilities like our mother.
- 8 I do not recommend these books. **Neither of them is** (*neither / they / be*) very interesting.
- 9 What time **is Ann arriving** (*Ann / arrive*) tomorrow? Are you meeting her at the station?

- 5 Complete the text with the correct forms of the words below. There are two extra words.

support attract my relate introduce get married
come split up



When I met Adam, it was love at first sight. I ¹**had split up** with my previous boyfriend just a week before, and I was absolutely devastated. A friend of ²**mine** invited me to her party to cheer me up. I went, but I was sure it would be the worst party of my life. How wrong I was! After about an hour I ³**was introduced** to Adam who turned out to be very friendly and funny and, what's more important, single. In addition, he seemed very ⁴**attractive** to me. We have been a couple since then and this time next month we ⁵**will be getting married**. Adam is from England, so the wedding will be organised there. I am happy that all of my friends ⁶**are coming** to the ceremony.

- 6 **WHAT DO YOU THINK?** Work in pairs and discuss the questions.

- 1 Do you agree that friends are more important for young people than their families? Why? / Why not?
- 2 Do you get on better with boys or girls? Why is that?
- 3 What should an ideal friend be like? Are you a good friend?

24 ŻYCIE PRYWATNE

Znajomość środków językowych Tłumaczenie fragmentów zdań (zadanie otwarte), Sety leksykalne (zadanie zamknięte), Gramatyzacja, Słowotwórstwo

Lead-in

- Teaching Notes page 15

Extra activity for Exercise 1

- Teaching Notes page 15

Extra challenge after Exercise 3

- Teaching Notes pages 15–16

Extra support for Exercise 5

- Teaching Notes page 16

Further practice

- Workbook page 23
- Use of English Practice Book for Matura > www.staffroom.pl and Teacher's Resource Centre
- Student's App > On-the-Go Practice

Matura Reference

- Workbook pages 123–139

Homework suggestion

- Teaching Notes page 16

Vocabulary MP3 10

acquaintance	/ə'kweɪntəns/	znajomy/znajoma
break up	/breɪk 'ʌp/	zrywać, rozstawać się
brother-in-law	/'brʌðə(r)ɪnlɔː/	szwagier
colleague	/'kɒliːg/	kolega/koleżanka z pracy
couple	/'kʌpl/	para
distant relative	/dɪ'stənt 'relatɪv/	daleki krewny/ daleka krewna
engaged to sb	/ɪn'geɪdʒd tə 'sʌmbədi/	zareczony/ zareczona z kimś
fall for sb	/'fɔːl fə(r) 'sʌmbədi/	zakochać się w kimś
fall out	/'fɔːl 'aʊt/	pokłócić się
fiancé/fiancée	/'fi'ənsi/	narzeczony/ narzeczona
friends and foes	/'frendz and 'fəʊz/	przyjaciele i wrogowie
get on with sb	/get 'ɒn wɪθ 'sʌmbədi/	dogadywać się z kimś
go out together	/gəʊ aʊt tə'geðə(r)/	wychodzić wspólnie
half brother	/'hɑːf 'brʌðə(r)/	przyrodni brat
half sister	/'hɑːf 'sɪstə(r)/	przyrodnia siostra
hang out	/'hæŋ 'aʊt/	spędzać razem czas
look up to sb	/lʊk 'ʌp tə 'sʌmbədi/	podziwiać kogoś
make up	/meɪk 'ʌp/	pogodzić się (z kimś)
nephew	/'nefjuː/	siostrzeniec/ bratanek
niece	/'niːs/	siostrzenica/ bratanica
partner	/'pɑː(r)tənə(r)/	partner/partnerka
siblings	/'sɪblɪŋz/	rodzeństwo
single parent	/'sɪŋgl(ə)l 'peərənt/	rodzic samotnie wychowujący dziecko
sister-in-law	/'sɪstə(r)ɪnlɔː/	szwagierka, bratowa
split up with sb	/splɪt 'ʌp wɪθ 'sʌmbədi/	rozstać się z kimś
stepfather/stepmother	/'step,fɑːðə(r), 'step,mʌðə(r)/	ojczym/macocha
take after	/teɪk 'ɑːftə(r)/	być podobnym do kogoś, odziedziczyć po kimś pewne cechy
twin brother	/'twin brʌðə(r)/	brat bliźniak
twin sister	/'twin 'sɪstə(r)/	siostra bliźniaczka
wedding	/'wedɪŋ/	ślub

