

4 Health watch

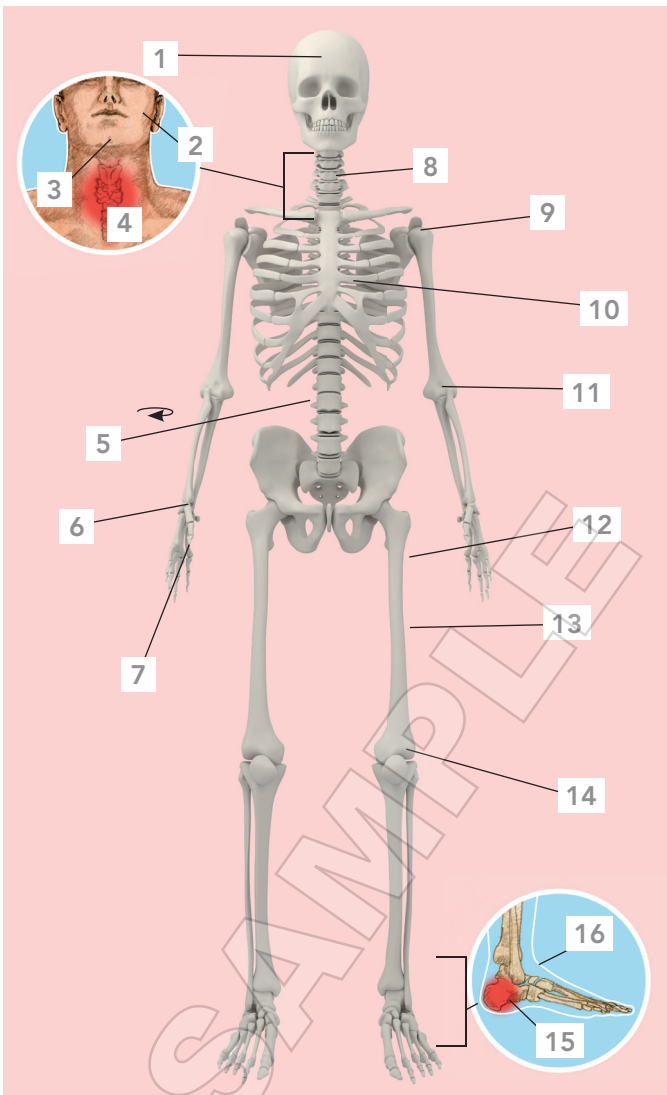


Vocabulary

Parts of the body

1a Work with a partner. Look at the picture and point to the parts of the body.

arm • ear • face • finger • foot • hand • head
leg • mouth • neck • nose • stomach • toe



1b Match these words with numbers 1–16. Write the answers in your notebook.

ankle • back • cheek • chest • chin • elbow
forehead • heel • hip • knee • shoulder
thigh • thumb • throat • wrist • neck

2 Listen, check and repeat.

Health problems and illnesses

3 Work with a partner. In your notebook, complete each phrase with three parts of the body.

- I've got a broken _____ / _____ / _____.
- Have you got _____ / _____ / _____ ache?
- My _____ / _____ / _____ hurts.
- He injured his _____ / _____ / _____.

4 Complete the texts with the correct form of the words in the box. Write the answers in your notebook. Use a dictionary if necessary.

cough • flu • pain • sore • temperature • virus



Karen isn't very well at the moment. She's got a very bad cold, or perhaps it's
(a) _____.
She (b) _____ all the time and so now she has a (c) _____ throat.

Pete has a very high (d) _____, 39.5°C. He's got (e) _____ in his arms and legs. Perhaps it's a (f) _____ because a lot of people are ill at school at the moment.

5 Listen to four people. What health problems does each one have? Write the answers in your notebook.

Speaker 1 _____ Speaker 2 _____
Speaker 3 _____ Speaker 4 _____

6 Work with a partner. Discuss the questions.

- Do you catch colds easily? What do you do to stop them?
- Do you ever injure yourself doing sports or other activities? Which sports are the most dangerous?

1 Work with a partner. Look at the titles and photos that go with the articles from a health magazine below. Predict what each article is about.



TEEN HEALTH TIPS

A ANKLES NEED RICE!

Right now there are outdoor ice rinks almost everywhere in the UK. But

many people have never been ice-skating before. That's why hospitals and health centres are preparing for an increase in ankle and wrist injuries. Here's a simple first aid tip if your injury is not very serious. It's called the RICE method. R is for rest, I for ice, C for compression and E for elevation. So, when you hurt your ankle, for example, stop moving on it and rest it. Put ice on it – not more than 15 minutes and never in direct contact with your skin. Put a bandage on it and keep it tight (not too tight!). And keep your ankle up, on a cushion, for example. But remember, when it's really painful and you think the accident is serious, always see a doctor!

B NO FUN IN THE SUN

Have you ever tried to get a suntan? Be very careful. Doctors say that skin cancer is increasing because of our obsession with the sun. It is now the most common cancer for people between



15 and 34. According to a recent survey of 16- to 24-year-olds, over 70% of them want a suntan when they go on holiday. But the doctors' advice is clear. Don't go out in the sun between 11 am and 3 pm and always wear a T-shirt, hat and sunglasses. And never use sunbeds! They are incredibly dangerous, which is why now in the UK they have made it illegal for under-18s to use them.



C HOT SOUP FOR COLDS

Answered by Dr Lucy Smith

Dear Lucy,
I've had a bad cold for over a week. I'm taking medicine but it doesn't do anything. My mum says that chicken soup can help me. Is she mad?



Sarah Johnson

Dr Lucy Smith answers: Your mother's cure for a cold is what we call an 'old wives' remedy'. A lot of people think that it's a mad idea with no scientific basis. But a new study has discovered that many of these 'old wives' remedies do work. And scientists have found out that chicken soup is a great cure for a cold. All kinds of hot soup can help to get rid of a sore throat. And hot soup also helps to kill viruses quickly. So relax, your mum isn't mad.

2 In your notebook, write which article ...

- 1 talks about a traditional cure for an illness?
- 2 talks about a problem caused by insufficient experience?
- 3 mentions a problem that the law is trying to help with?
- 4 uses a simple word to help people remember their advice?
- 5 gives information to help one person in particular?
- 6 talks about a problem caused by people wanting to enjoy good weather?
- 7 tells you to speak to an expert when there is a real problem?
- 8 mentions a recent discovery in the world of medicine?

3 CRITICAL THINKING

Think! Then compare ideas with your class.

- Why do you think some young people have an obsession with suntans?

4 Can you guess from the context what the underlined words mean? Check your ideas in a dictionary.

5 What about you?

- 1 Do you think the RICE method is useful? Why/Why not?
- 2 What do you think about the advice in B?
- 3 Do you know any other traditional remedies like the one in C? What are they?

BUZZWORD

legsie – a selfie of your suntanned legs taken to show that you are enjoying your holiday

'What are you doing with the camera, Caroline?' 'I'm taking a legsie, Mum. All my friends will be jealous when I post it, because the weather's so beautiful here!'

Present perfect with ever and never

1a Look at these sentences and match them with the explanation of their uses in a–c. Write the answers in your notebook.

- 1 Have you ever **tried** to get a suntan?
- 2 I've **had** a bad cold for a week.
- 3 They **have made** it illegal for under-18s to use sunbeds and now they can't use them.

- a an experience or experiences which happened at an unspecified moment in the past
- b a past action which has a result in the present
- c a situation that started in the past and continues to the present

1b Complete the rule in your notebook.

We make the present perfect with **have/has** + the of the main verb.

1c Complete the sentences in your notebook with the present perfect form of **see** and **visit**.

Affirmative: He the doctor.

Negative: He the doctor.

Question form: he the doctor?

1d Look at these sentences and choose the correct alternative. Write the answers in your notebook.

- 1 Have you ever/never tried to get a suntan?
- 2 Many people in the UK have ever/never been ice-skating.

1e Choose the correct alternative. Write the answers in your notebook.

- 1 Ever/never means at any time in your life.
- 2 Ever/never means at no time in your life.
- 3 Ever and never go just after/before the past participle.

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2 Complete the sentences in your notebook with the present perfect form of the verbs given.

- 1 I (decide) to study medicine.
- 2 My friend (meet) Dr Lucy Smith.
- 3 We (study) the history of medicine in biology.
- 4 I (not have) any bad accidents.
- 5 your dad (work) in a hospital?
- 6 My sister (become) a nurse.

3 Put **ever** or **never** in the correct place in these sentences and questions. Write the answers in your notebook.


- 1 Have you had hot soup to stop a cold?
- 2 I've felt sick in a car.
- 3 She's taken antibiotics.
- 4 Has your dad helped anyone in an accident?
- 5 Sam and I have written a story about doctors.
- 6 Have you done first aid?

4 In your notebook, write questions with **ever** to ask your partner.

catch a cold? ► *Have you ever caught a cold?*

- 1 stay in bed because of flu?
- 2 have a very high temperature?
- 3 stay in hospital?
- 4 make soup?
- 5 take medicine that tastes really bad?
- 6 visit a friend in hospital?
- 7 break your arm?
- 8 watch a hospital drama on TV?

5a  Work with a partner. Ask and answer the questions in 4.

5b  When you finish, tell a different student about your partner.

Adam has never stayed in bed because of flu, but he has broken his arm.



Present perfect with *for* and *since*

6a Look at these sentences and then choose the correct alternative. Write the answers in your notebook.

- 1 I've had a bad cold **for** a week.
- 2 I've had a bad cold **since** last Friday.
- a We use *for/since* for moments in time.
- b We use *for/since* for periods of time.

6b Look at this question and answer.

Q: How long have you known Andy?

A: For ten months.

Do we use **How long** to ask about frequency or duration?

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7 Copy the table into your notebook. Put the time expressions in the box in the correct column.

6 o'clock • 7th February • 2014 • an hour
 five years • Friday • ten seconds
 the age of five • the day I met you
 three days • 20 minutes

for	since
20 minutes	

8 Complete the sentences in your notebook with information about you. Use the correct form of the present perfect and a time expression.

- 1 I _____ (know) my English teacher for _____.
- 2 I _____ (live) in this area since _____.
- 3 I _____ (have) this watch for _____.
- 4 I _____ (be) able to swim since _____.
- 5 I _____ (live) in my home for _____.

9a Guess your partner's answers in 8 and write them down in your notebook.

9b Ask your partner questions to find out if you were right.

How long have you been at this school?

Compound nouns connected with health and medicine

1 We make compound nouns by joining two nouns or an adjective and a noun. Join words from column A and column B to make compound nouns, then match them with the correct definitions. Write the answers in your notebook. Use a dictionary if necessary.

A	B
1 pain	aid
2 heart	room
3 health	centre
4 waiting	killer
5 food	attack
6 first	poisoning

Definition
<input type="checkbox"/> a a place where people wait, for example to see a doctor
<input type="checkbox"/> b a medicine that reduces pain
<input type="checkbox"/> c basic medical help that you give to someone when they have an accident
<input type="checkbox"/> d a building where people can go to see a doctor or nurse
<input type="checkbox"/> e when somebody has a lot of pain in their chest and their heart stops working
<input type="checkbox"/> f an illness you get from eating food which contains harmful bacteria

2 Listen 1.26 Listen and check your answers.

3a Listen 1.26 Listen again to the pronunciation of the compound nouns in 1. Where is the stress in words 1–5? Is it on the first word or the second word? And in 6?

3b Practise saying the words with the correct stress.

4 Complete the sentences in your notebook with the compound nouns in 1.

- 1 When I'm ill, I go to the _____ near my house.
- 2 Please take a seat in the _____. The doctor will see you in ten minutes.
- 3 Salmonella is a type of bacteria which causes _____.
- 4 To help avoid a _____, exercise regularly and eat a healthy diet.
- 5 I want to learn _____ so that I know what to do if there's an emergency.
- 6 A: My back really hurts.
 B: Why don't you take a _____?



Daniel Craig

1 **Work with a partner and answer these questions.**

- 1 What can you see in the photo(s)?
- 2 Do you think actors generally do their own action scenes?
- 3 Do you think actors often injure themselves?

2 **1.27 Listen to two people talking about actors and action scenes. Which two actors do they talk about and why?**

3 **1.27 Listen again. Are the sentences True (T) or False (F)? Write the answers in your notebook.**

- 1 'Doubles' usually do all the action in action films. **T/F**
- 2 Jackie Chan injured himself making his new film. **T/F**
- 3 Jackie Chan has broken his nose more than twice. **T/F**
- 4 In 1986, Jackie Chan had a serious accident when he hit his head on a tree. **T/F**
- 5 Sometimes Jackie Chan makes films when he is badly injured. **T/F**
- 6 Daniel Craig never lets other people do the action scenes in the James Bond films. **T/F**
- 7 Daniel Craig has never broken anything. **T/F**
- 8 Chan and Craig prefer their films to look realistic. **T/F**

4 **What about you?**

- 1 Do you like action films? Why/Why not?
- 2 Do you think it's good that actors do their own action scenes? Why/Why not?

Present perfect with just, yet, already

1a **Look at these sentences and complete rules 1–3 in your notebook with just, yet or already.**

- a He's just **made** a new film.
- b He's already **had** a lot of serious accidents.
- c He **hasn't stopped** making films yet.
- d **Has** he **had** any accidents yet?

- 1 We use the present perfect with to talk about very recent events.
- 2 We use to talk about something that has not happened, but we think it is going to happen soon.
- 3 We use to talk about something that has happened, possibly before we expected.

1b **Choose the correct alternative. Write the answers in your notebook.**

- 1 We use **yet** in affirmative/negative sentences and questions.
- 2 **Yet** usually goes at the end of the sentence, but **already** and **just** usually go after/before the past participle.

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2 **What do you think has just happened in these photos? Write sentences with different ideas in your notebook.**



3a In your notebook, write six sentences about yourself, two with *already*, two with *yet*, and two with *just*.

I've already done my history homework.

3b In your notebook, change your sentences into questions to ask your partner.

Have you done your history homework yet?

3c Interview your partner with your questions.

Present perfect and past simple

4 Look at this part of a dialogue and then answer questions 1–4.

Interviewer: Has he ever had a really serious accident?

Expert: Yes, he has.

Interviewer: What happened?

Expert: It was in 1986. He fell several metres and hit his head on a rock.

- 1 Is the presenter's first question in the past simple or the present perfect?
- 2 Does the question ask about general experience or a specific moment in the past?
- 3 Is the presenter's second question in the past simple or the present perfect?
- 4 Does the question ask about general experience or a specific moment in the past?

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5 In your notebook, complete the dialogue with the present perfect or past simple form of the verbs given.

