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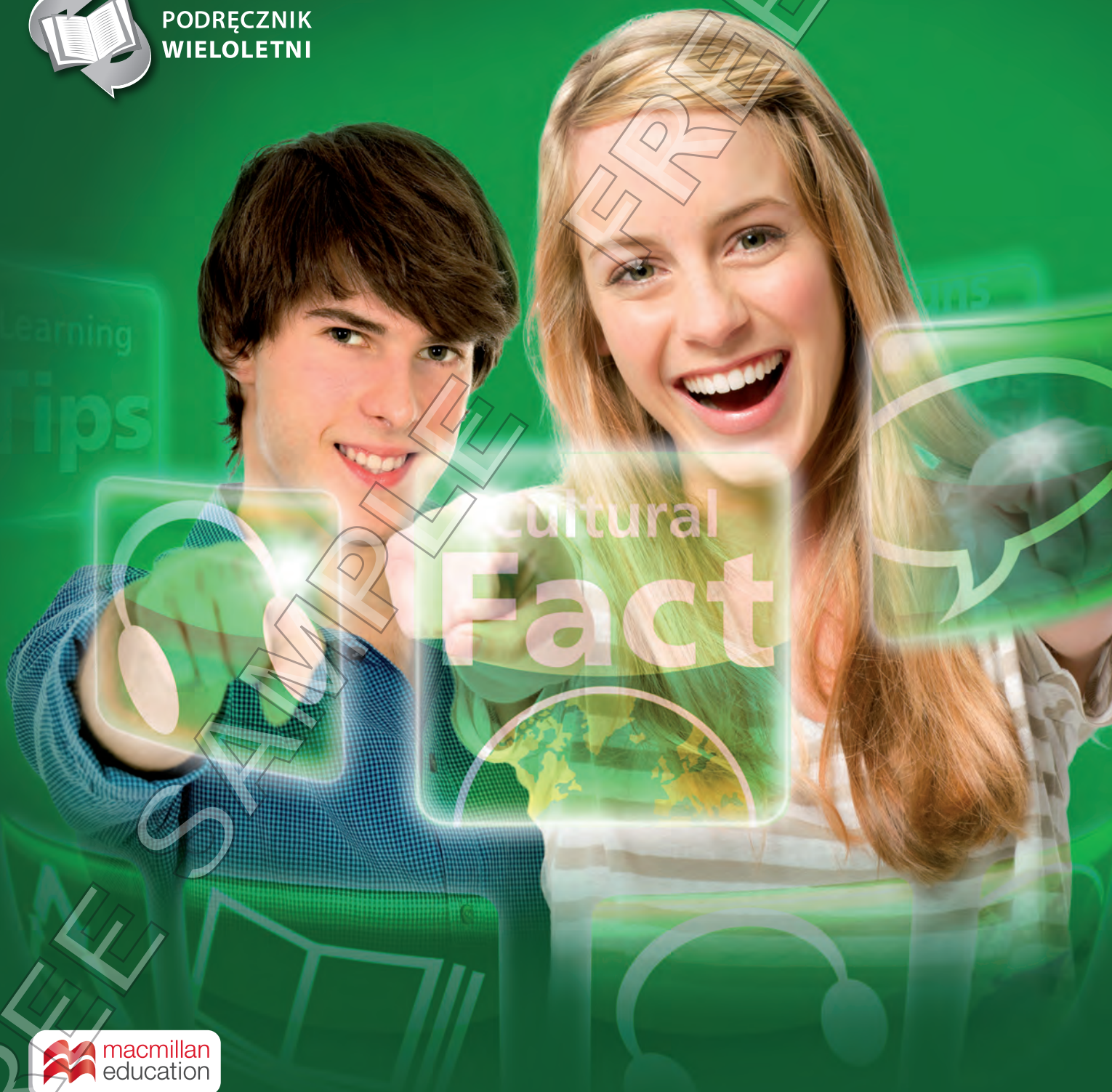
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Student's Book

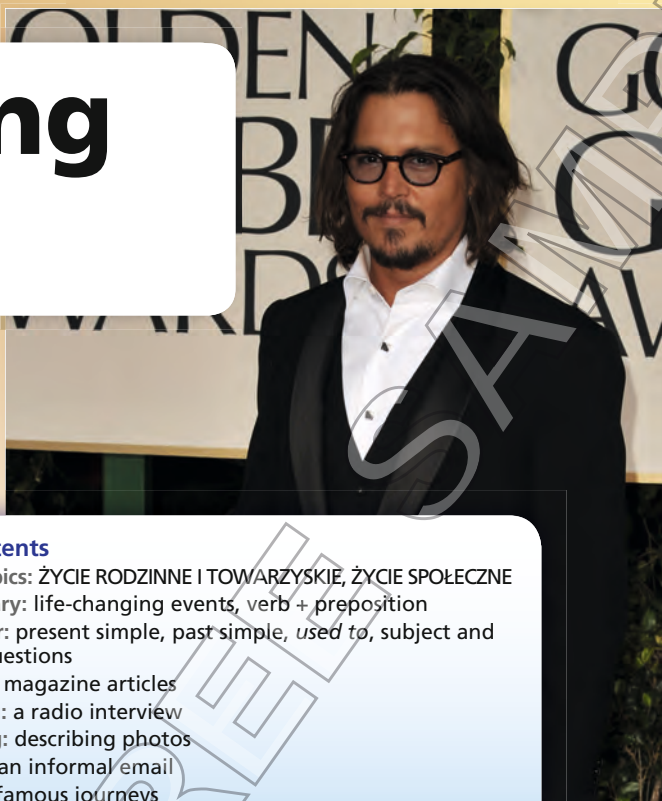
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PODREČZNIK
WIELOLETNI



Changing lives



Unit Contents

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Vocabulary 1

Life-changing events

- 1 Use your dictionary to check the meaning of the words in the box.

change school take a gap year
retire start your own business
win an award go for a job interview
move house have an accident
make new friends drop out of university
settle down get into trouble
become rich go abroad

- 2 Listen and repeat.