Grammar 1 MP3 11

relative	/'relatɪv/	krewny/krewna
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Listening and vocabulary MP3 12

argument	/'ɑː(r)ɡjʊmənt/	kłótnia; argument
breakup	/'breɪkʌp/	rozstanie, rozpad związku
crippling	/'krɪplɪŋ/	niszczący, paraliżujący
deep bond	/diːp 'bɒnd/	głęboka więź
devastated	/'devəsteɪtɪd/	zdrutoty, załamany
due to a misunderstanding	/djuː tə ə 'mɪsʌndə(r) 'stændɪŋ/	z powodu nieporozumienia
end a relationship	/'end ə n'iːlj(ə)nʃɪp/	zakończyć związek
friendship	/'frendʃɪp/	przyjaźń
grief	/'ɡriːf/	żał
grumpy	/'ɡrʌmpɪ/	zrzędlawy, gderliwy
heartbreaking	/'hɑː(r)t,breɪkɪŋ/	rozdzierający serce
it takes two to tango	/ɪt 'teɪks tuː tə 'tæŋɡəʊ/	do tanga trzeba dwojga
long-term	/lɒŋ 'tɜː(r)m/	długoterminowy
lose touch	/luːz 'tʌtʃ/	tracić kontakt (z kimś)
manipulative	/mə'nɪpiəleɪtɪv/	manipulujący
minor	/'maɪnə(r)/	niewielki, nieznaczny
painful	/'peɪnf(ə)l/	bolesny
patch up the differences	/'pætʃ 'ʌp ðə 'dɪfrənsəs/	załagodzić konflikt
platonic	/plə'tɒnɪk/	platoniczny
relationship	/'riːlj(ə)nʃɪp/	związek, relacja
romance	/'rəʊ'mæns/	romans
spread rumours	/'spred 'ruːmə(r)z/	rozsyłać plotki
supportive	/'sə'pɔː(r)tɪv/	wspierający, pomocny
time is a healer	/'taɪm ɪz ə 'hiːlə(r)/	czas leczy rany
toxic	/'tɒksɪk/	toksyczny
unaffected	/'ʌnə'fektɪd/	niedotknięty czymś, niewzruszony
underestimate	/'ʌndə'restɪmeɪt/	nie doceniać
ups and downs	/'ʌps and 'daʊnz/	wzloty i upadki
wallow in sth	/'wɒləʊ ɪn 'sʌmbɪŋ/	pogrążyć się w czymś

Grammar 2 MP3 13

with luck	/wɪθ 'lʌk/	przy odrobinie szczęścia
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Reading and vocabulary MP3 14

anxious thoughts	/'æŋkʃəs 'θɔːts/	niespokojne myśli
attractive to sb	/'ætræktɪv tə 'sʌmbədi/	pociągający, atrakcyjny dla kogoś
awkward	/'ɔːkwə(r)d/	niezręczny
be close to sb	/bi 'klaʊz tə 'sʌmbədi/	być z kimś blisko
be married with children	/bi 'mæɪrɪd wɪθ 'tʃɪldrən/	mieć żonę/męża i dzieci

bump into /bʌmp 'ɪntə/

date /deɪt/

fall in love with sb /fɔːl ɪn 'lʌv wɪθ 'sʌmbədi/

fancy /'fænsi/

get married to sb /get 'mæɪrɪd tə 'sʌmbədi/

grin /'ɡrɪn/

have a crush (on sb) /həv ə 'krʌʃ ɒn 'sʌmbədi/

in mid-sentence /ɪn mɪd'sentəns/

introduce sb to sb /ɪn'troʊdjuːs 'sʌmbədi tə 'sʌmbədi/

love at first sight /'lʌv ət 'fɜː(r)st 'saɪt/

mate /meɪt/

mumble /'mʌmb(ə)l/

pop over /pɒp 'əʊvə(r)/

set sb up with sb /set 'sʌmbədi 'ʌp wɪθ 'sʌmbədi/

romcom /'rɒm,kɒm/

self-conscious /'self,kɒnʃəs/

soulmate /'səʊlmeɪt/

stare at sb /'steə(r) ət 'sʌmbədi/

wpaść na (coś/kogoś)
chodzić na randki
zakochać się w kimś
mieć na coś ochotę
poślubić kogośuśmiechać się,
szczyrzyć zęby
zadurzyć się (w kimś),
zakochać się (w kimś)
w pół zdania
przedstawić kogoś komuśmilość od
pierwszego
wejrzenia
kumpel/kumpela
mamrotać
wpaść (do kogoś)
umówić kogoś z kimś
komedia
romantyczna
skrzepowany
bratnia dusza
gapić się na kogoś