Alan: (a) _____ you ever _____ (break) your leg?

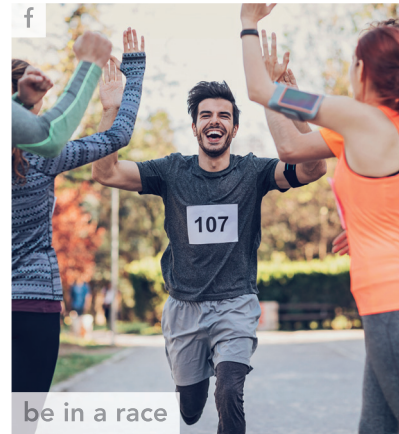
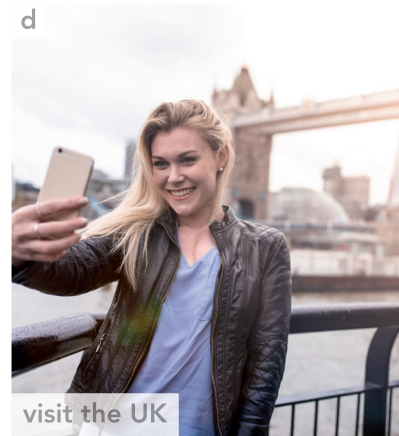
Dave: Yes, I (b) _____. Two years ago I (c) _____ (go) skiing and I (d) _____ (break) my left leg.

Alan: I (e) _____ never _____ (break) my leg but I (f) _____ (have) some bad accidents in the past. For example, I (g) _____ (crash) my bike at least five times.

Dave: (h) _____ you _____ (fall) off your bike last week?

Alan: No, I (i) _____. Last week, I was riding a horse and I (j) _____ (fall) off!

6 Ask your partner if they have ever done these things. Ask follow-up questions in the past simple to find out details of their experiences.



Have you ever broken your leg?

Yes, I have.

Where were you when you broke it?

Describing photos



1 Work with a partner. Look at these photos. What is the connection between them?

2a 1.28 Listen to a boy describing one of the photos. Which photo is he describing?

2b 1.28 Listen again. Which of these questions does the boy answer? Write the answers in your notebook.

- 1 Where are the people?
- 2 Who are they?
- 3 What are the people doing?
- 4 What are they wearing?
- 5 What things or objects are in the picture?
- 6 What has just happened before the scene?
- 7 When is the scene taking place (morning, night, summer, winter, etc.)?
- 8 Have you ever been in a situation like the one in the picture? When? What happened?
- 9 What do you think about the photo?

3 Compare answers with your partner. Do you remember what information the boy gives? Together, practise describing the same photo.

4 1.28 Fillers are words or sounds which give you time to think without stopping the conversation. Listen to the boy again. Check which fillers from the Speaking bank he uses.

SPEAKING BANK

Useful expressions for filling the conversation

- Er ...
- Well ...
- The thing is ...
- I'm not (really/totally/completely) sure but ...
- Maybe ...
- You know ...
- I think ...
- I imagine that ...

Practice makes perfect

5 Work with a partner. Take it in turns to describe one of the photos, using the questions from 2b and the Speaking bank to help you.

Choose one of the photos on this page.

- Describe the photo.
- Have you ever been in a situation like the one in the photo? When? What happened?
- What do you think about the photo?

Notes and messages

1 Read these three notes and messages. In your notebook, write one sentence to explain the situation in each one.

a

Mum,
 My friend Philip has had an accident. He fell and hurt his knee when we were playing basketball at school. The sports teacher took him to St Andrew's Hospital. I've gone to see him. Can you come and pick me up there after work?
 Kate xxx
 PS Can you bring him some magazines, 'Basketball Giants' or something? Phil's really bored.

b

Jamie,
 I wanted to ask you if I could borrow your laptop but you weren't here. I need it to write up a project at school. I've taken it to school but I promise I'll look after it. You don't mind, do you? After all, that's what brothers are for! I'll bring it back asap.
 Zara

c

Jenna,
 I was really sorry to hear that you're ill 😞. I only found out yesterday when Martha told me. I know you don't want any visits at the moment, so I'm sending this note and some chocolates. I hope you can eat them! Don't worry about maths, physics, French, etc. I've taken notes for you and I'll give them to you when I see you.
 Get well soon!
 Sam

2 Look at the notes and messages again. In your notebook, complete the information in the Writing bank.

WRITING BANK

Useful expressions in notes and messages

- In notes and messages, it is normal to begin simply with the name of the person we are writing to.
- We often use abbreviations like PS or [] to keep messages short.
- We use expressions like I was really [] when we are writing about bad news, or Congratulations! when you are happy for somebody.
- We use the expression [] to say we want somebody to recover from an illness or accident quickly.

3 Match the abbreviations and their meanings. Write the answers in your notebook.

- | | |
|--------|---|
| 1 PS | a as soon as possible |
| 2 e.g. | b here is some additional information to my letter or note (Latin: <i>post scriptum</i>) |
| 3 NB | c for example (Latin: <i>exempli gratia</i>) |
| 4 asap | d and other things of the same type (Latin: <i>et cetera</i>) |
| 5 i.e. | e Please pay special attention (Latin: <i>Nota Bene</i>) |
| 6 etc. | f that is, this is exactly what I mean (Latin: <i>id est</i>) |

Practice makes perfect

4a Look at the task and write the message. Use the expressions from the Writing bank and the abbreviations from 3.

You've just gone to visit your friend at his home because he hasn't been at school for two days. He's just gone out to see the doctor. You don't have your mobile phone so leave him a message. Include this information:

- find out how he is
- find out what he has done in the last two days
- tell him what you've done at school
- tell him some news about one or two of your friends.

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4b Give your message to your partner. Write a reply to your partner's message.


BUZZWORD

flunami – an extremely large increase in the number of people suffering from flu

So many people have fallen ill recently that it's like a flunami has hit our school!

- 1 Look at the list of things people do to keep fit and healthy. How do they influence your fitness and well-being? In your notebook, choose the five that you consider to be the most important.

eating healthy food • doing exercise regularly
cutting down on sugar • doing an intensive workout
having a hobby • socialising
using different techniques to cope with stress
keeping a pet • getting enough sleep
practising mindfulness or meditation

- 2  Work with a partner. Compare your lists. Tell your partner which of the things in 1 you do regularly, and which you would like to start doing.

- 3 Read the information from a website devoted to health and fitness apps and answer the questions below.

GET IN SHAPE WITH OUR FITNESS APPS

If you want to get fit and eat more healthily, you will probably look for an app to help you. There are plenty of apps available on the market, but don't try to use all of them – two should be just enough: one for your fitness training programme and the other for your nutrition plan. However, if you want them to be effective, you need to make them part of your routine and not to give up before making sure whether they work for you or not. Check out our recommendations:

Do-it-Yourself-Yoga – If you want to try out yoga at home, from the simplest to more complicated positions, this app is for you. It comes with audio instructions, which are accompanied by 150 illustrations that will help you do the positions correctly.


RunKeeper – Designed for anyone who enjoys walking, jogging, running or cycling and wants to plan an exercise routine and store data on their pace, distance, time and calories burned.

Fooducate – Would you like to make informed decisions about what you buy? This app scans the bar code of a food item and provides you with information on the calories, nutrition, and ingredients that it contains.

Workout Trainer – This app contains thousands of workout programmes for every level of fitness. You can now work out in the comfort of your own home with detailed instructions that will add variety to your exercise programme.

Breathe2Relax – This app is ideal for anyone who wants to learn how to cope with stress; it contains breathing exercises and relaxing music to help you calm down.

- Do you use any apps to help you lead a healthy lifestyle? What are they?
- Which of the apps mentioned in the text would you like to try out and why?
- Do you agree with the author that even the best app won't help you achieve your goals if you don't stick to a routine?

- 4  Work in pairs. Tell your partner if you have ever used a first aid app. Do you think apps like this are a good idea? Why/Why not?

Would you know what to do if someone had heatstroke or an allergic reaction? Would you know how to bandage a deep cut or treat a serious burn? Could you keep someone alive by giving CPR? Sometimes it takes time for an ambulance or paramedics to arrive, so your help may quite literally save someone's life.









If you want to be prepared for any emergency that you may encounter in your day-to-day life, get the official American Red Cross First Aid app. You will find it contains expert advice on how to cope with different kinds of emergencies. Videos and step-by-step explanations make it both easy and fast to use.

- 5 In your notebook, complete the following email with information from the texts in 3 and 4.

From: Ania
To: Chloe
Subject: Health apps

Hi Chloe,

Do you remember that first aid app you told me about? I had a chance to use it yesterday when my brother Tom had a terrible nosebleed. At first, I didn't know how to stop it, but I looked it up in the app. It was very easy to use, as there was a short (1)  which showed me what to do. So, I'd like to ask you for some advice on using apps which could help me keep fit and healthy. In an article I've just read, it says we shouldn't use more (2)  apps at the same time – one for our fitness routine and the other for our (3)  plan. I was thinking I would use Fooducate – I want to go on a diet and I think I'll have to check how many (4)  my food contains. They say you just scan the bar code and the app gives you that info. Also, Do-It-Yourself-Yoga sounds good. I don't really have the time to go to yoga classes, but I want to make sure that I do the positions in the (5)  way. What do you think? Do you know any of these apps? Kisses,
Ania

- 6  For the next class, with a partner prepare a short presentation about a first aid/emergency phone app. Search the Internet to find an app which could be both useful and easy to use. Include the following information:

- what the main functions of the app are;
- what you can do with it;
- how easy it is to use;
- its advantages and disadvantages.

ZDROWIE

Części ciała

ankle (n)	/ˈæŋk(ə)/	kostka
arm (n)	/ɑ:m/	ręka
back (n)	/bæk/	plecy
cheek (n)	/tʃi:k/	policzek
chest (n)	/tʃest/	klatka piersiowa
chin (n)	/tʃin/	podbródek
ear (n)	/iə(r)/	ucho
elbow (n)	/ˈelbəʊ/	łokiec
face (n)	/feɪs/	twarz
finger (n)	/ˈfɪŋgə(r)/	palec (u ręki)
foot (n)	/fʊt/	stopa
forehead (n)	/ˈfɔ:hed/	czoło
hand (n)	/hænd/	ręka, dłoń
head (n)	/hed/	głowa
heel (n)	/hi:l/	pięta
hip (n)	/hɪp/	biodro
knee (n)	/ni:/	kolano
leg (n)	/leg/	noga
mouth (n)	/maʊθ/	usta
neck (n)	/nek/	szyja
nose (n)	/nəʊz/	nos
shoulder (n)	/ˈʃəʊldə(r)/	ramię, bark
stomach (n)	/ˈstʌmək/	brzuch, żołądek
thigh (n)	/θaɪ/	udo
throat (n)	/θrəʊt/	gardło
thumb (n)	/θʌm/	kciuk
toe (n)	/təʊ/	palec u nogi
wrist (n)	/rɪst/	nadgarstek

Choroby, ich objawy i leczenie

broken (adj)	/ˈbrəʊkən/	złamany
cold (n)	/kəʊld/	przeziębienie
cough (n)	/kɒf/	kaszlel
earache (n)	/ˈiə,eɪk/	ból ucha
flu (n)	/flu:/	grypa
food poisoning (n phr)	/ˈfu:d ˌpɔɪz(ə)nɪŋ/	zatrucie pokarmowe
headache (n)	/ˈhed,eɪk/	ból głowy
health centre (n phr)	/ˈhelθ ˌsentə(r)/	ośrodek zdrowia
heart attack (n phr)	/ˈhɑ:t əˌtæk/	atak serca, zawał
hurt (v)	/hɜ:t/	zranić (się), boleć
injure (v)	/ˈɪndʒə(r)/	(z)ranić, zadawać rany
pain (n)	/peɪn/	ból
painkiller (n)	/ˈpeɪnˌkɪlə(r)/	środek przeciwbólowy
sore (adj)	/sɔ:(r)/	bolący, obolały
stomach ache (n phr)	/ˈstʌmək ˌeɪk/	ból brzucha
temperature (n)	/ˈtempərɪtʃə(r)/	temperatura, gorączka
toothache (n)	/ˈtu:θ,eɪk/	ból zęba
virus (n)	/ˈvaɪrəs/	wirus
waiting room (n phr)	/ˈweɪtɪŋ ˌru:m/	poczekalnia

Tryb życia

cope with (v phr)	/ˈkəʊp wɪð/	radzić sobie z...
cut down (v phr)	/ˌkʌt ˈdaʊn/	ograniczyć
do exercise (v phr)	/ˈdu: ˌeksə(r)saɪz/	ćwiczyć
fitness (n)	/ˈfɪtnəs/	kondycja, sprawność fizyczna
healthy (adj)	/ˈhelθi/	zdrowy
lifestyle (n)	/ˈlaɪfˌstɑɪl/	styl/tryb życia
meditation (n)	/ˌmedɪˈteɪʃ(ə)n/	medytacja
mindfulness (n)	/ˈmaɪn(d)ˌfʊlnəs/	uważność, trening uważności
nutrition (n)	/ˈnju:ˌtrɪʃ(ə)n/	żywnienie, odżywianie

(adj) = adjective – przymiotnik
 (adv) = adverb – przysłówek
 (conj) = conjunction – spójnik
 (det) = determiner – określnik
 (np.: a, an, the, that itp.)