- 3 Choose the correct answers and write them in your notebook.

- Are you bored of working for someone else? You should think about **starting your own business** / **winning an award**.
- Tom **retired** / **had an accident** last year. He doesn't work so he's got more time to see his grandchildren.
- My brother **moved house** / **got into trouble** from Leeds to London. He **dropped out** / **made new friends** quickly and he's even **settled down** / **won an award** with his new girlfriend.
- Amy **had an accident** / **went abroad** yesterday – she broke her leg.
- A few years ago, Mark **retired** / **got into trouble** because he bullied some other students. He needed a fresh start, so he **changed school** / **had an accident**.

- Lucy **dropped out of university** / **moved house** because she didn't like studying maths. She **settled down** / **went for a job interview** last month and now she's working as a chef.
- I **took a gap year** / **became rich** before I started university. I **retired** / **went abroad** and worked as a volunteer in a school in Africa.



Now say it!

- 4 Listen to the conversation.

Are the sentences true or false?

- When James went abroad it made him think differently about things.
- David had an accident that changed his life.
- Rachel took a gap year last year.

- 5 Work in pairs. Ask and answer the question.

What event has changed your life most?



Every year around 30,000 British teenagers take a gap year before they start work or university.





Reading 1

6 Look at the pictures and the title of the text.
What do you think the text is about?

- Johnny Depp's life.
- Films that Johnny Depp has starred in.
- Johnny Depp's musical career.

7 Read and listen. Check your answer.

8 Read the text again and choose the correct words.
Write the answers in your notebook.

- Johnny **was** / **wasn't** very happy when he was a child.
- Johnny **did** / **didn't** do well at school.
- Johnny **went** / **didn't go** to university.
- Johnny **changed** / **didn't change** his job when he was younger.
- Johnny **has got** / **hasn't got** two children.

9 Answer the questions in your notebook.

- Where does Johnny own houses?
- What happened after his parents got divorced?
- Why did he leave school?
- Who encouraged him to change his job?
- Has Johnny won any awards?

10 Find words and phrases 1–5 in the text and in your notebook match them with definitions a–e.
How do you say these words in Polish?

- | | |
|----------------|------------|
| 1 childhood | 4 broke up |
| 2 stealing | 5 advised |
| 3 got divorced | |

- separated, stopped being together
- stopped being married
- gave someone your opinion about the best thing to do
- the years when you are a child
- the crime of taking things without paying or without permission



Rozumienie tekstów pisanych – wybór wielokrotny



Unit
1

... and this week,
it's **JOHNNY DEPP**

WHEN MOST PEOPLE think of Johnny Depp, they think of a successful, talented actor who's really cool. He's the star of films like *Pirates of the Caribbean* and *The Tourist*. He doesn't make films if he thinks they're boring. He often travels to exotic locations to act in films. He owns an island in the Bahamas, as well as houses in France and Los Angeles. He is a successful actor and a happy man. However, Johnny's life wasn't always like this.



Johnny didn't have an easy childhood. His family used to move house a lot and each time he had to change schools and make new friends. Johnny moved so often (over 30 times!) that he didn't use to introduce himself to other students when he started a new school – he knew he'd probably move again soon. He didn't do well at



school and, after his parents got divorced, he got into trouble for stealing and vandalism. As a teenager, Johnny felt unhappy, lonely and insecure.

He almost didn't become an actor. When he was younger he wanted to be a rock star. He used to play in a band called *The Kids* and he dropped out of school when he was 16 to go to Los Angeles and try to get a recording contract. However, the band soon broke up and Johnny worked with other bands

for a few years. None of the bands were very successful, though. Then he met the actor Nicolas Cage who advised him to change jobs and become an actor. Luckily, Johnny took his advice!

At first, he worked on TV and became popular starring in *21 Jump Street*, but he gained real fame by playing in *Edward Scissorhands*, a fantasy film about a boy who has scissors instead of hands. After this, he made a lot of films including *Pirates of the Caribbean* which turned him into a superstar. He has won many awards and has been nominated for an Academy Award three times. In his private life, he is the loving father of two children, Lily-Rose and Jack. It seems that Johnny will continue to be happy and successful, and no doubt he'll continue to be cool too.

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CLASS VOTE Do you think Johnny Depp made the right decision when he changed job?

Grammar 1

Present and past

present simple

+	He often travels to exotic locations.
-	He doesn't make films if he thinks they're boring.
?	Do they live in France? Yes, they do . No, they don't .


1 Look at the sentences in the table. Choose the correct words to complete the rules in your notebook.

- We use present simple to talk about **habits and routines / actions happening now**.
- We **often / never** use adverbs of frequency (such as *always* and *usually*) with present simple.

2 In your notebook write questions using present simple.

how often / you / go dancing?
How often do you go dancing?

- what time / you / usually / go to sleep?
- you / ever / go cycling?
- you / sometimes / upload / pictures to Instagram?
- how often / you / get angry?
- how often / you / listen to music?

3  **INTERFACE** Work in pairs. Ask and answer the questions in exercise 2. Then share your answers with the class.

Oliwia often goes dancing. She usually goes on Saturday with her friends.

past simple

+	He wanted to be a rock star. The band soon broke up.
-	He didn't have an easy childhood.
?	Did he leave school at 16? Yes, he did . No, he didn't .

4 Look at the sentences in the table and answer the questions.

- Do we use past simple for finished actions in the past or for actions in progress at a specific time in the past?
- Which verbs are regular and which are irregular? How do you know?

5 Complete the text in your notebook with the correct form of the verbs in brackets. Use past simple.

* DID YOU KNOW ...?