Speaking MP3 15

dress code /'dres,kəʊd/

memory stick /'mem(ə)rɪ 'stɪk/

zasady ubioru,
etykieta
ubioru
karta pamięci

Writing MP3 16

concern /kən'sɜː(r)n/

peer /piə(r)/

surrounded /sə'reaʊndɪd/

varied /'veəriəd/

troska, obawa,
zmartwienie
rówieśnik
otoczony
różnorodny,
urozmaicony

English in Use MP3 17

cheat /tʃiːt/

engagement ring /ɪn'geɪdʒmənt 'rɪŋ/

give sb a ring /ɡɪv 'sʌmbədi ə 'rɪŋ/

married couple /'mæɪrɪd,kʌp(ə)l/

single ticket /'sɪŋgl(ə)l,tɪkɪt/

ściągać (na egzaminie);
zdradzać kogoś
pierscionek
zareczynowy
dzwonić do kogoś,
telefonować
małżeństwo, para
małżeńska
bilet w jedną stronę

Challenge! MP3 18

attraction	/ə'trækʃ(ə)n/	przyciąganie, pociąg do kogoś; atrakcja (np. turystyczna)
be connected to sb	/bi kə'nektɪd tə 'sʌmbədi/	być powiązanym z kimś
be engaged	/bi ɪn'geɪdʒd/	być zaręczonym; być zajęтым (o linii telefonicznej)
be related to sb	/bi n'releɪtɪd tə 'sʌmbədi/	być spokrewnionym z kimś
be under the impression	/bi ʌndə(r) ðɪ ɪm'preʃ(ə)n/	odnosić wrażenie, sądzić
bring up	/brɪŋ 'ʌp/	wychowywać (dziecko)
compare sth to sth	/kəm'peə(r) 'sʌmbɪŋ tə 'sʌmbɪŋ/	porównywać coś z czymś
crush	/'krʌʃ/	miażdżyć, kruszyć; zadurzenie, miłość
date	/deɪt/	daktyl; chodzić na randki; spotykać się z kimś
fancy	/'fænsi/	mieć na coś ochotę; podkochiwać się w kimś, czuć do kogoś pociąg
grow up	/'grəʊ 'ʌp/	dorastać
know from experience	/'nəʊ frəm ɪk'spɪəriəns/	wiedzieć z doświadczenia
look like	/'lʊk laɪk/	wyglądać jak, być podobnym do
make friends with	/'meɪk 'frendz wɪθ/	zaprzyjaźniać się z
match	/'mætʃ/	pasować do siebie; dobrana para
party	/'pɑː(r)tɪ/	przyjęcie, impreza; partia polityczna
remain friends with	/'ri.meɪn 'frendz wɪθ/	pozostać w przyjaźni z
say something behind someone's back	/'seɪ 'sʌmθɪŋ bɪ'hænd 'sʌmwʌnz 'bæk/	mówić coś za czyimiś plecami
support someone through a difficult time	/'sə'pɔː(r)t 'sʌmwʌn θruː ə 'dɪfɪk(ə)l 'taɪm/	wspierać kogoś w trudnym czasie



Complete all the exercises from this section in your notebook.

VOCABULARY

Exercise 6

- 1 Since/As Rob has a difficult character, Ellen broke up with him.
- 2 As far as I am concerned, / I am of the opinion that friends are the most important people in teenagers' lives.
- 3 Why not go to a club to celebrate Valentine's Day this year? / I think it might be a good idea to go to a club to celebrate Valentine's Day this year.
- 4 We fell out due to / The reason why we fell out was a difference of opinion.
- 5 Another point of view is that / It could be argued that the best time to start a family is when you are in your thirties.