(n/n pl) = noun/noun plural
 – rzeczownik/rzeczownik w liczbie mnogiej
 (phr) = phrase – wyrażenie
 (prep) = preposition – przyimek
 (pron) = pronoun – zaimek
 (v) = verb – czasownik

routine (n)	/ru:ˈti:n/	rutyna, ustalony porządek
stress (n)	/stres/	stres
workout (n)	/ˈwɜ:k,aʊt/	trening


Pierwsza pomoc w nagłych wypadkach

allergic reaction (n phr)	/ə,lɜ:dʒɪk riˈækj(ə)n/	reakcja alergiczna
ambulance (n)	/ˈæmbjʊləns/	karetka
bandage (n & v)	/ˈbændɪdʒ/	bandaż, bandażować
burn (n & v)	/bɜ:n/	oparzenie, oparzyć się
CPR (n)	/ˌsi:ˌpi:ˈd:(r)/	sztuczne oddychanie, reanimacja
cut (v & n)	/kʌt/	ciąć, skaleczenie, rana, cięta
emergency (n)	/ɪˈmɜ:dʒ(ə)nəsi/	nagły wypadek, krytyczna sytuacja
first aid (n phr)	/ˌfɜ:st ˈeɪd/	pierwsza pomoc
heatstroke (n)	/ˈhi:tˌstrəʊk/	udar cieplny
nosebleed (n)	/ˈnəʊzˌbli:d/	krwotok z nosa
paramedic (n)	/ˌpærəˈmedɪk/	sanitariusz(ka), pracownik paramedyczny
treat (v)	/tri:t/	leczyć

INNE

action (n)	/ˈækʃ(ə)n/	akcja, czynność
cancer (n)	/ˈkænsə(r)/	rak
common (adj)	/ˈkɒmən/	powszechny
compression (n)	/kəmˈpreʃ(ə)n/	ucisk
cure (n)	/kjʊə(r)/	lek, lekarstwo
cushion (n)	/ˈkʊʃ(ə)n/	poduszka
double (n)	/ˈdʌb(ə)l/	dubler
elevation (n)	/ˌeləˈveɪʃ(ə)n/	uniesienie, podniesienie
get rid of (v phr)	/ˌget ˈrɪd ɒv/	pozbyć się
hit (v)	/hɪt/	uderzyć
ice rink (n phr)	/ˈaɪs ˌrɪŋk/	lodowisko
increase (n)	/ˈɪŋkri:s/	wzrost
injury (n)	/ˈɪndʒəri/	uraz, rana, kontuzja
insufficient (adj)	/ˌɪnsəˈfɪʃ(ə)nt/	niewystarczający
law (n)	/lɔ:/	prawo
list (n)	/lɪst/	lista
medicine (n)	/ˈmed(ə)s(ə)n/	lekarstwo, medycyna
moment (n)	/ˈmɒmənt/	moment
note (n)	/nəʊt/	notatka
obsession (n)	/əbˈseʃ(ə)n/	obsesja
painful (adj)	/ˈpeɪnf(ə)l/	bolesny
period (n)	/ˈpɪəriəd/	okres, czas trwania
recent (adj)	/ˈri:s(ə)nt/	niedawny, ostatni
remedy (n)	/ˈremədi/	środek, lekarstwo
scene (n)	/si:n/	scena
scientific (adj)	/ˌsaɪənˈtɪfɪk/	naukowy
serious (adj)	/ˈsɪəriəs/	poważny
simple (adj)	/ˈsɪmp(ə)l/	prosty
skin (n)	/skɪn/	skóra
suntan (n)	/ˈsʌnˌtæn/	opalenizna
survey (n)	/ˈsɜ:veɪ/	ankieta, sondaż
tight (adj)	/taɪt/	obcisły, ciasny
tip (n)	/tɪp/	wskazówka, rada

Rozumienie ze słuchu

1  **1.29 Usłyszysz dwukrotnie wykład psychologa dotyczący obrazu własnego ciała. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–5. Odpowiedzi w języku angielskim zapisz w zeszycie.**

- 1 How do you feel when you have a positive body image?
- 2 At what age do youngsters usually suffer from eating disorders?
- 3 How do you need to look to feel good about yourself according to the message the media communicate?
- 4 What do the media encourage people to do?
- 5 Why are the bodies presented in the media impossible to achieve?

Rozumienie tekstów pisanych

2 **Przeczytaj tekst. Uzupełnij luki w zdaniach 1–4 zgodnie z treścią tekstu. Luki należy uzupełnić w języku angielskim. Odpowiedzi zapisz w zeszycie.**

DEPRESSION – A MODERN DISEASE

Depression facts:

- About 350 million people suffer from depression nowadays. It is one of the most common diseases according to WHO (World Health Organization).
- Depression affects people of all ages: even children may be depressed.
- There is nothing embarrassing about being depressed – it is a disease which can be treated.
- Its early symptoms cannot be ignored. The feeling of sadness, as well as any sleeping, eating or concentration problems which continue for more than a few days can be a warning sign.
- It is possible to overcome depression.

How to prevent depression?

- You should follow your passions and develop your interests.
- Make sure you have a healthy diet, do exercise and have a good social life.
- It is essential to get enough sleep – you need eight or nine hours of sleep at night.
- It is also important to learn how to cope with stress connected with your school duties, social life, or a lack of self-confidence, as too much stress may lead to depression.
- Last but not least, it is always a good idea to talk – to your friends, parents, teachers. Do not be afraid to talk to someone if you're not feeling well.

- 1 People can get depressed at any .
- 2 Depression can , especially if it is recognised early.
- 3 Teenagers should sleep hours at night.
- 4 Depression may be caused by at school or in social life.

Znajomość środków językowych

3 **Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Odpowiedzi zapisz w zeszycie.**



THE LIGHTER SIDE OF MEDICINE

Have you ever wondered if anything funny happens to doctors and nurses when they are working in their clinics and hospitals? Well, these are jobs like many others, and when you work with people, either patients or paramedics and (1) representatives of medical profession, you are certain to find yourself in situations which are funny.

My wife, who works at a reception desk in a (2) centre, told me about a patient that called her yesterday. When she answered the phone and said, 'Good morning, how can I help you?' the man answered, '(3) an autopsy and I'd like to know my results.' She was laughing about it for an hour.

(4) another anecdote from my son Jack last week. He has been a doctor (5) a few years now. His story went something like this: "It's the first time I've ever been to a nursing home to work with the patients there. The patients and the staff are celebrating the birthday of a rather sleepy old woman. One of the nurses asks her, 'Miss Carter, do you know how old you are today?' and the woman answers, 'No, how old am I?' And everyone in the room says, 'You're 100!'. The woman sighs and says, 'Well, no wonder that I'm so tired.'" So, you see, the medical profession also has a lighter side.

- | | | |
|----------------|--------------|-----------------|
| 1 A other | B others | C another |
| 2 A healthy | B health | C patients' |
| 3 A I'm just | B I just had | C I've just had |
| | having | |
| 4 A I've heard | B I hear | C I heard |
| 5 A for | B from | C since |

- 4 1.30 Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Odpowiedzi zapisz w zeszytach. **Uwaga:** jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- A No, never. But I sprained my wrist last year.
 B For a few weeks, I think.
 C I have a runny nose and a terrible headache.
 D I think you should see a doctor about that.
 E You should rest in bed for a couple of days.

1 2 3 4

Wypowiedź pisemna

- 5 W zeszłym tygodniu uczestniczyłeś/uczestniczyłaś w spotkaniu ze znanym sportowcem, który na swoim blogu promuje zdrowy styl życia. Napisz na forum swoją relację ze spotkania.

- Poinformuj, gdzie odbyło się spotkanie i dlaczego się na nie wybrałeś/wybrałaś.
- Opisz główne zalecenia prowadzącego spotkanie.
- Wyraź swoją opinię na temat spotkania i prowadzącego.
- Wyjaśnij, w jaki sposób to spotkanie wpłynęło na Twoje podejście do zdrowego stylu życia i jakie zmiany ostatnio wprowadziłeś/wprowadziłaś.

NN

TEEN MIND AND BODY

Hi! You'll never believe who I had a chance to meet and listen to!

Tommy 3 hours ago 13 replies

Długość wypowiedzi powinna wynosić od 100 do 150 słów (nie licząc słów w zdaniach, które już są podane).



Wypowiedź ustna

- 6 Pracujcie w parach. Wykonajcie zadanie, następnie zamieńcie się rolami. Rozmowę rozpoczyna uczeń B.

Uczeń A

Przebywasz za granicą na kursie językowym. Masz wysoką gorączkę i bardzo źle się czujesz. Jesteś u lekarza. Poniżej podane są cztery kwestie, które musisz omówić z uczniem B.

Okoliczności pobytu za granicą

Objawy złego samopoczucia

Zalecenia i rekomendacje lekarza

Obawy związane z nieobecnością na kursie językowym

Uczeń B

Jesteś lekarzem. Przychodzi do Ciebie uczeń z Polski, który przebywa na kursie językowym. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/wybrane punkty:

- dowiedz się, jakie objawy złego samopoczucia ma uczeń A
- dowiedz się, czy uczniem A ma się kto zaopiekować.
- zaproponuj, by uczeń A zgłosił się do Ciebie na wizytę kontrolną za kilka dni.
- wyraż stanowczą opinię, że uczeń A musi kilka dni spędzić leżąc w łóżku.

SELF-ASSESSMENT UNIT 4

How well can you do these things in English now? Give yourself a mark from 1 to 4.

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

- a I can report general and recent experiences in the past, using the present perfect.
- b I can talk about activities which continue up to now using the present perfect with *for* and *since*.
- c I can discuss health problems and illnesses.
- d I can describe scenes in photos and pictures using fillers.
- e I can write basic notes and messages.
- f I can talk about my lifestyle and how to keep fit and healthy.

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5 TV addicts

Vocabulary

Television

1 Look at the TV. What types of programmes can you see? Use the words in the box to help you.

advert • cartoon • chat show • comedy
 cookery programme • documentary
 drama • film • game show • reality show
 soap • sports programme • the news

2 Think of one or two examples of each programme in 1.

cartoon – The Simpsons, Dragon Ball Z

3a Where does the stress come in each noun or compound noun in 1?

ad·vert car·toon

3b 1.31 Listen, check and repeat.

4 Look at the words in bold in these questions. Check that you understand them. Then use the questions to interview your partner.

- Do you ever watch any **live** programmes? What type?
- What is your favourite **series**?
- What **channel** is it on?
- Who is your favourite TV **presenter**?
- Who usually **turns** the TV **on** in your house?
- What time do you usually **switch** the TV **off**?
- Who is in charge of the **remote control** in your house?

Adjectives describing TV programmes

5 Look at these adjectives. Do they have a positive (+) or a negative (-) meaning?

awful • boring • cool • exciting • funny
 informative • interesting • moving
 popular • scary



6 Match some of the words in 5 with these descriptions. Write the answers in your notebook.

- when something gives a lot of information *informative*
- when something makes you feel frightened
- when something is very bad
- when many people like something
- when something makes you laugh
- when something makes you feel very emotional

7 1.32 Listen and decide what type of TV programmes these five people are talking about. Write the answers in your notebook.

- | | |
|----------------------------|----------------------------|
| 1 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| 2 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| 3 <input type="checkbox"/> | |

8a Think of things or people for each adjective in 5 and make a note of them in your notebook.

exciting – superhero films, live football

8b Work with a partner and compare ideas.

I think superhero films are really exciting.

I don't. I think they're boring!

1a Work with a partner. What can you see in the TV screens? Each one is of a TV programme. Which programme would you prefer to watch? Why?

1b You are going to read a magazine article about Slow TV. Before you read, what do you think Slow TV might be?

Culture > **Television & radio** Blog TV listings News Reviews A-Z Message board

SLOOOOOOOOOOW TV

It's Friday night. What would you like to watch on TV? How about a reality show to find the best singer in the country? Or the funniest comedy programme on TV? Or how about watching a complete seven-and-a-half-hour train journey from Oslo to Bergen in Norway?

One Friday night in 2009, against all predictions, a million people in Norway (20% of the population) decided to watch the programme about the longest railway in the country! This programme was the start of a new phenomenon called 'Slow TV'.

'It was the 100th anniversary of this route and we'd planned a couple of documentaries,' says Rune Møklebust, head of programming at the Norwegian public TV channel (NRK). 'Then someone said 'why not film the whole trip?'. We thought it would be something completely new ... and cheap. The programme went out at the same time as *The X Factor* and a popular comedy programme. It was the most popular programme that night. Many people said they only planned to watch for a few minutes, but they ended up watching for hours and hours.

Some Slow TV programmes are longer and slower than that first programme. There has been a nine-hour programme which showed the process of getting the wool from a sheep and turning it into a jumper. There has also been a 12-hour programme showing a wood fire burning. And an 18-hour programme showing somebody fishing (it took four hours to catch the first fish!). The longest programme so far was 134 hours, showing the coast of Norway from a ship. Møklebust used 11 cameras and filmed for five and a half days. Many people went to the coast to appear in the programme.



08 Hours

Watch Now



12 Hours

Watch Now

3.2 million people watched it. That's more than half the country! So why is Slow TV so popular? Life is faster and more stressful than in the past. For many people, Slow TV is more relaxing than modern programmes where the pictures and sounds change rapidly. Also, more and more people live in big cities. Maybe Slow TV helps them to feel in contact with nature again. After all, this is real 'reality TV', with no editing, not like the programmes they call 'reality shows'.

Slow TV is getting bigger and bigger. And it isn't only Norwegians who are interested in it. A US company has started to show the programmes on over 100 channels. 1.1 million Americans watched the famous seven-and-a-half-hour train programme. But some Americans say that Slow TV was really an American invention. One of the most famous American artists, Andy Warhol, made a film in 1963. It was called *Sleep*. In the film, a poet called John Giorno sleeps for six hours!

2 Read the text and check your prediction in 1b.

3 Choose the best answers and write them in your notebook.

- When a lot of people watched the train programme in 2009, it was ...
 - because there was nothing good on the other channels.
 - a surprise.
 - because Norwegians are interested in their railway.
- Originally, Rune Møklebust didn't ...
 - have a reason to make a programme about the train journey.
 - want to make a programme about the train journey.
 - plan to make a long programme of the train journey.
- In Norway, ...
 - there are approximately 5 million people.
 - people generally live on the coast.
 - people are only really interested in nature programmes.
- Slow TV is 'real' because ...
 - they only use one or two cameras.
 - what they film is what you see.
 - they only film nature and animals, not people.

- On American TV, ...
 - there are channels that are starting to show Norwegian programmes.
 - they are saying that an American artist invented Slow TV.
 - there are channels which now only show Slow TV.

4 Answer these questions in your notebook.

- Why did Rune Møklebust and his team decide to make their first long programme?
- What reasons can explain the popularity of Slow TV?
- What are the similarities between the film *Sleep* and Slow TV?

5 **CRITICAL THINKING**

Think! Then compare ideas with your class.

- 'Reality shows do not show the real world.' Do you agree? Why/Why not?

6 Can you guess from the context what the underlined words mean? Check your ideas in a dictionary.

7 **What about you?**

Would you like to watch any of the Slow TV shows mentioned in the text? Why/Why not?

Comparatives and superlatives

1a Look at the comparative and superlative form of these adjectives.

Adjective	Comparative	Superlative
1 long	longer	the longest
2 big	bigger	the biggest
3 funny	funnier	the funniest
4 popular	more popular	the most popular
5 good	better	the best

Now match the adjectives with the correct rule. Write the answers in your notebook.

- a adjectives with three syllables or more, use *more/most* + the adjective
- b one-syllable adjectives which end in one vowel + one consonant, double the last consonant and add *-er*
- c two-syllable adjectives ending in *-y*, omit *-y* and add *-ier*
- d one-syllable adjectives, add *-er*
- e irregular adjectives have no set rule

4



1b Use the rules in 1a to write the comparative and superlative form of these adjectives in your notebook.