- * Penelope Cruz (1) **was** (be) born in Spain in 1974.
- * When she was younger she (2) **wanted** (want) to be a ballet dancer, and she (3) **studied** (study) ballet for nine years. Then she (4) **decided** (decide) to become an actress.
- * She (5) **appeared** (appear) in a pop video for the group Mecano when she (6) **was** (be) only 15.
- * She (7) **made** (make) her first film in 1992 at the age of 17 and (8) **became** (become) famous as a result.
- * She (9) **won** (win) an Oscar for Best Supporting Actress for the film *Vicky Cristina Barcelona* in 2008.
- * She (10) **started** (start) going out with actor Javier Bardem in 2007 and they (11) **got** (get) married in 2010 and had a son in 2011 and a daughter in 2013.

Grammar 2

used to

used to

+	He used to play in a band.
-	He didn't use to introduce himself to other students.
?	Did he use to get into trouble? Yes, he did . No, he didn't .

6 Look at the sentences in the table. How do you say them in Polish?

7 Copy and complete the rules with *used to* or *past simple*.

- We use **used to** to talk about past habits and states that are different from now.
- We cannot use **used to** to talk about single finished actions in the past. We must use **past simple** for that.

- 8** Complete the text in your notebook with the correct form of the verbs in brackets. Use *used to + verb* or the correct form of present simple.



Our lifestyles have changed a lot thanks to computers, the Internet and mobile phones. People (1) *used to look for* (look for) information in reference books such as encyclopaedias, but now they (2) *use* (use) the Internet. They (3) *write* (write) letters and communication (4) *take* (take) days or weeks, but now they (5) *send* (send) emails or text messages and communication (6) *is* (be) instant.

20 years ago, people (7) *did not have* (not have) mobile phones, they (8) *used* (use) landlines or phone boxes. It's true that communication (9) *is* (be) easier and faster now, but people (10) *spend* (spend) more time talking face-to-face. Don't let technology stop you communicating!



- 9** Read the text again. In your notebook write questions with *used to* and answer them.

people / write letters?

Did people use to write letters? Yes, they did.

- people / use the Internet / 20 years ago?
- communication / be instant?
- people / send emails?
- people / make phone calls from phone boxes?

- 10** Complete the dialogues in your notebook with the correct form of the verbs in brackets. Use present simple, past simple or *used to + verb*.

- a) What sort of films *did you use to watch* when you were a child?

b) I *used to watch* (watch) a lot of adventure films, but now I prefer comedies. I often *watch* (watch) cartoons too.
- a) When *did you move* (move) to London?

b) I *moved* (move) last year. I *live* (live) in Bolton before that.
- a) Where *did you go* (go) on holiday when you were a child?

b) We *go* (go) to Devon in England every year. I *went* (go) back last year and I really *enjoyed* (enjoy) it.
- a) *Did you read* (read) a lot when you were a child?

b) Yes, I *read* (read) lots of books! Actually, I still *read* (read) a lot now. I usually *read* (read) at night before I go to sleep.



Listening Lifestyle changes

- 11** Look at the pictures. How do you think people's lifestyles change at these ages?

in their 20s in their 40s in their 60s



- 12** Listen and match the people with the activities. There is one activity that you do not need to use. Write the answers in your notebook.

- | | |
|---------|---|
| 1 Emma | a) usually cycles twice a week |
| 2 Frank | b) stopped working eight months ago |
| 3 Gary | c) used to go out a lot but doesn't go out much now |
| 4 Helen | d) used to go on holiday with her parents |
| 5 Ivan | e) started his own business last year |
| | f) works in a bank |

- 13** Listen again and in your notebook complete the sentences with the correct number.

2 2.5 3 4 5 10 9 26 40

Emma went to Ibiza with 5 friends for 10 days.

- Frank is in his *40s* and he bought a bike *2* years ago.
- Gary is *26* years old and he finished university *2.5* years ago.
- Helen had a baby *3* years ago. The last time she did any art was *4* years ago.
- Ivan has *9* grandchildren.

- 14** **INTERFACE** Work in pairs. Ask and answer the question.

What has changed in your life during the past five years?

I used to go on holiday with my parents, but last year I went on holiday with my friends.





Speaking Talking about photos

Listen

- 1 Look at the picture. Where and when can you see people wearing masks like these?
- 2 Listen to the first part of David and Rachel's conversation. Answer the questions.
 - 1 Who sent David the photos?
 - 2 Where did David go on holiday?
 - 3 Who did David go with?
 - 4 Who is Enrico?
- 3 Listen to the second part of the conversation and complete the description with the words from the box. Write the answers in your notebook.

on the left on the right look
looks like in the middle there are

This is a photo of me at the Venice Carnival. My friend Chris is standing (1) *on the left* and my cousin Daniela is (2) . I'm (3) . We're all wearing fancy dress costumes because it's Carnival. You can't tell, but Chris (4) the actor Orlando Bloom – it's impossible to see under the mask. We all (5) very serious, but we're having a great time! In the background (6) some beautiful buildings.



Practise

- 4 Listen again and repeat the description.
- 5 Order the words to make sentences in your notebook.
 - 1 a box / of / bottom / There's / the / the / photo / at / .
 - 2 standing / John / is / next / table / the / to / .
 - 3 on / right / Lucy / is / the / .
 - 4 angry / He / looks / really / .
 - 5 a dog / of / There's / in / photo / the / middle / the / .
- 6 Complete the dialogues. In your notebook write a, b or c.

- 1 X I can't see your sister in the photo.
Y .
 - a) She looks like my sister.
 - b) She's in the middle.
 - c) Maria looks unhappy.

2 X

- Y Yeah, I think he looks like Ryan Gosling.
a) I saw you with a handsome man yesterday.
b) She's always serious.
c) He used to change his job a lot.

3 X Which is your father's office?

Y

- a) It's at the top of the page.
b) He works alone.
c) It's the one on the left.