1 Are the definitions below true or false? Correct the false ones.

- 1 An **acquaintance** is someone you do not know very well. **T**
- 2 A **colleague** is a friend from school. **F (A colleague is someone you work with.)**
- 3 A **fiancé** is someone you are married to. **F (A fiancé is someone you are engaged to.)**
- 4 A **half brother** is a brother who is the son of only one of your parents. **T**
- 5 A **nephew** and a **niece** are the same as your cousins. **F (A cousin is a child of your uncle or aunt. Nephews and nieces are children of your brother or sister.)**

2 Complete the sentences with appropriate prepositions.

- 1 When Mike and I fall **out**, we make **up** very quickly. Our arguments are never very serious.
- 2 I look **up** to my father because he's a wonderful man.
- 3 My sister got engaged **to** an Italian. She had been introduced **to** him by her colleague.
- 4 John fell **for** Amanda the first time they met. They've been going **out** together for a year now.
- 5 Tim and Rebecca don't get **on** very well anymore, and I think they'll split **up** soon.
- 6 When I met George, I fell **in** love **with** him immediately. It was love **at** first sight.

3 Work in pairs and test each other.

Student A: go to page 123.

Student B: go to page 129.

GRAMMAR

4 Choose the correct answer. Sometimes both options are correct.

- 1 **Most** / **A lot** of the people I know have only **a little** / **a couple of** real friends.
- 2 **A few** / **Many** people came to my barbecue party, but they didn't bring **some** / **any** food.
- 3 **None** / **Most** of the people I know like fancy dress parties.
- 4 I enjoy **all** / **both** romantic comedies and thrillers. I have **some** / **a few** on DVD at home.
- 5 **Most** / **All** teenagers dream of having **much** / **a lot of** friends.
- 6 There was **none** / **no** sugar left at home, so I went to get **some** / **a few** before the guests came.
- 7 I didn't know **any** / **no** people at the party. **Most of them** / **Most them** were my sister's colleagues.

5 Complete the sentences with the correct form of the verbs. Use the future perfect or the future continuous.

- 1 This time tomorrow we **will be celebrating** (**celebrate**) our wedding anniversary.
- 2 I'm sorry, but I **won't have finished** (**not finish**) this project by next Monday.
- 3 They **will have been married** (**be married**) for ten years in 2025.
- 4 Where **will you be living** (**you / live**) in 20 years' time?
- 5 In two weeks' time Monica and Bob **will be enjoying** (**enjoy**) their honeymoon.
- 6 Mum will be back at 3.00 p.m. **Will you have cleaned** (**you / clean**) the flat by then?

6 Rewrite each sentence in two ways, using the phrases given.

- 1 Ellen broke up with Rob because of his difficult character.
Since ... / As ...
- 2 I think that friends are the most important people in teenagers' lives.
As far as ... / I am of ...
- 3 I suggest we go to a club to celebrate Valentine's Day this year.
Why not ... / I think it might be ...
- 4 We fell out because of a difference of opinion.
We fell out due ... / The reason ...
- 5 Some people think that the best time to start a family is when you are in your thirties.
Another point of ... / It could be ...

ENGLISH IN USE

7 GRAMATYKALIZACJA Uzupełnij zdania 1–6.

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

- 1 My parents are ill, so **neither of them is** (**neither / they**) going to their school reunion party on Saturday.
- 2 **None of (my) grandpa's** (**None / grandma**) distant relatives came to her birthday party because they all live abroad.
- 3 My sister Carrie **will be getting married** (**get / marry**) to her boyfriend Jack this time next week. I'm so happy for her!
- 4 I hope I **will have graduated from** (**graduate / from**) university by the time I am 28.
- 5 Look, that is my half brother Tim – I **will introduce him to** (**introduce / he**) you.
- 6 I get on really well with my sister-in-law – **most of the advice** (**most / the / advice**) she gives me is really helpful.

READING

- 8 **DOBIERANIE ZDAŃ DO AKAPITÓW** Przeczytaj tekst, który został podzielony na cztery części (A–D), oraz pytania go dotyczące (1–5). Do każdego pytania dopasuj właściwą część tekstu. Wpisz rozwiązania do tabeli. **Uwaga:** w jednej części tekstu znajdują się odpowiedzi na dwa pytania.