- 1 crazy
- 2 bad
- 3 boring
- 4 short
- 5 sad

1c Complete the sentences in your notebook with the correct words.

- 1 The new series is more popular _____ the old one.
- 2 It's the most popular series _____ the US at the moment.

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2a 1.33 Listen at these sentences and listen. Then answer questions 1–3.

- a Films are longer than game shows.
 - b Books are more interesting than films.
 - c This programme was better than that one.
 - d Soaps are more popular than reading.
- 1 Which colour represents the stress in the sentences: yellow or blue?
 - 2 Which types of words receive the stress: nouns, main or auxiliary verbs, adjectives or articles?
 - 3 What types of words does the other colour represent?

2b 1.33 Listen again and repeat the sentences.

3a Complete these sentences in your notebook with the comparative form of the adjectives given and *than*.

- 1 Cookery programmes are _____ documentaries. (interesting)
- 2 Adverts can sometimes be _____ the programmes. (good)
- 3 Reality shows are _____ chat shows. (bad)
- 4 Watching films at the cinema is _____ watching them on TV. (exciting)
- 5 Ben Stiller is _____ Will Smith. (funny)

3b Work with a partner. Which of the sentences in 3a do you agree with?

4 Check that you understand the words in the box. They are words which we frequently use with comparative adjectives to modify them. Then choose the correct alternative. Write the answers in your notebook.

a bit • a lot • far • much • slightly

- 1 Watching TV is *far/a bit* more popular as a hobby than writing poetry.
- 2 Jack Black (1m 68cm) is *much/slightly* taller than Daniel Radcliffe (1m 65cm).
- 3 For most people, watching football on TV is *a lot/a bit* more exciting than watching yoga.
- 4 The programme lasted 60 minutes. It was *far/a bit* longer than normal, because it usually lasts 55 minutes.

5 Complete the sentences in your notebook with a logical opinion. Then work with a partner and compare your sentences.

- 1 *Slow TV programmes are* _____ a lot longer than *normal TV programmes*.
- 2 _____ a lot younger than _____.
- 3 _____ slightly more popular than _____.
- 4 _____ far funnier than _____.
- 5 _____ much more informative than _____.
- 6 _____ a bit scarier than _____.

6a Justin Timberlake has been a singer since 1995 and he is now one of the most famous people in the world. He started singing in a boy band and he looked very different. Look at him in these two photos. In your notebook, make notes comparing his appearance. Use the words in the box for ideas.

attractive • bad • dark • funny • good • curly • long
old • serious • short • strong • young

6b Work with a partner. Take it in turns to compare the two photos.



He's older in photo b.

Yes, and his hair is much darker.

6c Talk about you. Have you changed since you were seven?

7 Complete the questions in your notebook with the superlative form of the adjectives given.

- 1 What is the most interesting (interesting) way to spend free time in your opinion?
- 2 What is (difficult) day of the week for you?
- 3 Who is (funny) person in the class?
- 4 Who is (happy) person you know?
- 5 What is (good) part of your day?

8a Interview different people in the class using the questions in 7.

8b Tell the class some interesting answers that people gave you.

Lucy thinks Sunday is the most difficult day of the week!

Adjectives ending in -ing and -ed

1 Choose the correct alternatives in the examples and the rule. Write the answers in your notebook.

- 1 When a film is exciting/excited, you feel exciting/excited.
- 2 When a documentary is interesting/interested, you feel interesting/interested.

To describe how somebody feels, we use the -ing/-ed ending.

2 In your notebook, write the -ing or -ed forms of the words in the box. Check that you understand the words.

boring • confusing • disappointing
embarrassed • exciting • frightened
interesting • moving • relaxed
surprised • tired

3 Complete the sentences in your notebook with the -ing or -ed form of the words given.

- 1 I was (surprise) to hear that they've stopped the series.
- 2 It was so (embarrass) when the presenter forgot what to say.
- 3 That new game show is really (confuse). I don't know what the contestants have to do.
- 4 That film made me feel really emotional. I was (move).
- 5 The directors of the new show were very (disappoint) because not many people watched it.
- 6 Some people think that classical music is (bore).
- 7 I think classical music is really (relax).

4a Look at these things. Then make notes with your opinions of them in your notebook.

exams • pop music • reading • spiders
sport • theme parks • watching documentaries

exams – tiring, make me feel frightened

4b Compare your ideas with a partner.

I think exams are really tiring.

Yes, and they sometimes make me a bit frightened.

1 Do you ever watch British or American TV shows? Which ones? What do you think of them?



Downton Abbey – a popular British TV show

2 1.34 Listen to a radio programme. The people are calling to say what they think of TV in the UK and what type of programmes they usually watch. In your notebook, match the speakers with their answers. There are two options you don't need.

- | | | | |
|-----------------------|--------|---|--------------------------|
| a game shows | Tyler | 1 | <input type="checkbox"/> |
| b sports programmes | Olivia | 2 | <input type="checkbox"/> |
| c drama series | Harry | 3 | <input type="checkbox"/> |
| d they don't watch TV | Lily | 4 | <input type="checkbox"/> |
| e documentaries | | | |
| f comedy programmes | | | |

3 1.34 Listen again. In your notebook, write which speaker ...

- 1 thinks having lots of different channels isn't always a good thing?
- 2 finds that TV makes it difficult for them to communicate with others?
- 3 thinks TV today is the same as always?
- 4 just watches TV to be happy and relaxed?
- 5 watches TV to have fun and to learn things?
- 6 thinks some types of programmes are better in the UK than anywhere else?
- 7 wants people to be more active?
- 8 thinks Americans make more exciting programmes.

4 What about you?

In general, what do you think of TV in your country?

BUZZWORD

Whovian – a fan of the British science fiction TV series *Doctor Who*

The convention attracted a lot of Whovians, who wanted to see the actors who currently had the star roles of the Doctor and companions.

less ... than, (not) as ... as

1a Look at these sentences.

- 1 British TV is **as** good **as** TV in the US.
- 2 British series aren't **as** good **as** American series.
- 3 Their programmes are **less** informative **than** ours.

1b Are these statements true or false? Write the answers in your notebook.

- 1 We use **as ... as** to say that two things, people or situations are similar.
- 2 **Not as ... as** and **less ... than** have a similar meaning.
- 3 **Not as ... as** and **less ... than** are the opposite of **more ... than**.

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2 Rewrite these sentences in your notebook but keep the same meaning. Use **as ... as**, **not as ... as**, **less ... than**. Use each expression twice.

- 1 American TV series are more violent than European series.
European series aren't as violent as American TV series.
- 2 Soaps are interesting, but game shows are equally exciting.
Game shows are not as interesting as soaps.
- 3 Computer games are more popular with today's teenagers than TV programmes.
TV programmes are not as popular as computer games.
- 4 Football programmes on TV are exciting. Football programmes on the radio are equally exciting.
Football programmes on the radio are not as exciting as football programmes on TV.
- 5 Watching horror films in the cinema is scarier than watching them at home.
Watching horror films at home is not as scary as watching them in the cinema.
- 6 Books are more informative than TV documentaries.
TV documentaries are not as informative as books.

3 Work with a partner. Do you agree with the opinions in 2?

What do you think about the first sentence?

I agree. I think American TV series are often very violent.

too and (not) enough

4a Look at the sentences.

- 1 People here are **too** lazy to switch the TV off.
- 2 The programmes aren't good **enough**.
- 3 People say they haven't got **enough** free time.
- 4 I'm happy **enough** with TV today.

4b Match the first and second halves of the rules.

Write the answers in your notebook.

- 1 We use **too** a to say a person, thing or situation is insufficient.
- 2 We use **not ... enough** b to say a person, thing or situation is sufficient.
- 3 We use **enough** c to say a person, thing or situation is excessive.

4c Look at the word order in the sentences in 4a.

- 1 Does **too** come before or after the adjective?
- 2 Does **enough** come before or after the adjective?
- 3 Does **enough** come before or after the noun?

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5 Complete the text with the words in the box.

Write the answers in your notebook.

as • as • enough • not • serious • than • too • young



Matt Smith as Doctor Who.

Doctor Who is a world-famous science fiction drama series made by the BBC. It's a British series, but it's as popular (a) many big American series. In most episodes, there are scary moments. But the writers need to be careful. It can't be (b) frightening because it's a series for children. The great thing about the series is that children love

it but it's exciting (c) for adults to enjoy, too.

Doctor Who travels in space and in time. He travels in a blue police telephone box called the TARDIS. From the outside, it seems that there is (d) enough space for two or three people to be inside the TARDIS. But, luckily, the inside of the TARDIS isn't

(e) small as the outside. In fact, it's enormous!

The series is already over 50 years old! Twelve actors have played the Doctor so far. Some of the actors have been less successful

(f) others. But one of the most popular was Matt

Smith. At first, some people thought he was too (g)

to be Doctor Who, because he was only 26. And some people thought he wasn't (h) enough because he was always saying funny things. But he was such a great Doctor that, in the end, some people cried when he left the series!

6 Complete the sentences in your notebook with the verb to be and too or not ... enough plus the adjective given.

- 1 This film is for adults, and Aisha is only fifteen.
She *isn't old enough* (old) to see it.
- 2 This game show (easy).
Everybody always wins.
- 3 This cartoon (original). It's exactly the same as all the others.
- 4 Owen needs to improve. He (good) to be in the first team.
- 5 It (hot) in here.
Can you open the window?
- 6 I can't understand this film. The story (confusing)!
- 7 That horror film was awful. It (scary). I was so bored I fell asleep!

7a Look at the questions. In your notebook, write down ideas for your answers. Use the adjectives in the box with too and enough.

clever • fast • fit • good • healthy
lazy • long • old • serious • short
slow • young

- 1 Could you be a newsreader on national TV at the moment?
- 2 Could you win a gold medal running 100 metres at the Olympic Games next week?
- 3 Could you win a Nobel Prize next year?

7b Tell your partner your answers.

We aren't old enough to read the news.

And my hair's too long! The men who read the news always have short hair!

Negotiating

1 **Work with a partner. Imagine these programmes are on TV tonight. Which one(s) would you like to watch? Why?**

8 pm	8.00	PICK Earthwatch David Kent explores the wonders of the Amazon rainforest.	You're Nicked! An insight into the life of Britain's police force.	Who Wants to be Incredibly Rich? James Kay hosts the big money quiz.
	8.30			
9 pm	9.00	Space 2112 First in a spectacular new sci-fi drama series.	Catastrophes Experts predict how the world will end.	Food Nation Three chefs remain in the competition and there's another event to cook for.
	9.30			
10 pm	10.00	News	FILM Three's a Crowd (2009) *** A young woman's life is turned upside down when her mother-in-law moves into the marital home.	PICK Patterson's People Interviews with the rich and famous.
	10.30	Sports Round-up Highlights from this afternoon's match between Liverpool and Barcelona.		

4 **Work with a partner. Take it in turns to suggest watching a programme from 1 and responding to the suggestion.**

Shall we watch the cookery programme?

I'm not sure. I don't think it's very exciting. What about...?

5 **Look at these different ways of spending the evening. Work with a partner. Think of good and bad things about each activity.**



2a **1.35 Listen to two friends deciding what to watch on TV tonight.**

- In your notebook, write which types of TV programme you hear.
- Which programme do they decide to watch?

- chat show comedy
- drama series documentary
- game show cookery programme

2b **What do the two girls think about different types of programme?**

- drama
- science fiction
- documentaries
- cookery programmes

3 **1.35 Listen to the dialogue again. Which expressions do you hear?**

SPEAKING BANK

Making suggestions

- Shall we (do something)?
- Why don't we (do something)?
- Let's (do something).
- How about (doing something)?

Responding to suggestions

- Great!
- OK.
- Fine.
- Yes, let's ...
- I know what you mean, but ...
- No, I prefer ...
- But what about ...?
- Good idea.
- Me too./Me neither.
- Yes, but ...
- I'm not sure.

Practice makes perfect

6 **Work with a partner. Do this role-play using your ideas from 5 and the Speaking bank to help you.**

You and your partner want to spend the evening together.

- Suggest an activity and explain why you think it is a good idea.
- Listen to your partner's suggestion and explain why you don't want to do this activity.
- Talk about different activities until you come to a decision about what to do.

BUZZWORD

binge-watching – the activity of watching TV for an extended period of time, e.g. several episodes of a series

Last weekend, I binge-watched the whole first season of that sitcom you recommended to me. I loved it!

A review

1 Read this review of a British TV programme. Do you know the programme? If so, do you like it? If not, would you like to see it? Why/Why not?

Today	Sun	Mon	Tue
-------	-----	-----	-----

Review

The Voice | Saturday 7 pm



My favourite programme is *The Voice*. It's on BBC1. It's on Saturdays at about 7 o'clock in the evening and they repeat the programme on BBC3 on Sundays. In *The Voice*, four famous singers listen to members of the public sing. Each star decides if they like the person's voice and if they want the person to be part of their team. Then the teams compete to see who has the best voice.

Personally, I love this programme because I love music and I also like game shows and reality shows. In my opinion, *The Voice* is really cool because the stars can't see the person who is singing. They can only listen. I think that's much fairer than on other singing shows where they choose the winners because of their appearance, not because of their voice.

I would recommend *The Voice* to anybody who likes pop music and reality shows. As far as I'm concerned, it's the best combination of those two types of programme that I've ever seen.

2a In which paragraphs does the information come? Write the answers in your notebook.

- Paragraph 1: _____
- Paragraph 2: _____
- Paragraph 3: _____
- Paragraph 4: _____

- title, channel, time and day
- why the writer likes the programme
- a recommendation to watch/not to watch the programme
- a description of the programme

2b Make notes in your notebook with the basic information that the writer gives.

- 1 Title: *The Voice*
- 2 Channel: _____
- 3 Day and time it's on: _____
- 4 Description of the programme: _____
- 5 Reasons why the writer likes it: _____

3 Read the review again. In your notebook, complete the expressions in the Writing bank.

WRITING BANK

Useful expressions in a review

- _____ *Personally* _____, I love this programme ...
- _____, *The Voice* is really cool because ...
- I _____ that's much fairer than ...
- I _____ *The Voice* to anybody who ...
- As _____ concerned, it's the best ...

4a Work with a partner. In your notebooks, make a list of programmes that are popular in Poland at the moment.

4b Tell your partner your opinion of the programmes. Use the expressions in the Writing bank.

5 In your notebook, make notes about your favourite TV programme. Think about the information in 2a.

Practice makes perfect

6 Look at this task and write your review. Use the paragraph plan in 2a and the expressions in the Writing bank to help you.