Speaking task

In your notebook write a new dialogue between you and a friend.

Step 1

Choose one of the photos below to describe or use one of your own.



Step 2

Think about how to describe the photo.
Make notes.

*This is a photo of ... and ...
They're all ... because ...
They're at / in ...*

Think about what your friend says.

*Where was the photo taken?
Who's that?
What is she doing?*

Step 3

Write your dialogue in your notebook.

Step 4

Work in pairs. Practise your dialogues.



Culture Famous journeys



World War evacuees

By the time Britain declared war with Germany on 3rd September 1939, 1.5 million women and children had already left the major cities for the countryside. In the next two days, thousands more departed. The British government ordered the evacuation because they thought the cities would be the first target for Hitler's Luftwaffe, and children would be safer in rural areas. The 1939 evacuation was the biggest movement of people in British history.

Taking the train Hundreds of thousands of children left their homes in cities and went by train to stay in small towns and villages in the countryside. The children didn't know where they were going or when they were coming back – some even thought they were going on holiday. The children often went with their teachers and wore the name of their destination on a sign around their necks. When they arrived in the towns or villages, they went to live with local families and they went to school there. It was a journey which dramatically changed the lives of all the children.

Country life Through evacuation, many city children had their first experience of life in the countryside. They played in the woods and learnt that milk came from cows. Some evacuees had very happy times with their host families, but some were not treated well and were very homesick. In fact, the bombing didn't begin until nearly a year later and some children returned home. When the bombing did begin, the children were evacuated again. By the end of the Second World War in 1945, about 3.5 million people had lived the unforgettable experience of evacuation.

7 Read and listen. Answer the questions in your notebook.

- 1 Who ordered the evacuation in 1939?
- 2 How did the children travel?
- 3 Who travelled with them on their journey?
- 4 What did the children learn?

8 Can you think of any famous journeys in Poland?



Vocabulary 2

Verb + preposition

- 1 Look at the verbs in the box. Use your dictionary to check the meaning of any unknown words. How do you say these words in Polish?

worry about depend on agree about
listen to argue about talk to wait for
argue with participate in look forward to
dream about agree with

- 2 Listen and repeat.

- 3 In your notebook complete the questions with the correct prepositions.

- 1 Who do you talk when you have problems?
- 2 What music do you like listening ?
- 3 What do you dream doing in the future?
- 4 Do you usually agree your friends?
- 5 Do you often participate activities in class?
- 6 Which things do you argue ?
- 7 Do you worry your marks at school?
- 8 Can your friends depend you?

- 4 **INTERFACE** Work in pairs. Ask and answer the questions in exercise 3.

- 5 Choose the correct answers and write them in your notebook.

- 1 My brother and I have different opinions about everything. I often **argue with** / **argue about** him.
- 2 I'm at the train station. I'm **waiting for** / **looking forward to** a train.
- 3 Who's on the phone? Who are you **talking to** / **participating in**?
- 4 Pete is a nervous person. He **depends on** / **worries about** absolutely everything.

Pronunciation

Sentence stress

- a Listen and repeat the sentences.

Which syllables have the main stress?

- 1 Do you dream about travelling the world?
- 2 We're looking forward to the party.
- 3 He used to play in a band.
- 4 He didn't have an easy childhood.

- b Listen and repeat the sentences.



Reading 2

- 6 Look at the pictures and the title of the text. Which life change do you think the text describes?

a) changing jobs b) going abroad

- 7 Read and listen. Check your answer.

- 8 Read the text again and answer the questions in your notebook.

- 1 Where does Aminata live now?
- 2 Where did she use to live?
- 3 What did Aminata think the USA would be like?
- 4 What happened when Aminata started school?
- 5 Who did she miss when she moved to the USA?
- 6 Who helped her at school?
- 7 What did Aminata start with her friends?
- 8 What does she like about her new life?

- 9 **INTERFACE** Work in pairs. One of you is an interviewer, one of you is Aminata. Roleplay the interview using the questions in exercise 8. You can also add your own questions.



Diversity groups promote the equality of people from minority groups of all kinds, including race, gender, disability and religion. They exist in some schools and communities in the USA.

My new life



My name is Aminata and I'm 17 years old. I live in Chicago in the USA. I used to live in Senegal in Africa but I moved here three years ago with my family. When I was younger, I used to dream about living in America, so when my parents told me we were moving I was really looking forward to it.

I thought everything would be easy here and that everyone would be kind and I'd have a good time. I didn't realise how wrong I was. When I started school, some of the other students were really awful to me. They said things like, 'Why don't you go back to where you came from?' I was shocked and upset, but I didn't listen to them.



Grammar 3

Subject and object questions

- 10** Look at the questions in the table.
What is the difference between the questions?
How do you say them in Polish?

subject questions
Who helped Aminata? <i>Her new friends helped her.</i>
What happened when she started school? <i>Some students were awful to her.</i>
object questions
Who did Aminata miss? <i>She missed her friends from Senegal.</i>
What did she start? <i>She started a diversity group.</i>

- 11** Complete the rules in your notebook with *subject* and *object*.

- a) When question words (*who*, *what*) are the of a question the verb forms are the same as in the affirmative.
- b) When question words (*who*, *what*) are the of a question the verb forms are in the interrogative.



I realised that most of the students at my school were ignorant about other countries and cultures, but that isn't an excuse for treating others badly. Diversity makes the world an interesting place and we can all learn a lot from each other.

It was really hard at first because I missed my friends from Senegal, but I was lucky – I made some new friends and they helped me a lot. We started a diversity club at school to embrace the differences between others and ourselves. Being an immigrant is hard, but now I know that you should respect other people's differences.

I've also had some great experiences since I moved to the USA. The school system here is good and teenagers can be very independent. It's fun getting to know new people who enjoy my company because of who I am.