In which paragraph does the author	
1 present the reasons why people may misunderstand each other?	B
2 enumerate the steps leading to better communication?	D
3 mention the name of a researcher who passed away?	C
4 talk about a common misconception?	A
5 refer to research on the challenges of interpersonal communication?	A

Extra activity (definitions)

- Teaching Notes page 16

Extra activity after Exercise 2

- Teaching Notes page 16

Extra activity after Exercise 4

- Teaching Notes page 16

Extra activity at the end of the lesson (revision quiz)

- Teaching Notes page 16

Test each other

- Student's Book, pages 123 and 129

Video worksheet: Life Skills

- Workbook page 167

Videoscript

- Teacher's Book pages 341–342 and Teacher's Resource Centre



HOW TO AVOID COMMUNICATION BREAKDOWN

A

It's a common belief that just because we often hang out with our best friend or sibling, and we generally get on with them, we should have no problems communicating. Unfortunately, that is not the case, and we often feel upset, unhappy or even devastated when our friends or siblings misunderstand us. According to Prof. Boaz Keysar, a Professor of Psychology at the University of Chicago, communicating with people we know really well is way more difficult than with those we don't know well – or don't know at all. His studies show that there are a number of factors which cause communication problems with our nearest and dearest.

B

First of all, we often wrongly assume that people close to us understand what we are saying, so we don't even bother to check if our message is clear. Secondly, we tend to think that what we know is known to them as well – which is not always the case, as they may not have the same experiences or knowledge. However, it's the third factor which is responsible for most miscommunications: conveying subtle messages, that is messages which are sarcastic, emotional or vague. For example, when your friend apologises to you because he/she hasn't answered your emails or messages, and you say something like 'People lead such busy lives nowadays', it may be either interpreted as criticism ('You're not a good friend because you have no time for me.') or as empathy ('You're very busy at the moment.').

C

Unfortunately, such miscommunications may lead to an argument with your friend or sibling or to them giving you the silent treatment. As Prof. Keysar claims, we may find it difficult to eliminate our communication 'bad habits', but it is worth trying. One of the things you can try doing is learning the principles of nonviolent communication, developed by the late psychologist Marshall Rosenberg, according to whom conflicts between people are a result of miscommunication, i.e. when words are used for power struggles rather than real communication.

D

To make your communication successful, you need to start with a neutral observation – you should not judge, evaluate or interpret the situation. So, in the case mentioned above, you would say, 'You haven't answered my emails and messages' rather than 'You're not really a good friend' or 'You're not reliable'. Then, you should describe your feelings, for example 'I feel upset' rather than interpret the other person's feelings, for example 'You don't really care about me'. Finally, you need to express your needs ('I'd really like you to let me know what's going on') and express a request ('Would you please let me know you're busy?') rather than making a demand. Learning these steps takes time, like learning a new language, but it leads to better communication, deeper bonds and stronger and more supportive relationships.

SPEAKING

9 ROZMOWA Z ODGRYWANIEM ROLI Pracujcie w parach i wykonajcie zadanie. Następnie zamieńcie się rolami. Rozmowę rozpoczyna uczeń A.

Uczeń A

Przebywasz za granicą na wakacyjnym kursie językowym. Rozmawiasz z kolegą/koleżanką z grupy na temat zorganizowania imprezy pożegnalnej. W rozmowie z uczniem B omów poniższe cztery kwestie.



Uczeń B

Przebywasz za granicą na wakacyjnym kursie językowym. Rozmawiasz z osobą z grupy, która wystąpiła z propozycją, aby zorganizować imprezę pożegnalną. Rozmowę rozpoczyna uczeń A. W zależności od tego, jak rozmowa się potoczy, spróbuj włączyć do niej wszystkie/wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- grzecznie nie zgódź się z wyborem miejsca imprezy i zasugeruj inne miejsce,
- zaproponuj, aby zaprosić na imprezę lektorów uczących Waszą grupę,
- wyraż obawę, czy termin będzie odpowiadał wszystkim uczestnikom kursu,
- zaproponuj pomoc przy organizacji imprezy.

WRITING

10 ROZPRAWKA Wypowiedz się na poniższy temat. Wypowiedź powinna zawierać od 200 do 250 wyrazów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Niektórzy uważają, że jedynacy, których jest coraz więcej we współczesnym społeczeństwie, nie są samotni, ponieważ budują głębokie więzi z przyjaciółmi. Napisz **rozprawkę**, w której przedstawisz swoją opinię na ten temat, uwzględniając argumenty rodziców oraz ich dorastających lub dorosłych dzieci.



27

Sample answer for Exercise 10

- Teacher's Resource Centre

Further practice

- Workbook page 24
- Workbook pages 28–29 > Extra Review 1&2
- Review worksheet 2
- Student's App > On-the-Go Practice

Homework suggestion

- Teaching Notes page 17

Follow-up activity

- Teaching Notes page 17

Assessment

- Unit Test 2