Write a review of your favourite TV programme. Include:

- basic information about the programme (title, channel, time, day)
- a description of the programme
- reasons why you like it
- a recommendation (who is the programme good for?).

1 **Work with a partner. Look at the list of activities below. Do you think it is possible to become addicted to them? Why/Why not?**

- playing video/online games • shopping
- doing exercise • watching TV series • texting
- using social media • losing weight
- surfing the Net • partying

2 **Read the blog entry on binge-watching. Which words in the box would you use to describe the general tone of the entry?**

- serious • humorous • formal • informal
- informative • personal • critical • enthusiastic

THE REAL POWER OF BINGE-WATCHING

Do I binge-watch? Of course I do. Who doesn't nowadays? That is, if binge-watching means watching several episodes of a series in a row. Well, maybe more than several. Or perhaps a whole season. If I'm hooked on a show, it's goodbye to any household chores that have been on my 'must-do list' for the last couple of weeks.

All those streaming services like Netflix or Amazon know what they're doing when they give us the chance to see the whole season all at once. Back in the old days, you had to wait a week to see the next episode of your favourite show. Now, the next episode is one press of a button away, and if it has got a good cliffhanger ending, a twist in the plot or a scene which is so exciting that it makes you want to watch the next one – who can possibly say no to that?

The question is, is this really an addiction, similar to those of being addicted to drugs, alcohol or gambling? There is some research which suggests what is happening when we watch that cliffhanger: we don't know what happens next, so our bodies produce stress-related hormones.

On the other hand, as the studies go on to show, when we have finished watching an episode, a series of episodes, or a whole season, we feel we have achieved something, or completed a task, and that feeling causes pleasure hormones to start flowing in our brains. As a result, we want to watch more.

So, even if you feel it's not quite an addiction yet, but simply a mild obsession, maybe it's time to get back in control. Promise yourself to only watch another episode after you finish a task. Make a decision not to watch anything late at night. I've got to finish now, however, because I have another episode of *Homeland* to watch 😊

3 **Which of the following is stated in the text as a fact? Which is an opinion of the author? Write the answers in your notebook.**

- 1 Shows are addictive because you want to know what happens next.
- 2 We produce hormones related to stress when we are watching a cliffhanger ending.
- 3 Our brains feel happy when we complete a task such as watching a whole season.
- 4 Binge-watching is more of an obsession than an addiction.
- 5 We should find ways to control our binge-watching habits.

4 **In your notebook, complete the following email to a university lecturer, using information from the blog.**

Dear Professor Jones,

I have just read an article about binge-watching which raises the question whether it is possible to become (1) to watching a favourite show. The author quotes the result of some (2) but does not mention any sources. I was wondering if you could help me find any reliable information about what happens to people when they binge-watch, for example, what (3) are produced in their brains.

I am currently preparing a project on what causes the brain to feel happy and satisfied. That is why I would also be interested to know whether finishing a whole season can really make you feel as if you have (4) an important task.

I would be very grateful for your help.

Looking forward to hearing from you,

Harry Finney

5 **Work in pairs. Complete the questionnaire in your notebook. Are your answers similar or different?**

How often do you:	Every day / Very often	Quite often	From time to time	Seldom	Never
watch TV series?	●	●	●	●	●
watch two or more episodes at once?	●	●	●	●	●
get too little sleep because of binge-watching?	●	●	●	●	●
forget to do some other tasks because of binge-watching?	●	●	●	●	●

6 **Work with a partner. Answer these questions.**

- 1 If you binge-watch, when was the last time you did it? What was the show?
- 2 Can you think of a show in which the cliffhangers were really good? Tell your partner about it.
- 3 Do you think that binge-watching is an addiction or an obsession? Why?
- 4 Do you agree with the opinion that you should watch the most popular shows so as to be able to talk about them with your friends? Why/Why not?

7 **For the next class, prepare a short presentation or a poster. Search the Internet for teenage addictions and find information on the following:**

- why it is so addictive;
- how common the problem is;
- what health problems it might lead to;
- how you can help people who are addicted.

KULTURA

Media

advert (ad/advertisement) (n)	/ˈadvɜ:t/	reklama
cartoon (n)	/kɑ:'tu:n/	kreskówka
channel (n)	/ˈtʃæn(ə)/	kanal (televizyjny)
chat show (n phr)	/ˈtʃæt ʃəʊ/	program dyskusyjny, talk-show
comedy (n)	/ˈkɒmədi/	komedie
cooking programme (n phr)	/ˈkɒk(ə)rɪ ˌprəʊgræm/	program kulinarny
documentary (n)	/ˌdɒkjʊ'ment(ə)rɪ/	film dokumentalny
drama (n)	/ˈdrɑ:mə/	film obyczajowy, dramat
film (n)	/fɪlm/	film
game show (n phr)	/ˈgeɪm ʃəʊ/	teleturniej
live (adj)	/laɪv/	na żywo
programme (n)	/ˈprəʊgræm/	program
reality show (n phr)	/rɪ'æləti ʃəʊ/	program „reality show”
remote control (n phr)	/rɪ'məʊt kən'trəʊl/	pilot (do telewizora)
series (n)	/ˈsɪəri:z/	serial
soap opera (n)	/səʊp ˈɒprə/	telenowela
sports programme (n phr)	/ˈspɔ:ts ˌprəʊgræm/	program sportowy
the news (n)	/ðə ˈnju:z/	wiadomości
turn/switch on/off (v phr)	/ˌtɜ:n / ˌswɪtʃ ˈɒn / ˈɒf/	włączać/wyłączać
TV presenter (n phr)	/ˌti: ˈvi: pri:zenta(r)/	prezenter telewizyjny

Twórcy i ich dzieła

awful (adj)	/ˈɔ:f(ə)l/	okropny, paskudny
boring/ed (adj)	/ˈbɔ:riŋ / bɔ:d/	nudny/znudzony
confusing/ed (adj)	/kən'fju:ziŋ / kən'fju:zd/	zagmatwany/zmieszany
cool (adj)	/ku:l/	znakomity, super
disappointing/ed (adj)	/ˌdɪsə'pɔɪntɪŋ / ˌdɪsə'pɔɪntɪd/	rozczarowujący/rozczarowany
embarrassing/ed (adj)	/ɪm'bærəsɪŋ / ɪm'bærəst/	niezręczny/zażenowany
exciting/ed (adj)	/ɪk'saɪtɪŋ / ɪk'saɪtɪd/	ekscytujący/podekscytowany
frightening/ed (adj)	/ˈfraɪt(ə)niŋ / ˈfraɪt(ə)nd/	przerażający/wystraszony
funny (adj)	/ˈfʌni/	śmieszny, zabawny
informative (adj)	/ɪn'fɔ:mətɪv/	pouczający
interesting/ed (adj)	/ˈɪntrəstɪŋ / ˈɪntrəstɪd/	interesujący/zainteresowany
moving/ed (adj)	/ˈmu:vɪŋ / mu:vd/	poruszający/wzruszony
popular (adj)	/ˈpɒpjələ(r)/	popularny
relaxing/ed (adj)	/rɪ'læksɪŋ / rɪ'lækst/	odprężający/odprężony
scary (adj)	/ˈskeəri/	straszny
surprising/ed (adj)	/sə'praɪzɪŋ / sə'praɪzd/	zaskakujący/zaskoczony
tiring/ed (adj)	/ˈtaɪrɪŋ / ˈtaɪəd/	męczący/zmęczony

ŻYCIE PRYWATNE

Formy spędzania czasu wolnego

do exercise (v phr)	/ˈdu: ˈeksəsaɪz/	ćwiczyć
play video/online games (v phr)	/ˈpleɪ ˈvɪdɪəʊ / ˈɒn laɪn ˌgeɪmz/	grać w gry komputerowe/w sieci
party (v)	/ˈpa:ti/	bawić się
shop (v)	/ʃɒp/	robić zakupy
surf the Net (v phr)	/ˈsɜ:f ðə ˈnet/	surfować po Internecie
text (v)	/tekst/	wysłać wiadomość SMS, esemesować

(adj) = adjective – przymiotnik
 (adv) = adverb – przysłówek
 (conj) = conjunction – spójnik
 (det) = determiner – określnik
 (np.: a, an, the, that itp.)

(n/n pl) = noun/noun plural – rzeczownik/rzeczownik w liczbie mnogiej
 (phr) = phrase – wyrażenie
 (prep) = preposition – przyimek
 (pron) = pronoun – zaimek
 (v) = verb – czasownik

use social media (v phr)	/ˌju:z ˌsəʊʃəl ˈmi:diə/	używać mediów społecznościowych
watch TV series (v phr)	/ˈwɒtʃ ti: ˌvi: ˈsɪəri:z/	oglądać serie telewizyjne

ZDROWIE

Uzależnienia

addict (n)	/ˈædɪkt/	nałogowiec
addicted (adj)	/ə'dɪktɪd/	uzależniony
addictive (adj)	/ə'dɪktɪv/	uzależniająca
addiction (n)	/ə'dɪkʃ(ə)n/	uzależnienie
control (n & v)	/kən'trəʊl/	kontrola, kontrolować
drug (n)	/drʌɡ/	narkotyki
gambling (n)	/ˈɡæmblɪŋ/	hazard
habit (n)	/ˈhæbɪt/	nawyk, przyzwyczajenie
hooked (on) (adj)	/hʊkt/	uzależniony (od)
obsession (n)	/əb'seʃ(ə)n/	obsesja
pleasure (n)	/ˈpleʒə(r)/	przyjemność

INNE

a bit (adv)	/ə ˈbɪt/	trochę
anniversary (n)	/ˌæni'vɜ:s(ə)rɪ/	rocznica
appear (v)	/ə'piə(r)/	pojawiać się
burn (v)	/bɜ:n/	palić (się), płonąć
cheap (adj)	/tʃi:p/	tani
chore (n)	/tʃɔ:(r)/	obowiązek domowy
cliffhanger (n)	/ˈklɪf ˌhæŋə(r)/	pełne napięcia zakończenie
coast (n)	/kəʊst/	wybrzeże
complete (adj)	/kəm'pli:t/	całkowity
edit (v)	/ˈedit/	edytować, montować (filmy)
end up (v phr)	/ˌend ˈʌp/	skończyć
episode (n)	/ˈepɪsəʊd/	odcinek
hormone (n)	/ˈhɔ:məʊn/	hormon
humorous (adj)	/ˈhju:mərəs/	zabawny, dowcipny
invent (v)	/ɪn'vent/	wynaleźć, wymyślić
invention (n)	/ɪn'venʃ(ə)n/	wynalazek
journey (n)	/ˈdʒɜ:ni/	podróż
lazy (adj)	/ˈleɪzi/	leniwy
lifestyle (n)	/ˈlaɪf ˌstɑɪl/	styl/tryb życia
mild (adj)	/maɪld/	łagodny
nature programme (n)	/ˈneɪtʃə ˌprəʊgræm/	program przyrodniczy
Norway (n)	/ˈnɔ:weɪ/	Norwegia
Oslo (n)	/ˈɒzləʊ/	Oslo
phenomenon (n)	/fə'nɒmɪnən/	zjawisko, fenomen
plot (n)	/plɒt/	fabuła
poet (n)	/ˈpəʊɪt/	poeta
population (n)	/ˌpɒpjə'seɪʃ(ə)n/	populacja
rapidly (adv)	/ˈræpɪdli/	szybko, gwałtownie
research (n)	/ˈri:sɜ:tʃ/	badanie naukowe
route (n)	/ru:t/	trasa
slightly (adv)	/ˈslaɪtli/	lekką, nieznacznie
source (n)	/sɔ:s/	źródło
stressful (adj)	/ˈstresf(ə)l/	stresujący
trip (n)	/trɪp/	wycieczka, wyjazd
twist (n)	/twɪst/ (nieoczekiwany)	zwrot
wool (n)	/wʊl/	wełna

Rozumienie ze słuchu

1 1.36 Usłyszysz dwukrotnie wiadomość radiową. Na podstawie informacji zawartych w nagraniu uzupełnij w poniższym dialogu luki 1–5. Luki należy uzupełnić w języku polskim. Odpowiedzi zapisz w zeszytcie.



Tomek: Cześć, Marta. Słyszałaś, że będzie szósty sezon Agentów T.A.R.C.Z.Y.?
Marta: Cześć. Super! To mój ulubiony serial o (1) [redacted]. Nawet dołączyłam do grupy na Twitterze, która walczyła o to, żeby (2) [redacted] nie rezygnowali z tego serialu.
Tomek: Naprawdę? No to się pewnie nie ucieszysz, kiedy się dowiesz, że następny sezon pojawi się dopiero za (3) [redacted].
Marta: Trudno. Poczekam. Na szczęście są inne seriale.
Tomek: Wiadomo też, że będzie krótszy – będzie miał tylko (4) [redacted] odcinków.
Marta: Naprawdę? A to szkoda!
Tomek: Ciekawe, co się wydarzy w ostatnim odcinku sezonu piątego – podobno widzowie będą płakać...
Marta: Pewnie ktoś zginie. Mam nadzieję, że nie agent Coulson... Chociaż, z drugiej strony, polubiłam wszystkich bohaterów. Już nie mogę się doczekać finału tego sezonu.
Tomek: A kiedy ten ostatni odcinek?
Marta: No jak to, nie wiesz? W (5) [redacted]! Ale u nas dopiero dwa dni później...

Rozumienie tekstów pisanych

2 Przeczytaj tekst, z którego usunięto trzy zdania. Wpisz w każdą lukę (1–3) literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać logiczny i spójny tekst. **Uwaga:** dwa zdania zostały podane dodatkowo i nie pasują do żadnej luki. Odpowiedzi zapisz w zeszytcie.

- A The film received six Oscar nominations, but only Mark Rylance actually got the award.
- B Donovan tries to do everything he can to get Abel released from prison.
- C So, if you want a really well made historical drama, the film is for you.
- D He portrays Donovan as an intelligent but stubborn man on a mission.
- E Donovan is hired by the CIA to negotiate the exchange of Powers for Abel.

Znajomość środków językowych

3 Napisz w zeszytcie, co byś powiedział/powiedziała po angielsku w każdej z opisanych sytuacji (1–5).

- 1 Jesteś z kolegą w kinie. Zapytaj, jak podoba mu się film.
- 2 Zaproponuj koleżance wspólne obejrzenie nowego serialu.
- 3 Przepróś koleżankę, że nie możesz z nią iść na koncert, bo masz dużo zadane do domu.
- 4 Kolega proponuje Ci pójście do kina na horror. Odpowiedz, że nie lubisz horrorów i zaproponuj obejrzenie czegoś innego.
- 5 Koleżanka pyta Cię o opinię na temat programów kulinarnych. Odpowiedz, że Twoim zdaniem są bardzo pouczające.