- 12** Look at the diagram. In your notebook match questions 1–4 with answers a–d.



- | | |
|---------------------------|-----------------------|
| 1 Who did Andy write to? | a) Lisa wrote to him. |
| 2 Who wrote to Andy? | b) Emma wrote to him. |
| 3 Who did Chris write to? | c) He wrote to Lisa. |
| 4 Who wrote to Chris? | d) He wrote to Emma. |

- 13** Read the questions and answers. Which one is an object question and which is a subject question?

- 1 What did you do yesterday?
I went to the cinema.
- 2 What happened at the cinema?
I couldn't get in because there were too many people.

- 14** Write subject or object questions in your notebook with *who* or *what* for the information in bold.

Tolkien wrote **The Hobbit**.
Who wrote The Hobbit?

- Tolkien wrote **The Hobbit**.
- Penelope Cruz married **Javier Bardem**.
- Penelope Cruz** married Javier Bardem.
- The Chinese built **the Great Wall** over 2,000 years ago.
- The Chinese** built the Great Wall over 2,000 years ago.

- 15** **INTERFACE** Work in pairs. Ask and answer the questions.

Who did you speak to yesterday?

Who texted you last night?



Writing An informal email

1 Read and listen. Answer the questions in your notebook.

- 1 What things are new in Magda's life?
- 2 What questions does Magda ask Elena?
- 3 Who is Elena for Magda?

2 Put the things that Magda writes about in order. Write the answers in your notebook.

- a) Elena's family
- b) her teachers
- c) a concert
- d) learning the guitar
- e) doing a sport
- f) her new school

Hi Elena!

How are you doing?

I started at my new school last month! I thought moving and changing schools would be awful, but it was OK. I'm making lots of new friends. I went to a great concert on Saturday with them – *the Kaiser Chiefs* played. They were brilliant!

I'm in the third year now (can you believe it?!) and I'm really enjoying my classes this year. I like my history teacher a lot and my English teacher is great! He gives us loads of homework, but the classes are fun. What else is new? I'm in a volleyball club and it's great fun. I used to hate sports, but volleyball is different. I'm learning the guitar too. What about you?

I can't wait to hear all your news.

Are you still going out with Paul?

What about your family, are they all OK? Write soon!

Lots of love,

Magda

PS Here's a photo of me at the concert!



Language focus

Informal expressions

Hi Elena!

How are you doing? / How are things?

What's new? / What's new with you? /

What have you been up to?

Write soon! / I can't wait to hear all your news!

Love, / Lots of love, / Bye for now,

3 Look at the Language focus. In your notebook match the informal expressions with formal expressions 1–4.

Dear Elena, *Hi Elena!*

- 1 What have you done recently?
- 2 I am looking forward to hearing all your news.
- 3 How are you?
- 4 Yours sincerely,

4 In your notebook order the words to make expressions.

- 1 doing / you / How / are / ?
- 2 hear / can't / wait / I / to / you / from / !
- 3 now / Bye / for / ,
- 4 to / have / What / you / been / up / ?
- 5 else / What / new / is / ?

5 Write an email to a friend describing some of the changes in your life and what you did last weekend (150–170 words).

Writing an informal email

➡ Step 1 Plan

Think about recent events in your life and make notes. Decide who you are writing to, which changes you want to describe and what you did at the weekend.

➡ Step 2 Write

Write your first draft. Use Magda's email to help you. Write three paragraphs.

➡ Step 3 Check

Check your writing for errors. Have you used informal expressions?

➡ Step 4 Write

Write your final copy and hand in your work.





Progress check

Life-changing events

1 Match 1–5 with a–e to make sentences.

- 1 Dan and Mandy moved
- 2 They decided to start
- 3 Mike made
- 4 Kathy said that she wanted to take
- 5 They got
 - a) their own business.
 - b) a gap year before university.
 - c) house last year.
 - d) new friends after he changed school.
 - e) into trouble with the police.

Verb + preposition

2 Complete the expressions with the correct prepositions.

- 1 agree someone
- 2 talk someone
- 3 look forward something
- 4 dream someone / something
- 5 depend someone
- 6 participate something

Present and past

3 Choose the correct answers.

- 1 I **move** / **moved** to France three years ago.
- 2 I usually **go** / **went** cycling twice a week.
- 3 Last weekend I **go** / **went** shopping but I **don't buy** / **didn't buy** anything.
- 4 What **do** / **did** you usually do at the weekend?
- 5 Peter **gets** / **got** married last week.

4 Match 1–5 with a–e to make sentences.

- 1 I used to have long hair,
 - 2 Paul didn't use to like football,
 - 3 I used to be single,
 - 4 Peter used to live in Newcastle,
 - 5 We didn't use to do much exercise,
- a) but now he's a Manchester United fan.
 - b) but now I have short hair. I got it cut two years ago.
 - c) but he lives in Oxford now. He moved last year.
 - d) but now we often go cycling.
 - e) but now I'm married. I got married last year.

5 Complete the questions and answers with the correct form of the verbs in brackets.

- 1 (you / live) in a different town or city?
Yes, I (live) in London, but I (live) in Paris now. I (move) here two months ago.
- 2 (Sue / like) vegetables?
No, she (not like) them, but now she (be) a vegetarian. She (stop) eating meat last year.
- 3 What (Tony / do) every Saturday?
He (go) swimming, but last year he (start) playing football. He (not go) swimming now.
- 4 Where (they / work)?
They (work) at home now. They (work) in an office, but they (start) their own business earlier this year.
- 5 How often (Kate / go) dancing?
She (go) dancing every Friday night, but she (not go) very often now.

Subject and object questions

6 Write subject or object questions with *who* or *what* for the information in bold.

Sally went shopping **with her friends**.
Who did Sally go shopping with?