**BRIDGE OF SPIES:
NOT YOUR TYPICAL ACTION FILM**

If you like your spies to be always chasing other spies in the latest models of cars and helicopters, accompanied by beautiful women, this film may leave you disappointed. It's not your typical James Bond film. The bridge in the title is literally that, a bridge from the days of the Cold War over which captured American and Soviet spies were exchanged after many days of long negotiations. (1) [redacted]

The main character of the story is an American lawyer, James Donovan, whose task is to defend Rudolf Abel, a European living in the USA, who has been arrested as a Russian spy. Donovan loses the case and Abel goes to prison for 30 years. However, at the same time, an American pilot, Gary Powers, is shot down in his U2 spy plane over the USSR and is caught and arrested. (2) [redacted]

The film is inspired by the true story of James Donovan, played by Tom Hanks, who does a superb job of showing yet another 'average' character, who somehow ends up a hero. (3) [redacted] The cast also includes Mark Rylance as the quiet and mysterious Abel. Rylance plays his part magnificently, and the question he repeatedly asks Donovan, 'Would it help?' reflects his calm attitude to the chaos around him.

Is it worth watching? Yes, if you want an interesting story with lots of added tension, minus the fast action.

Rating: ★★★★★

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

- The second season of this reality show is (not/good) the first one.
- My younger sister is (not/old) to watch *Harry Potter* – it can be really scary at times.
- It's (sad/film) I've ever seen – I cried for hours.
- Why (not/we/watch) the latest *Avengers*? They say it's very good.
- In my opinion, watching TV is (exciting) playing games online.

Wypowiedź pisemna

5 **Wziąłeś/Wzięłaś ostatnio udział w eliminacjach do telewizyjnego teleturnieju. Napisz swoją relację z tego wydarzenia na blogu.**

- Wyjaśnij, dlaczego chciałeś/chciałaś wziąć udział w teleturnieju.
- Napisz, na czym polega ten teleturniej.
- Opisz, jak wyglądało całe zdarzenie i co robiłeś/robiłaś.
- Przedstaw swoją opinię, czy warto brać udział w takich programach.

25 May 2018

Hello,
Would you believe it? I had a chance to take part in a really well-known game show!

Długość wypowiedzi powinna wynosić od 100 do 150 słów (nie licząc słów w zdaniach, które już są podane).

Wypowiedź ustna

6 **Pracujcie w parach. Opiszcie zdjęcia, a następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie.**

Uczeń A



- How is the woman in the picture feeling and why?
- What kind of programmes should be shown on television more often? Why?
- Tell us about the last time you watched something that was really moving.

Uczeń B



- Why are the two women sitting on a couch?
- Who is more important in a chat show: the host or the guests? Why?
- Tell us about a chat show or an interview with a celebrity that you found particularly interesting.

✓ SELF-ASSESSMENT UNIT 5

How well can you do these things in English now? Give yourself a mark from 1 to 4.

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

- I can compare two or more things using different structures (*more/less than, as ... as*).
- I can name and describe different types of TV programmes.
- I can identify information in a radio programme about TV.
- I can make and respond to suggestions about what to do in my free time.
- I can write a basic review of a TV programme, expressing my opinions.
- I can talk about free-time activities and addictions.

6 Planet Earth

Vocabulary

Geographical features

- 1 Work with a partner. Name one famous example for each of the words in the box. Use a dictionary if necessary.

beach • desert • forest • ice cap • island
jungle/rainforest • lake • mountain
mountain range • ocean/sea • river • valley

beach – Copacabana

- 2 2.01 Listen and repeat.

- 3 Play a game. Draw a word from 1 on the board. Can the class guess the word?

The environment

- 4 Work with a partner. Match the definitions with some of the words in the box. Write the answers in your notebook.

drought • flood • global warming
greenhouse effect • melt • nuclear disaster • oil spill
ozone layer • pollution • recycle • save • waste

- when heat cannot escape from the atmosphere and the temperature on Earth goes up *greenhouse effect*
- when ice turns to water
- a long period of time when there is no rain
- the part of the Earth's atmosphere which protects the Earth from the sun
- the process of making the air, water or land worse, with chemicals, for example
- a large quantity of water that suddenly covers an area
- the increase in the temperature on Earth
- an accident with nuclear power, usually causing radioactivity
- an accident when oil comes out of its container, for example at sea

- 5 Work with a partner. Use words from 4 to talk about the photos.

You can recycle bottles here.
That can reduce pollution.



- 6 2.02 Listen to four descriptions of environmental problems. Match each description to a photo in 5. Write the answers in your notebook.

1 2 3 4

- 7 Work with a partner. Ask and answer these questions.

- How is global warming affecting your country?
- Where and when do you have floods or droughts in your country?
- How do people waste water or electricity in your country?
- What do you do to save water or electricity?
- What products or materials do you recycle?

1a Work with a partner. Look at the two photos on the right. Talk about what you can see. What do you think is the connection between them?

1b Look at the title of the article and the photos. What could 'the most important building in the world' be and why?

2 You have three minutes to read the text and check your prediction.

3 Choose the correct alternative. Write the letter of the paragraph where you found the answer. Write the answers in your notebook.

- Countries pay/don't pay to keep their seeds there.
Paragraph
- If there is an electrical problem at the Seed Vault, the temperature will/won't be a problem.
Paragraph
- The most important thing about the location of the Seed Vault is that it is easy to protect from attacks/the altitude will keep the seeds dry.
Paragraph
- In the case of a future catastrophe, the important thing is to have a lot/wide variety of seeds.
Paragraph
- The Svalbard Global Seed Vault has/doesn't have millions of types of seeds.
Paragraph
- Norway built the Svalbard Global Seed Vault because of global warming/possible environmental disasters.
Paragraph
- People believe droughts and floods might/will never make it difficult to find food in the future.
Paragraph

4 **CRITICAL THINKING**

Think! Then compare ideas with your class.

- Do you agree that this is the most important building in the world? Why?
- What plants from your country do you think are important to protect?

5 Can you guess from the context what the underlined words mean? Check your ideas in a dictionary.

6 **What about you?**

Are you generally optimistic or pessimistic about the future of the planet? Why?

Is this the most important building in THE WORLD?

A Future problems

Each year, people are becoming more and more worried about the future of our planet. People are now starting to agree – global warming will definitely make a difference to the world's weather. On the one hand, some parts of the world may have more floods. But some other parts might suffer terrible droughts. All of this will have a serious impact on the world's agriculture. And that could make it difficult for us to get enough food to survive.

B A possible solution

This explains the idea behind the Svalbard Global Seed Vault. The Seed Vault is built into a mountain on an island near the North Pole. The aim of the building is to protect the world's agriculture from future catastrophes. This may not just be a question of global warming. Perhaps there will be a major nuclear disaster or war one day. These things definitely won't be a problem for Svalbard. Thanks to careful planning, experts say that it is going to survive any catastrophe.

D Helping worldwide

Any country in the world can leave seeds in Svalbard. And the service is free. There are 1,500 potatoes from Peru, bananas from the Pacific Islands, and rice from more than a hundred different countries. The seeds of some plants, such as peas, only survive for 20 to 30 years. But others will last for hundreds of years.

E The most important building?

In 2028, the Svalbard Vault will celebrate its 20th anniversary. 200 years in the future, it's possible that the ice caps will melt. Even if this happens, Svalbard will be safe. That's because it is on a mountain and will be above the water level. And because it is so close to the North Pole, even if their electricity stops working, the ice will maintain a cool temperature of -3.5°C to keep the seeds safe. But the best protection is the fact that it is in such a remote place. After all, maybe one day this will be the most important building in the whole world.



C Protecting our plants

Some experts think that the population of the Earth will probably go up by 50% in the next 40 years. Because of climate change, it probably won't be easy for some plants to survive. Having many different types of plants will be essential for agriculture to adapt to changes in the environment. In the Svalbard Global Seed Vault, there is space for 4.5 million types of seed. That's 2.5 billion individual seeds! At the moment there are over 770,000 different types there.



Be going to and will

1a Look at the sentences.

- a They think the population **will** go up by 50%.
- b In 2028, the Svalbard Vault **will** celebrate its 20th anniversary.
- c Where can I find more information? I know! I **ll** look on the Internet.
- d Yesterday, the US decided what to do. They **re going to** send more seeds.
- e It's warm today. The ice **is going to** melt.

1b Match these explanations of the use of **will** and **be going to** with example sentences a–e in 1a. Write the answers in your notebook.

We use **will** ...

- 1 for decisions that we take at the moment of speaking.
- 2 to talk about an objective truth.
- 3 to make a general prediction. We often use **think, hope, expect** with this use.

We use **be going to** ...

- 4 to make predictions based on some sort of evidence.
- 5 to talk about plans or intentions.

c



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2a Look at these sentences. Why do you think some words are marked in blue?

- 1 The **situation** is going to get **worse**.
- 2 **Temperatures** are going to go **up**.
- 3 It's going to be a **hot summer**.
- 4 We're **all** going to have **problems**.
- 5 I'm going to **do** something to **help**.

2b Listen. What happens to the words in blue? What is the pronunciation of **be going to**?

2c Listen again and repeat.

3 Complete the sentences in your notebook with the correct form of the verbs given using **will** or **be going to**.

- 1 Experts expect that the ice cap (disappear) one day.
- 2 It's only 10 am but the sun is already strong. It (be) a hot day.
- 3 A: I'm really hot.
B: I (open) the window.
- 4 Next week (be) the anniversary of the world's worst oil spill.

5 My friends have decided they (write) a letter about the environment to the local newspaper.

6 People think that global warming (cause) lots of problems in the future.

7 A: I'm going to see a documentary about the environment.

B: I (come) with you.

4 In your notebook, write down six plans or intentions you have. Write about these areas:

- 1 school
- 2 home
- 3 work
- 4 sport/hobbies
- 5 family
- 6 friends

I'm going to do a school project next week.

5 Now write down six predictions for the future. Write about these areas:

- 1 the environment
- 2 TV
- 3 politics
- 4 fashion
- 5 sport
- 6 medicine

I think the planet will get hotter.

6 Work with a partner. Compare your plans and predictions from 4 and 5.

7a Look at the sentences and give an approximate percentage of probability for each expression in blue. Write the answers in your notebook.

- 1 The population **will probably** go up.
70–80% certain
- 2 Global warming **will definitely** make a difference.
- 3 **Perhaps** there **will** be a nuclear disaster.
- 4 **It's possible that** the ice caps **will** melt.
- 5 We **may** have more and more floods.
- 6 Parts of the world **might** suffer droughts.
- 7 It **probably won't** be easy.
- 8 It **definitely won't** be a problem.

7b Look at the position of the adverbs **definitely** and **probably** in 7a. What do you notice?

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8 Rewrite the sentences in your notebook, keeping the same meaning. Use between two and five words, including the word given.

- It's possible that the sea level will go up in the next 50 years. **may**
The sea level *may go up* in the next 50 years.
- It's certain that parts of the Earth will become deserts. **definitely**
Some parts of the Earth _____ deserts.
- There's a possibility that the consequences will be catastrophic. **perhaps**
_____ catastrophic.
- It's certain life on the planet won't end in the next 20 years. **definitely**
Life on the planet _____ in the next 20 years.
- It's probable that people won't change their habits. **won't**
People _____ habits.
- The situation might get worse. **possible**
_____ will get worse.

9 How certain do you think these predictions are? In your notebook, write sentences with the expressions in 8.

- Summers will get hotter.
- Polar bears will become extinct.
- Cars of the future won't use petrol.
- We will have another ice age.
- Natural disasters will become more common.
- The south of Europe will become a desert.

10 Work with a partner. Compare your answers in 9.

I think summers will definitely get hotter.

I think they may get hotter. I'm not sure.



BUZZWORD

ecocide – damage to or destruction of the natural environment, especially that which is caused by human activity such as industrial pollution, acts of war, etc.

The oil spill from the tanker resulted in a case of ecocide in the area.

Different uses of get

1 Look at get in these sentences and match each one with the correct meaning (a–e). Write the answers in your notebook.

- Summers are *getting* very hot. _____
 - I *got* your email yesterday. _____
 - Last week, she *got* a book about pollution. _____
 - What time will you *get* to the meeting? _____
 - Can you *get* me the pen that's on the desk? _____
- a arrive c become e receive
b bring d obtain or buy

2 Complete the sentences in your notebook with the words in the box. What is the meaning of get in each sentence?

dark • late • ready • red • thin • worse

- You look hot. Your face is getting _____.
- My brother needs to eat more. He's getting _____.
- Come on! You need to get _____ for school.
- Scientists are very worried because they say the situation is getting _____.
- Look at the time! It's getting _____. Time for bed.
- I'll switch the light on. It's got very _____ in here.

3 What usually happens in these situations? Write sentences in your notebook with get and the words in the box.

an email with news • angry • bread • home late presents • tired

- Somebody is saying horrible things to you.
You get angry.
- You run for an hour or more.
- It's your birthday tomorrow.
- You're out at 11 pm and there are no buses.
- You're in a supermarket and you want to make a sandwich.
- Your friend in the US writes to tell you about what happened last week.

4a Work with a partner. In your notebook, write a story where you use get as many times as possible.

4b Tell your story to the class. Who uses get the most?

Yesterday I got up at 7 am and I got ready for school.

1a Work with a partner. Look at the photo. What can you see?



1b Look at the words in the box. Check that you understand what they mean. What do you think could be the connection between them?

charge a mobile phone • corridor
dance floor • run • sustainable energy

2 2.04 Listen to a science programme on the radio. Why do the words in 1b appear?

3 2.04 Listen again. Are the sentences True (T) or False (F)? Write the answers in your notebook.

- 1 Simon Langton is the name of the school involved in this project. T/F
- 2 The idea came from a boy who is studying at the school. T/F
- 3 They think they can produce enough electricity to make hundreds of mobiles work for two and a half years. T/F
- 4 The students walk on the special floor when they go to technology lessons. T/F
- 5 Laurence first had the idea for this project when he was watching busy people moving around his university. T/F
- 6 The school is the first place to use this technology. T/F
- 7 You can use the technology to produce electricity by dancing. T/F

4 Look again at the false sentences. Why are they false?

5 What about you?

- 1 Do you like this idea to produce sustainable energy? Why/Why not?
- 2 Can you think of any other ideas at school or at home to produce sustainable energy?