- 1 Sally went shopping with her friends.
- 2 Mike visited **the new museum**.
- 3 **Mike** visited the new museum.
- 4 Jenny saw Matt Damon's new film last week.
- 5 Jenny saw **Matt Damon's new film** last week.

Cumulative grammar

1 2 3 4 5 6 7 8 9

7 Choose the correct answers.

Nick (1) **wins** / **won** the lottery last month and now his life (2) **is** / **was** very different.

Before, he (3) **gets up** / **got up** early, but now he usually (4) **gets up** / **got up** very late – yesterday he (5) **gets up** / **got up** at 12 o'clock! In his old life, he (6) **works** / **worked** very hard, but he (7) **doesn't work** / **didn't work** now.

To get to work he (8) **takes** / **used to take** the bus, but last Saturday he (9) **buys** / **bought** a new car and now he (10) **travels** / **travelled** everywhere in his car. Nick (11) **doesn't have** / **didn't have** much money and he (12) **isn't** / **wasn't** very happy, but now it's a different story!





Exam Practice – poziom podstawowy

Rozumienie ze słuchu – wybór wielokrotny

- 1** In your notebook put the verb phrases below into the correct categories (A–C) in the table.

to become rich to settle down
to make new friends to break up
to have a gap year to miss friends
to start your own business to retire
to go to a job interview to change school

A. education	B. relationships	C. employment

- 2** Add two more words to each topic category in exercise 1.



Zwracaj uwagę na przeczenia, gdyż słowa, takie jak: *never, nothing, not really, no one* czy *hardly ever*, zmieniają znaczenie zdania na przeciwne.

- 3** In your notebook write ✓ if sentences A and B are similar, and X if they are different.

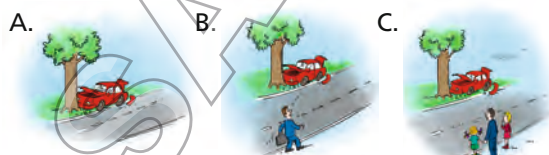
3.1. A. ... no one helped my sister before the ambulance arrived.
B. ... only one man helped my sister before the ambulance arrived.

3.2. A. ... she wanted nothing from him.
B. ... she didn't expect anything from him.

3.3. A. I hardly ever used to get into trouble when I was at school.
B. I often got into trouble when I was at school.

- 4** Listen and answer the questions in your notebook.

4.1. How many people saw the accident?



4.2. The text is mainly about

- A. Mark's employment.
B. Mark and Chloe's relationship.
C. Chloe's accident.

- 5** Read the text and find words or expressions suggesting options A, B or C. Then, in your notebook write the correct answer.

5.1. Where are the people?



Father I spent a huge part of my childhood here.

Daughter What was it like, Dad?

Father I'm not sure. I preferred to play football or watch the games at Old Trafford rather than be here, but it wasn't really painful.

Daughter How often were you late for your classes?

Father Not that often. I didn't break any rules. I hardly ever used to get into trouble and never missed any lessons, except for a month when I broke my leg and spent 30 days in a hospital bed. I just wasn't a big fan of studying. That's all.

ZADANIE EGZAMINACYJNE

- 6** Usłyszysz dwukrotnie pięć tekstów. Na podstawie informacji zawartych w nagraniu w zadaniach 6.1.–6.5. z podanych odpowiedzi wybierz właściwą (A, B albo C). Zapisz odpowiedzi w zeszycie.

6.1. Why is Mike late for school?



6.2. What are Carol's plans for the afternoon?



6.3. What is the speaker going to do after school?



6.4. Where is the girl?



6.5. The speaker is talking about

- A. her best friend from abroad.
B. her gap year.
C. her dream employer.



- 1** In your notebook complete the sentences below with the correct conjunctions from the box. There are two words that you do not need to use.

but	then	when	until	although	because
-----	------	------	-------	----------	---------

- 1.1. I didn't learn to ride a bike we moved house and started living in the countryside.
1.2. Jim and I used to argue a lot we were young.
1.3. My brother dropped out of university he's a successful businessman now.
1.4. Jeremy was a ballet dancer for 5 years and he decided to be an actor.



Spójniki w zdaniu mogą np. określać chronologię zdarzeń (*when, until*), wskazywać na przyczynę (*because, as*) lub wprowadzać informację, która kontrastuje z tym, co właśnie powiedzieliśmy (*but, although*).

- 2** You will hear three speakers. For each speaker, decide which sentence (A or B) has the same meaning as the sentence that you hear. Write the answers in your notebook.

- 2.1. A. I find it difficult to make friends at school.
B. I found some new friends when I went to a different school.
2.2. A. I really need a new computer at the moment.
B. I'd rather get a mountain bike than a laptop.
2.3. A. Matt would like to move house next month.
B. Matt isn't very happy that he has to move house soon.

ZADANIE EGZAMINACYJNE

- 3** Usłyszysz dwukrotnie cztery wypowiedzi na temat problemów z komunikacją. Na podstawie informacji zawartych w nagraniu dobierz do każdej wypowiedzi (3.1.–3.4.) właściwą opinię (A–E). Zapisz odpowiedzi w zeszycie. **Uwaga!** Jedna opinia została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- A. Parents and children find it hard to agree with each other.
B. Arguing may have a bad influence on your character when you get older.
C. It's better to agree with people that you depend on.
D. People often argue about unimportant matters.
E. It's difficult to agree with people that you don't like.

- 4** Complete the text with words or expressions from the box so that the statements (A–D) are true (T) or false (F), as indicated. You only need to use four of the expressions. Write the answers in your notebook.

after	return home	independent
go abroad	successful	have an accident
change school	between	drop out of university

These days, more and more young people decide to take a gap year 4.1. secondary school and university. Some feel that they aren't ready to start studying straightaway, while others just want to 4.2. and make some new friends. One of my sister's friends is thinking about going to Spain next year, and her parents are quite keen on the idea. My sister, Marta, isn't that lucky, though. She often talks to our parents about having a gap year, and they always argue about it. Mum says that she's afraid that Marta might 4.3. and dad is worried about her future, especially going to university after having such a break. We both respect our parents' opinions, but they sometimes don't understand that young people today want to be more 4.4. and get some real-life experience before they start university.

A.	A lot of young people nowadays decide to have a gap year after finishing university.	F
B.	Some people want to spend their gap year in a different country.	T
C.	Marta's mother is worried that Marta won't finish her studies.	F
D.	Young people today want more freedom than their parents had.	T

ZADANIE EGZAMINACYJNE

- 5** Usłyszysz dwukrotnie nagranie. Zdecyduj, które ze zdań (5.1.–5.4.) są zgodne z treścią nagrania (P – prawda), a które nie (F – fałsz). Zapisz odpowiedzi w zeszycie.

- | | |
|------|--|
| 5.1. | Will Smith began his career as a musician. |
| 5.2. | He played in a few cinema films and then starred in a TV series. |
| 5.3. | Keanu Reeves got the part of Neo because he was better than Smith. |
| 5.4. | Smith has won two Oscar awards. |



Wordlist

ŻYCIE RODZINNE I TOWARZYSKIE – okresy życia

T become rich (phr)	/bɪˈkʌm ˈrɪtʃ/	wzbogacić się
T change school (phr)	/tʃeɪndʒ ˈsku:l/	zmienić szkołę
childhood (n)	/ˈtʃaɪld.hʊd/	dzieciństwo
T drop out of university (phr)	/drɒp aʊt əv juːnɪˈvɜː(r)səti/	rzucić studia (przestać uczęszczać)
T go abroad (phr)	/gəʊ əˈbrɔːd/	wyjeżdżać za granicę
T go for a job interview (phr)	/gəʊ fər ə ˈdʒɒb ɪntə(r)vjuː/	iść na rozmowę o pracę
T make new friends (phr)	/meɪk njuː ˈfrendz/	poznać nowych przyjaciół
T move house (phr)	/muːv ˈhaʊs/	przeprowadzać się
T retire (v)	/rɪˈtaɪə(r)/	przejsć na emeryturę
T settle down (v)	/set(ə)l ˈdaʊn/	osiedlać się
T start your own business (phr)	/stɑː(r)t jər ˌəʊn ˈbɪznəs/	założyć własną firmę
T take a gap year (phr)	/teɪk ə ˈɡæp jɪə(r)/	zrobić sobie rok przerwy między szkołą średnią a studiami

ŻYCIE RODZINNE I TOWARZYSKIE – konflikty i problemy

T agree about sth / with sb (v)	/əˈɡriː əˈbaʊt ˌsʌmbədi/ wɪð ˌsʌmbədi/	zgodzać się w czymś / z kimś
T argue about sth / with sb (v)	/ˈɑː(r)ɡju əˈbaʊt ˌsʌmbədi/ wɪð ˌsʌmbədi/	klócić się o coś / z kimś
get divorced (phr)	/get dɪˈvɔː(r)st/	rozwieść się
T get into trouble (phr)	/get ɪntə ˈtrʌb(ə)l/	pakować się w kłopoty
T have an accident (phr)	/hæv ən ˈæksɪd(ə)nt/	mieć wypadek
insecure (adj)	/ɪnˈsɪkjʊə(r)/	niepewny siebie
T listen to sb / sth (v)	/lɪs(ə)n tə ˌsʌmbədi/ ˌsʌmbədi/	sluchać kogoś / czegoś
lonely (adj)	/ˈləʊnli/	samotny
T talk to sb (v)	/tɔːk tə ˌsʌmbədi/	rozmawiać z kimś
upset (adj)	/ʌpˈset/	przygnębiony, zdenerwowany
T worry about sb / sth (v)	/ˈwʌri əˈbaʊt ˌsʌmbədi/ ˌsʌmbədi/	martwić się o kogoś / coś

ŻYCIE SPOŁECZNE – konflikty i problemy społeczne

embrace (v)	/ɪmˈbreɪs/	zrozumieć
employment (n)	/ɪmˈplɔɪmənt/	zatrudnienie
disability (n)	/dɪsəˈbɪləti/	niepełnosprawność
diversity (n)	/daɪˈvɜː(r)səti/	różnorodność
evacuee (n)	/ɪˈvækjuːi/	osoba ewakuowana
gender (n)	/ˈdʒendə(r)/	pleć
government (n)	/ˈɡʌvə(r)nmənt/	rząd
ignorant (adj)	/ɪɡnərənt/	nieświadomy
independent (adj)	/ɪndɪˈpendənt/	niezależny
minority (n)	/maɪˈnɒrəti/	mniejszość