Zero conditional

1a Look at the sentences in the zero conditional. Then choose the correct alternative and write the answer in your notebook.

- 1 If you **run** in the corridors, you **get** into trouble.
- 2 You **produce** more energy if you **walk** fast.

We use the zero conditional to talk about *specific situations/things that are generally true*.

1b Look again at the sentences in 1a and answer the questions in your notebook.

- 1 What tenses do we use in the zero conditional?
If + _____, _____
- 2 Does the half of the sentences with *if* always come first?
- 3 When do we use a comma in conditional sentences?

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2 Complete these sentences in your notebook with the correct form of the verbs given.

- 1 If it's sunny, people often _____ (go) to the beach.
- 2 If it _____ (not rain) for months, the result is usually a drought.
- 3 If it rains a lot for months, there _____ (be) often floods.
- 4 If you don't water plants, they _____ (die).
- 5 If it _____ (be) very sunny, it's bad for your eyes.
- 6 If the sun _____ (shine) all day, the temperature goes up.

3a In your notebook, write sentences to make general statements using the zero conditional.

- 1 If I'm late for school, *my teacher gets angry with me.*
- 2 If you sit too close to the TV, _____.
- 3 If you go to bed late, _____.
- 4 I feel sad if _____.
- 5 I enjoy English classes if _____.
- 6 My parents are happy if _____.

3b Work with a partner. Compare your sentences from 3a. Are any sentences the same?

First conditional

4a Look at these sentences in the first conditional. Then choose the correct alternative and write the answer in your notebook.

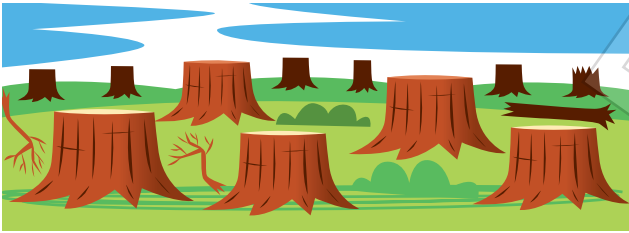
- If you **run** in the corridors at this school, the teachers **will be** really happy.
- The school **will save** money if they **produce** extra electricity.

We use the first conditional to talk about *possible/impossible* situations and their consequences.

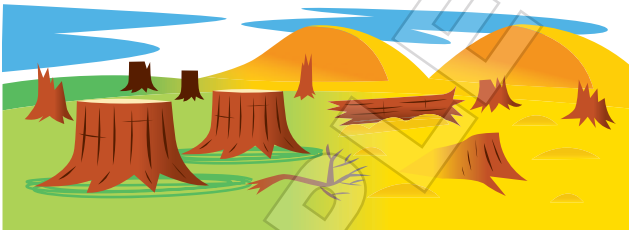
5 Choose the correct alternative. Write the answers in your notebook.



- If we don't/won't recycle paper now, we need/will need to cut down more trees in the future.



- If we cut/will cut down more trees, the forests disappear/will disappear.



- There are/will be more deserts if the forests disappear/will disappear.



- If there are/will be more deserts, the planet becomes/will become hotter.



- Many plants and animals die/will die if the planet becomes/will become hotter.

4b Look at the sentences again and choose the correct alternative. Write the answers in your notebook.

- In the part of the sentence with *if* we use the present simple/will or won't.
- In the other part of the sentence we use the present simple/will or won't.

GRAMMAR REFERENCE ► PAGE 150

6 Put the verbs in the correct tenses using the first conditional. Write the answers in your notebook.

'If we (a) (not do) something soon, electronic products (b) (create) serious problems for the environment. We use more and more energy because we buy more and more electronic gadgets. If this situation (c) (continue), each house (d) (need) an incredible quantity of energy. The popularity of computers, tablets and mobile phones has created an enormous need for more power. In the 1970s, homes contained, on average, just 17 electronic products. But now some people think that they (e) (not be) able to brush their teeth if they (f) (not have) an electric toothbrush. If we (g) (forget) to switch off all these electronic gadgets, we (h) (use) up all of our electricity for nothing.'

7 **Work in groups. Begin with this sentence.**

If I pass all my exams this year, I'll have a special holiday in the summer.

Take it in turns to add conditional sentences. How many sentences can you make?

If I pass all my exams this year, I'll have a special holiday in the summer.

If I have a special holiday in the summer, I'll go with my friends.

If I go with my friends, I'll ...

Making arrangements



1 Work with a partner and answer these questions.

Where do you like going at the weekend when it's ...

- 1 sunny? 2 raining? 3 cold and snowing?

2 2.05 Listen to two people making arrangements for this weekend. Answer these questions in your notebook.

- 1 Where are they going?
- 2 When and where are they going to meet?
- 3 What are they going to take?
- 4 What will they do if it rains?

3 2.05 Complete the dialogue. Write the answers in your notebook. Listen again if necessary.

Jamie: Listen. Are you up to anything this weekend?
Danny: Not really. What about you?
Jamie: If the weather's (a) _____, Alex and I are going to go to the (b) _____. Do you fancy coming?
Danny: Sure. What time shall we meet?
Jamie: How about (c) _____?
Danny: OK. Why don't we meet at the (d) _____?
Jamie: Fine. I'll bring some (e) _____ and we can (f) _____.
Danny: What will we do if it (g) _____?
Jamie: I'll give you a (h) _____ and we'll go somewhere else.
Danny: OK. Listen. I'll ring (i) _____ and ask her to come.
Jamie: Good idea. See you tomorrow at (j) _____.

4 Check which expressions from the Speaking bank appear in the dialogue.

SPEAKING BANK

Useful expressions for making arrangements

Asking about somebody's plans

- What are you up to at the weekend?
- Are you up to anything this weekend?
- Do you fancy verb + -ing?

Arranging to meet

- What time shall we meet?
- Where shall we meet?
- Why don't we meet at ...?

Responding to plans and arrangements

- Sure./Fine./OK./Great./Good idea.
- Not really./Sorry, I can't./I prefer ...

Present continuous for future

Remember that we can use the present continuous as well as **be going to** to talk about future arrangements.

Where are we meeting tomorrow?

5a 2.05 Listen to the start of the dialogue again. How do the speakers use their voices to show enthusiasm?

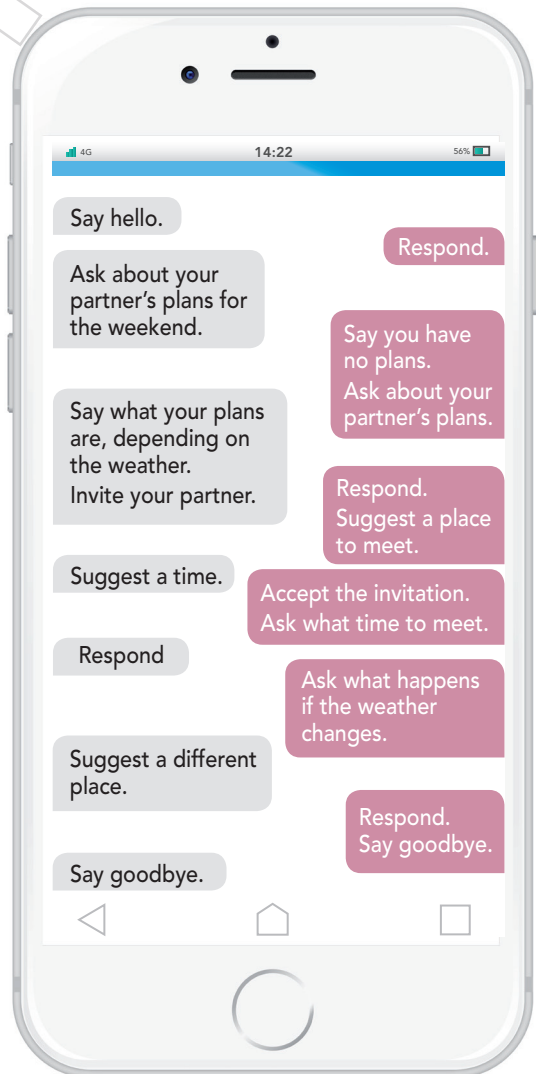
5b Work with a partner. Practise the first six sentences of the dialogue. Remember to show enthusiasm.

6 Work with a partner. Look at the places to go at the weekend in the box. Say if you like them. When is it best to go to them?

- beach • bowling alley • cinema
- mountains • park • shopping centre
- sports centre • swimming pool

Practice makes perfect

7a Work with a partner. Use the dialogue in 3, the expressions in the Speaking bank and the diagram below to prepare a dialogue making arrangements.



7b Practise your dialogue. Then change roles.

A formal letter

1 Read this newspaper article about climate change. What does the writer think about climate change and why?



HARRY MACDONALD'S VIEWPOINT

THIS WEEK: CLIMATE CHANGE IS REAL!

Why do some people continue saying that climate change isn't real? Haven't they looked out of their windows recently? Winters are colder and summers are hotter. And humans keep producing more and more carbon dioxide emissions. Just a coincidence? I don't think so!

2 Work with a partner. What do you think about climate change? Do you agree or disagree with Harry Macdonald? Why?

3 Here is a letter to the editor of the newspaper. Does the reader agree or disagree with Harry Macdonald? Are any of your ideas from 2 here?

Dear Editor,

I am writing in response to Harry Macdonald's comments about climate change which appeared in your newspaper last week. Personally, I agree with many of the things that Mr Macdonald says.

Firstly, it is clear that our weather is becoming more extreme each year. **Furthermore**, it appears that these changes are affecting the whole world, not just one or two areas.

Next, some people say that climate change is just a natural process. **Nevertheless**, there is evidence that man-made pollution is making climate change worse.

Finally, many people say it is too late to do anything about climate change. **However**, I think that governments and multinational companies use this as an excuse to continue polluting the atmosphere. **What is more**, I believe that if it is a question of the future of our planet, it is never too late to take action.

I will be interested in hearing other readers' opinions on this subject.

Yours faithfully,
Max Turner

4 The words in bold are all linkers. Use them to complete the Writing bank in your notebook.

WRITING BANK

Linkers of sequence, addition and contrast

- Sequence: *Firstly*, _____, _____
- Addition: *Furthermore*, _____
- Contrast: *However*, _____

5 Complete the sentences in your notebook with linkers from the Writing bank.

- 1 I think climate change is a big problem. _____, it is getting worse each year.
- 2 Let me explain what I think. _____, I want to explain my opinions about climate changes in the summer. Next, I want to tell you what I think about changes in the winter. _____, I want to talk about what we can do to stop the changes.
- 3 In general, I agree with the article. _____, there are some things in it that I do not agree with.

Practice makes perfect

6a Look at this topic and make notes in your notebook.

A newspaper journalist writes:

'Young people don't really do anything to protect the environment. They don't believe that they can make a difference.'

Write a letter to the newspaper editor, expressing your own opinion on this topic.

- Begin by explaining why you are writing.
- Express your opinion and explain your main reason for it.
- Give additional reasons for your opinion.
- End your letter.

WRITING BANK ► PAGE 163

6b Write your letter using the model in 3, your notes and the Writing bank to help you.

BUZZWORD

Frankenstorm – a very large and potentially dangerous storm that is caused by a combination of storms and other particular extreme weather conditions

Hurricane Sandy, with its heavy rain and snow falls, fully deserved to be termed a Frankenstorm.

- 1** **Work in groups of three. Talk about how different types of climate (hot, cold, dry, wet, tropical, polar, temperate etc.) influence the following aspects of people's lives.**

housing • clothing • travel
food/drink/diet • mood • jobs

If you live in a hot climate, you don't need to buy winter clothes.

- 2** **Read the text and answer the questions below in your notebook.**

THE MILLENNIUM FLOOD IN POLAND

Flooding as a result of heavy rainfall is quite common in Europe, but nobody was prepared for the disaster that hit Central Europe in 1997. The flood, which was called the Millennium Flood in Poland, was one of the most devastating ever in the region and affected the Czech Republic, Poland and Germany. It was caused by a combination of two periods of heavy rainfall in July which led many rivers to overflow. In some places, the water level rose by four metres in half a day!

In Poland, the flooding began on July 6th and it affected a lot of towns and cities. It claimed the lives of over 50 people and caused extensive damage: about 7,000 people lost everything they owned; additionally, around 680,000 houses, 4,000 bridges and over 800 schools were severely damaged or destroyed. In some places in Wrocław, the water reached the balconies of flats on the first floor. Hundreds of people were trapped and waited to be rescued by the emergency services.

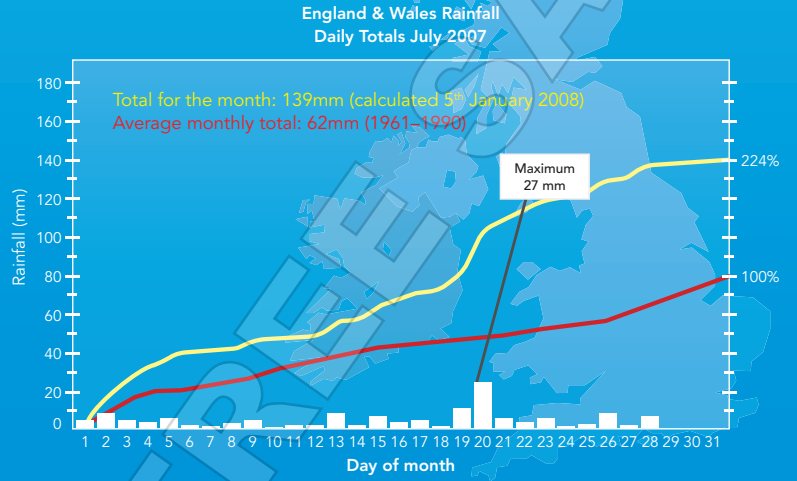
These tragic circumstances brought the Polish nation together. For example, in Wrocław hundreds of residents filled and placed sandbags around the city centre to stop the water from getting in. People all over Poland sent supplies and medicines. There was even a special single recorded by famous Polish musicians to raise money for those affected.

- Why is the flood of 1997 called the Millennium Flood?
- What happened to the rivers as a result of the heavy rainfall?
- When did the flood start to affect Poland?
- How many people died as a result of the flood?
- How high was the water in some places in Wrocław?
- What did the volunteers in Wrocław help to do?

- 3** **Use the information from the leaflet to complete the email. Write the answers in your notebook.**

2007 UK FLOODS

- Record heavy rainfall – July 2007
- Total rainfall in May, June and July – 414 mm (England and Wales)
- River flooding and surface water flooding
- Damage: 55,000 properties flooded; 7,000 people rescued; 13 people died; half a million people without water and electricity; roads and railways blocked; 25 stations of the London Underground closed



Hi Neil,

I'm preparing a presentation about the flooding in the UK in the summer of 2007. I've found some information about it: that it was caused by record levels of rainfall – the wettest day was (1) , when 27 mm of rain fell, while the monthly average for July is (2) mm. I read that (3) people lost their lives and thousands had to be (4) .