race (n)	/reɪs/	rasa
treat (v)	/tri:t/	traktować

INNE

awful (adj)	/ˈɔːf(ə)l/	okropny
background (n)	/ˈbækgraʊnd/	tło, dalszy plan
ballet dancer (n)	/ˈbæleɪ ˌdɑːnsə(r)/	tancerz baletowy, baletnica
break up (v)	/breɪk ˈʌp/	rozpaść się
cycle (v)	/ˈsaɪk(ə)l/	jeździć rowerem
declare (v)	/dɪˈkleə(r)/	wypowiedzieć (np. wojnę)
T depend on sb / sth (v)	/dɪˈpend ɒn ˌsʌmbədi/ ˌsʌmbədi/	zależać od kogoś / czegoś, polegać na kimś
destination (n)	/destɪˈneɪʃ(ə)n/	cel podróży
depart (v)	/dɪˈpɑː(r)t/	wyruszać, odjeżdżać
T dream about sth (v)	/dri:m əˈbaʊt ˌsʌmbədi/	marzyć o czymś
encourage (v)	/ɪnˈkʌrɪdʒ/	zachęcać
excuse (n)	/ɪkˈskjuːs/	wymówka
experience (n)	/ɪkˈspɪəriəns/	przeżycie, doświadczenie
fame (n)	/feɪm/	sława
fancy dress costume (n)	/ˈfænsi ˈdres ˌkɒstjuːm/	strój na bal kostiumowy
graphic design (n)	/ˈɡræfɪk dɪˈzajn/	grafika (kierunek studiów)
homesick (adj)	/ˈhəʊmˌsɪk/	stęskniony za domem
host (n)	/həʊst/	gospodarz
instant (adj)	/ˈɪnstənt/	natychmiastowy
introduce oneself (v)	/ɪntrəˈdjuːs wʌnˌself/	przedstawiać się
landline (n)	/ˈlænd(ə)ˌlaɪn/	telefon stacjonarny
T look forward to sth (phr)	/lʊk ˈfɔː(r)wəd(ə) tə ˌsʌmbədi/	cieszyć się na myśl o czymś
manage (v)	/ˈmænɪdʒ/	radzić sobie
movement (n)	/ˈmuːvmənt/	ruch
no doubt (phr)	/nəʊ ˈdaʊt/	bez wątpienia, niewątpliwie
T participate in sth (v)	/pɑː(r)ˈtɪsɪpeɪt ɪn ˌsʌmbədi/	brać udział w czymś
phone box (n)	/ˈfəʊn bɒks/	budka telefoniczna
recording contract (n)	/rɪˈkɔː(r)dɪŋ ˌkɒntrækt/	kontrakt płytowy
reference book (n)	/ˈref(ə)rəns bʊk/	publikacja encyklopedyczna
respect (v)	/rɪˈspekt/	szanować
rural (adj)	/ˈruərəl/	wiejski
scissors (n)	/ˈsɪzə(r)z/	nożyczki
steal (v)	/sti:l/	kraść
target (n)	/ˈtɑː(r)ɡɪt/	cel
T wait for sb / sth (v)	/weɪt fər(ə) ˌsʌmbədi/ ˌsʌmbədi/	czekać na kogoś / coś
T win an award (phr)	/wɪn ən əˈwɔː(r)d/	wygrać nagrodę

Functional language

Describing a photo – opisywanie zdjęcia

- **On the left / right, there's a tree.** –
Po prawej/lewej stronie znajduje się drzewo.
- **In the middle, you can see a monument.** –
Pośrodku możemy zauważyć pomnik.
- **At the top / bottom, there are a lot of leaves.** –
Na górze/dole jest dużo liści.
- **There is a boy at the bus stop.** –
Na przystanku jest chłopiec.
- **There are lots of football fans at the stadium.** –
Na stadionie jest wielu fanów piłki nożnej.
- **He / She looks sad.** – **On/Ona wygląda na smutnego/smutną.**
- **He / She looks like a serious person.** –
On/Ona wygląda na poważną osobę.

'Can do' Progress Check

How well can you do these things in English now? Give yourself a mark:

- 1 – I can do it very well.
- 2 – I can do it quite well.
- 3 – I have some problems.
- 4 – I can't do it.

- I can talk about life-changing events.
- I can express my hopes and disagreement using verbs and prepositions.
- I can describe habits and routines using present simple.
- I can talk about finished actions from the past using past simple.
- I can describe past habits and routines using past simple and *used to*.
- I can form subject and object questions.
- I can understand an article about a film star.
- I can understand an article about 2nd World War evacuees.
- I can understand a radio interview about lifestyle changes.
- I can describe a photo.
- I can understand an article about the life of a teenage immigrant living in the USA.
- I can write an informal email.

I can do the following exam tasks:

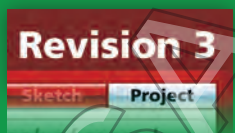
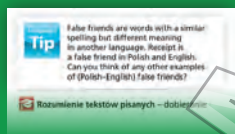
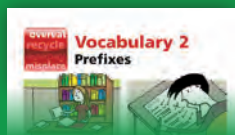
- Rozumienie ze słuchu – wybór wielokrotny
- Rozumienie ze słuchu – prawda/fałsz
- Rozumienie ze słuchu – dobieranie
- Rozumienie tekstów pisanych – wybór wielokrotny
- Znajomość środków językowych – układanie zdań
- Znajomość funkcji językowych – wybór wielokrotny
- Wypowiedź pisemna – e-mail

Interface **4**

Interface to czteropoziomowy kurs dla uczniów gimnazjum.

Seria **Interface** umożliwia efektywną pracę z młodzieżą o różnym stopniu znajomości języka. Korzystać z niego mogą zarówno uczniowie, którzy dopiero w gimnazjum rozpoczynają naukę języka angielskiego (poziom III.0), jak i ci, którzy kontynuują naukę rozpoczętą w szkole podstawowej (poziom III.1).

Podręcznik **Interface**:



- solidnie przygotowuje uczniów do egzaminu gimnazjalnego w zakresie podstawowym i rozszerzonym;
- przejrzyste prezentuje materiał gramatyczny i zawiera aż trzy sekcje gramatyczne w każdym rozdziale;
- angażuje uczniów w naukę słownictwa z obszarów tematycznych określonych w podstawie programowej;
- rozwija wszystkie umiejętności językowe, szczególnie uwzględniając komunikację w typowych sytuacjach bliskich życiu i doświadczeniu nastolatków;
- zawiera różnorodne zadania rozbudzające ciekawość uczniów i kształtujące ich świadomość kulturową;
- uwzględnia liczne wskazówki, które zwracają uwagę uczniów na istotne elementy w nauce języka, a także rozwijają ich umiejętności komunikacyjne i kompensacyjne;
- kształtuje samodzielność uczniów, a także zachęca ich do pracy zespołowej, m.in. przez tworzenie projektów interdyscyplinarnych.