It also says that 25 London (5) stations were closed! Does it mean that there was actually water inside the tunnels?

There's one thing I don't understand – could you explain to me what surface water flooding is? I'm sure you'll know – you study geography, after all.

Please write back as soon as possible.
Thanks,
Kasia

- 4** **Work in pairs. Compare the information about the floods in Poland and the UK in 2 and 3.**

- 5** **Work in pairs. Talk about which places in the world are most often affected by the natural disasters in the box.**

drought • flood • hurricane • tornado • tsunami
avalanche • heatwave • blizzard • thunderstorm

- 6** **For the next class, prepare a short presentation about an example of an extreme weather event or a natural disaster in the USA. Search the Internet for the following information:**

- what kind of disaster it was;
- what the damage was;
- when and where it took place;
- why it is remembered.

ŚWIAT PRZYRODY

Krajobraz

beach (n)	/bi:tʃ/	plaża
desert (n)	/'dezət/	pustynia
forest (n)	/'fɒrɪst/	las
ice cap (n phr)	/'aɪs ,kæp/	czapa lodowa
island (n)	/'aɪlənd/	wyspa
jungle (n)	/'dʒʌŋg(ə)l/	dżungla
lake (n)	/leɪk/	jezioro
mountain (n)	/'maʊntɪn/	góra
mountain range (n phr)	/'maʊntɪn ,reɪndʒ/	łańcuch górski
ocean (n)	/'əʊʃ(ə)n/	ocean
rainforest (n)	/'reɪn ,fɒrɪst/	tropikalny las deszczowy
river (n)	/'rɪvə(r)/	rzeka
sea (n)	/si:/	morze
valley (n)	/'væli/	dolina

Zagrożenia i ochrona środowiska naturalnego/
Kłęski żywiołowe

drought (n)	/draʊt/	susza
environment (n)	/ɪn'vaɪrənmənt/	środowisko
flood (n)	/flʌd/	powódź
global warming (n phr)	/'glɔ:b(ə)l 'wɔ:ɪmɪŋ/	globalne ocieplenie
greenhouse effect (n phr)	/'grɪ:nhaʊs ɪ ,fekt/	efekt cieplarniany
melt (v)	/melt/	topnieć
nuclear disaster (n phr)	/'nju:klɪə dɪ'zɑ:stə(r)/	katastrofa nuklearna
oil spill (n phr)	/'ɔɪl ,spɪl/	wyciek ropy
ozone layer (n phr)	/'əʊzəʊn ,leɪə(r)/	warstwa ozonowa
pollution (n)	/pə'lu:ʃ(ə)n/	zanieczyszczenie
recycle (v)	/'ri:'saɪk(ə)l/	odzyskiwać surowce wtórne
save (v)	/seɪv/	oszczędzać, chronić
waste (n & v)	/weɪst/	strata, odpady, marnować

Klimat/Pogoda

avalanche (n)	/'ævə ,lɑ:ntʃ/	lawina
blizzard (n)	/'blɪzəd/	śnieżyca, zamieć
climate (n)	/'klaɪmət/	klimat
extreme weather (n phr)	/'ɪk'stri:m 'weðə(r)/	pogoda ekstremalna
flooding (n)	/'flʌdɪŋ/	wzbieranie wód
heatwave (n)	/'hi:t ,weɪv/	fala upałów
heavy rainfall (n phr)	/'hevi 'reɪn ,fɔ:l/	ulewa
hurricane (n)	/'hʌrɪkən/	huragan
polar (adj)	/'pəʊlə(r)/	polarny
temperate (adj)	/'temp(ə)rət/	umiarkowany
thunderstorm (n)	/'θʌndə ,stɔ:m/	burza z piorunami
tornado (n)	/'tɔ:nə'deɪəʊ/	tomado
tropical (adj)	/'trɒpɪk(ə)l/	tropikalny
tsunami (n)	/'tsu:'nɑ:mi/	tsunami

INNE

affect (v)	/ə'fekt/	wywierać wpływ na...
altitude (n)	/'æltɪ ,tju:d/	wysokość (nad poziomem morza)
arrive (v)	/ə'raɪv/	przybywać, docierać
atmosphere (n)	/'ætməs ,fiə(r)/	atmosfera
become (v)	/'bi:kʌm/	stawać się
bring (v)	/'brɪŋ/	przynosić
carbon dioxide emissions (n phr)	/'kɑ:bən daɪ ,ɒksaɪd ɪ mɪʃ(ə)nz/	emisje dwutlenku węgla
catastrophe (n)	/'kæ'tæstrəfi/	katastrofa

(adj) = adjective – przymiotnik
(adv) = adverb – przysłówek
(conj) = conjunction – spójnik
(det) = determiner – określnik
(np.: a, an, the, that itp.)

(n/n pl) = noun/noun plural – rzeczownik/rzeczownik w liczbie mnogiej
(phr) = phrase – wyrażenie
(prep) = preposition – przyimek
(pron) = pronoun – zaimek
(v) = verb – czasownik

charge/recharge (a mobile phone) (v)	/tʃɑ:dʒ / ri:'tʃɑ:dʒ/	ładować/powtórnie (na)ładować (telefon komórkowy)
circumstance (n)	/'sɜ:kəmstəns/	okoliczność
convention (n)	/'kɒn'venʃ(ə)n/	zjazd, konwent
corridor (n)	/'kɒrɪdɔ:(r)/	korytarz
definitely (adv)	/'def(ə)nətli/	zdecydowanie, na pewno
devastating (adj)	/'devə ,steɪtɪŋ/	niszczycielski
electrical (adj)	/'lektɪk(ə)l/	elektryczny
electricity (n)	/'leɪk'trɪsətɪ/	prąd, elektryczność
energy (n)	/'enədʒi/	energia
extensive (adj)	/'ɪk'stensɪv/	rozległy, obszerny
extinct (adj)	/'ɪk'stɪŋkt/	wymarły
formal (adj)	/'fɔ:m(ə)l/	formalny
go up (v phr)	/'gəʊ 'ʌp/	iść w górę, rosnąć
hole (n)	/'həʊl/	dziura
impact (n)	/'ɪmpækt/	wpływ, efekt
inhabitant (n)	/'ɪnhæbɪtənt/	mieszkaniec
level (n)	/'lev(ə)l/	poziom
multinational company (n)	/'mʌltɪ'næʃ(ə)nəl 'kʌmp(ə)ni/	koncern międzynarodowy
nocturnal (adj)	/'nɒk'ts:n(ə)l/	nocny
obesity (n)	/'əʊ'bi:sətɪ/	otyłość
obtain/buy (v)	/'əb'teɪn / baɪ/	otrzymywać, dostawać/kupować
peas (n pl)	/'pi:z/	groch
petrol (n)	/'petrəl/	benzyna
plant (n)	/'plɑ:nt/	roślina
receive (v)	/'ri:si:v/	otrzymywać
reduce (v)	/'ri:dju:s/	redukować, ograniczać
remote (adj)	/'ri:məʊt/	daleki, odległy
reusable (adj)	/'ri:'ju:zəb(ə)l/	wielokrotnego użytku
seed (n)	/'si:d/	nasiono, ziarno
severely (adv)	/'si:vəli/	poważnie
solidarity (n)	/'sɒlɪ'dærətɪ/	solidarność
surface (n)	/'sɜ:fɪs/	powierzchnia
survive (v)	/'sə'vaɪv/	przeżyć, przetrwać
sustainable energy (n phr)	/'sə'steɪnəb(ə)l 'enədʒi/	energia odnawialna
technology (n)	/'tek'nɒlədʒi/	technologia
overflow (v)	/'əʊvə'fləʊ/	przelewać się
variety (n)	/'vəriəti/	różnicowanie, różnorodność
vault (n)	/'vɔ:lt/	skarbiec
war (n)	/'wɔ:(r)/	wojna

Rozumienie ze słuchu

1 2.06 Usłyszysz dwukrotnie dwa teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zapisz w zeszytcie literę A, B albo C.

- Where was Steve when he watched the hurricane hit Florida?
 - He was sightseeing in Scotland.
 - He was at a writers' convention in London.
 - He was staying at a hotel in York.
- Which is true about the effects of Irma on the Florida Keys?
 - It killed 40 people.
 - It damaged a lot of houses and boats.
 - A lot of people had to stay in their homes.
- Steve was feeling worried because
 - his wife had stayed in Florida.
 - his neighbours' houses were damaged.
 - his sons were working in the area.
- Who is the woman talking to?
 - Radio listeners.
 - Local residents.
 - The authorities.
- Floodwater can get into homes
 - through the doors, patios, floor and walls.
 - only through the doors.
 - through the doors, patios and floors.
- The woman
 - is encouraging the listeners to buy some products.
 - is warning the listeners about the effects of flooding.
 - is giving the listeners some details about flooding.

Rozumienie tekstów pisanych

2 Przeczytaj tekst 1. i 2. Uzupełnij w e-mailu do Susan luki 1-3 zgodnie z treścią tekstów. Luki należy uzupełnić w języku angielskim. Odpowiedzi zapisz w zeszytcie.

Tekst 1

From: Harry
To: Alice
Subject: Our project

Hi Alice,
 I've had an idea what our ecology project could be about. Everyone is probably going to talk about recycling and saving trees, so why don't we do a project on light pollution? Have you even heard about it? I haven't, to be honest. However, I've found an interesting website with some information about it. For example, did you know that we use one-fourth of all the electricity produced just on lighting? It also has some negative effects on our health, but you can read about that yourself. Well, what do you think? Could you have a look at the website before you tell Susan? She always says that my ideas are boring or silly ...
 Cheers,
 Harry

Tekst 2

<http://www.ourworldatnight.com>

EFFECTS OF LIGHT POLLUTION

Did you know that light pollution can have a negative influence on animal and human life? Light pollution is especially dangerous for nocturnal animals – those that are active at night rather than during the day. It may influence the way they hunt for prey and the way they migrate. It may also have other negative effects.

As for people, light pollution may result in a number of health problems. If people are exposed to light while they are sleeping (or during the time they should be sleeping but they are doing something else), their bodies start producing less melatonin – a hormone which regulates our sleeping patterns. This may lead to sleeping disorders, tiredness, headaches, stress, and even obesity.

For more information on the effects of light pollution on people, [click here](#).

From: Alice
To: Susan
Subject: Harry's idea

Susan,
 Harry has a brilliant idea for our ecology project – we are going to write about light pollution! I agree with him that all the other projects will be about how to (1) or how to recycle things. We, on the other hand, can talk about saving electricity. Harry read that lighting is responsible for (2) of all the electricity we produce. We can also talk about the effect of light on our sleep. We often spend so much time in front of our computers at night that we can't sleep later. That's because (3) is produced by the body (a hormone I know a lot about now! 😊)
 It sounds interesting, doesn't it?
 Kisses,
 Alice

Znajomość środków językowych

3 Uzupełnij dialogi 1-5. Wpisz w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójne i logiczne teksty. Luki należy uzupełnić w zeszytcie w języku angielskim.

- X: It's really cold in here.
 Y: the window?
 X: Yes, please. Thanks a lot.
- X: Do you think you will go to the seaside this summer?
 Y: I'm not sure yet. to the lakes instead.

3

X: What are you up to at the weekend?

Y: the cinema with Kate.

X: Can I join you?

4

X: Let's go bowling.

Y: Sure. .

X: Why don't we meet in front of the bowling alley?

5

X: Shall we go to the beach tomorrow?

Y: That's a great idea. do if it starts to rain?

X: We'll go to a restaurant or a coffee shop instead.

4 Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–5). W każdą lukę można wpisać maksymalnie cztery wyrazy, wliczając wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Uwaga: nie zmieniaj formy podanych wyrazów. Odpowiedzi zapisz w zeszytcie.

1 I am sure that I will sell my car and start riding a bike instead. **DEFINITELY**

I my car and start riding a bike instead.

2 I have red eyes whenever I spend too much time in front of the computer. **GET**

If I spend too much time in front of the computer, my .

3 It is possible that convincing people to use reusable water bottles won't be easy. **NOT**

Convincing people to use reusable water bottles easy.

4 Stop using so much water, and you will save some money. **LESS**

water, you will save some money.

5 Would you like to go kite surfing this weekend? **FANCY**

Do you this weekend?

Wypowiedź pisemna


5 Brałeś/Brałaś ostatnio udział w akcji sadzenia lasów. Napisz list do koleżanki.

- Wyjaśnij, dlaczego zdecydowałeś/zdecydowałaś się wziąć udział w akcji i kto ją organizował.
- Napisz, na czym polegała akcja.
- Przedstaw zalety takich akcji.
- Zaprosz koleżankę, by wzięła udział w następnej akcji.

Dear Rachel,
I'm writing to tell you about an event I took part in last week - we planted trees to create a new forest near my town. I didn't expect it to be so amazing!

Długość wiadomości powinna wynosić od 100 do 150 słów (nie licząc słów w zdaniach, które już są podane).

Wypowiedź ustna

6  **Pracujcie w parach. Popatrzcie na zdjęcia i wykonajcie zadanie. Następnie odpowiedzcie na pytania.**

Twoja klasa postanowiła zorganizować w szkole debatę na temat dbałości o środowisko naturalne. Chcesz przygotować plakat promujący to wydarzenie. Wyraź swoje zdanie na temat poniższych propozycji projektów plakatu.

- Wybierz ten projekt, który, Twoim zdaniem, będzie najbardziej odpowiedni, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz dwa pozostałe projekty.



Uczeń A

- 1 What does your family do to protect the environment?
- 2 Some people say that young people don't care about the environment because they don't think about the long-term future. Do you agree? Why?/Why not?

Uczeń B

- 3 Do you think cars should be banned from city centres? Why?/Why not?
- 4 Who should teach young children to take care of the environment: parents or teachers? Why?

✓ SELF-ASSESSMENT UNIT 6

How well can you do these things in English now? Give yourself a mark from 1 to 4.

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

- a I can make predictions and talk about future plans and decisions using *will, may, might, be going to*.
- b I can talk about situations and their consequences using zero and first conditionals.
- c I can discuss the environment and pollution.
- d I can make arrangements for the weekend.
- e I can write a simple, formal letter to a newspaper, organising my ideas with linkers and in paragraphs.
- f I can talk about climate, extreme weather conditions and natural disasters.