

4 Feed your mind

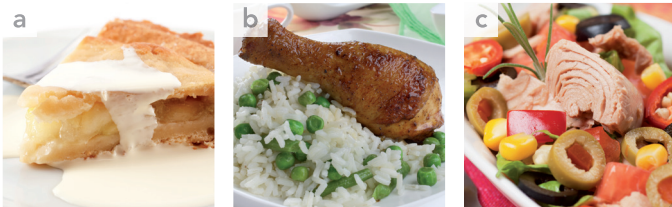


Vocabulary

Food and meals

1 Work with a partner. How many of these words can you find in the photos?

carrot • chicken • cream • lamb • lettuce
oil • olive • pancake • pea • peach • pie
plum • rice • semi-skimmed milk • sweetcorn
prawn • tuna • turkey



2 Put the words from the box in 1 in the correct place in the table below.

Fruit	
Vegetables	
Meat/Fish/Seafood	
Dairy products	
Sweets/Bakery products	
Other	

3a Read the questions and check that you understand the words in **yellow**. Which of the words can you use to talk about the photos in 1?

- 1 What is a typical **starter** in a restaurant in your country?
- 2 What is a popular **main course**?
- 3 What is your favourite national **dish**?
- 4 What is your favourite **dessert**?
- 5 When do you usually have a **snack**? What do you have?

3b These words have two syllables. Where is the stress in each word? Which word is the 'odd one out'?

carrot • chicken • dessert • lettuce • olive
pancake • starter • sweetcorn • turkey

3c 1.22 Listen, check and repeat.

3d Use the questions in 3a to interview your partner.

Describing food

4 In your notebook, match these words with the definitions.

baked • boiled • fast • fresh • fried • frozen • tasty
healthy/unhealthy • raw • roast • spicy • stale

- 1 with a hot, strong flavour
- 2 good, with lots of flavour
- 3 not cooked
- 4 good/bad for your body
- 5 preserved by becoming extremely cold
- 6 cooked in hot oil
- 7 cooked in very hot water
- 8 cooked in an oven (cakes)
- 9 cooked in an oven (meat)
- 10 recently picked, caught or prepared
- 11 made or served very quickly, e.g. burgers and pizzas
- 12 old and bad, not fresh

5 Work in groups of three. Think of one or two types of food that go with each word in 4.

boiled – boiled egg, boiled vegetables

6 1.23 Listen. For each dialogue, choose a word from 4 to describe the food.

- | | | |
|----------------------------|----------------------------|----------------------------|
| 1 <input type="checkbox"/> | 3 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| 2 <input type="checkbox"/> | 4 <input type="checkbox"/> | 6 <input type="checkbox"/> |

7 Work with a partner. Describe a type of food or drink. Can your partner identify it?

*It's a type of meat. It's quite healthy.
It comes from a bird that's bigger
than a chicken.*

Turkey!

BUZZWORD

snaccident – eating an entire pizza/box of chocolates/family size bag of crisps 'by mistake'

*I didn't mean to eat all the chocolate in the house.
It was a snaccident.*

1 Work with a partner. Look at the photos and the title of the text. What do you think the text is about?

2 Read the article and check your predictions.

THE FUTURE OF FOOD?



ELIMINATE IT!



When you get home this evening, what will you have for dinner? Pizza? A salad? A turkey sandwich? It can sometimes take a long time to decide what to eat. One man who doesn't have that problem is Rob Rhinehart. Rob is the inventor of a product called Soylent, which some people say will be the future of food.

Rob is a software engineer in his twenties. He invented Soylent because he didn't have much money, or much time. Because he didn't have much money, he bought and ate a lot of fast food. And he realised how unhealthy it was making him. Because he didn't have much time, he hated wasting it by cooking, even if it was just frying an egg for breakfast.



Rob's solution to this problem was to create a product that is a mixture of all the nutrients that the body needs to survive. To make the mixture, Rob studied biology and chemistry. He turned his kitchen into a laboratory. Once he had his powder of

essential nutrients, he added water and drank it. Since then Rob has had Soylent for 90% of all of his meals for a year.

Some experts say it's impossible to feed on nothing more than powder and water. They say that healthy, fresh food is essential. But Rob believes that you need carbohydrates, not bread, and you need vitamins and minerals, not fruit and vegetables.

According to Rob, he feels much healthier with this new diet. He also says he's saved a lot of money because the nutrients are cheaper than either fresh or fast food. And he's saved a lot of time (and energy) because there's no frying, no roasting and no baking.

Some people believe that Soylent will have other, worldwide benefits. When you see the increase in the world population and the effects of global warming, it appears that it's going to be difficult to produce enough fresh fruit and vegetables for everybody. For example, in California there is little water. But 80% of all the water goes to farms. So the agriculture that produces natural food

often has a bad effect on the environment. Soylent doesn't. Making it is cheap too, so maybe it could help solve world hunger in developing countries.

“Most of us don't only eat to survive. Eating tasty food is part of every culture.”

But is this a depressing future for food? Most of us don't only eat to survive. Eating tasty food is part of every culture. It's an enjoyable activity and a nice way to spend time. Most people who have tried Soylent say that it doesn't taste bad, that it tastes a bit like pancake mixture. Rob says that he hasn't got tired of the taste yet. But he also admits that other people seem to enjoy food more than he does.

In the next few weeks, scientists are meeting to discuss their detailed research into Soylent. Will it be the future of food or just a passing fad? Only time will tell.

3 Read the text again. Are these sentences True (T) or False (F)? Which line(s) of the text helped you find the answer?

- An advantage of Soylent is that you don't waste time deciding what to eat. T/F
- Rob Rhinehart wanted to create a healthy alternative to fast food. T/F
- Rob created his product in a professional laboratory. T/F
- Soylent is almost the only thing that Rob consumes. T/F
- Rob believes that our bodies do not need traditional food, they need the nutrients that come from that food. T/F
- According to the text, agriculture is damaging the environment in some places. T/F
- The writer of the text believes that food is just a question of nutrients. T/F
- Rob doesn't like the taste of Soylent. T/F

4 CRITICAL THINKING

Think! Then compare ideas with your class.

- Do you think Soylent is a good idea for society? Why/Why not?

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

6 What about you?

- Would you like to try Soylent? Why/Why not?
- What other alternatives to the world food problem can you think of?

will, be going to, present continuous and present simple for future

1a In your notebook, match the sentences (a–d) with the rules (1–4).

- a In the next few weeks, scientists **are meeting** to discuss their research into Soylent.
- b When you **get** home this evening, what will you have for dinner?
- c Some people say this **will** be the future of food.
- d It appears that it's **going to** be difficult to produce enough fresh fruit.

- 1 We use the **present simple** with time expressions like **when, after, before, as soon as** to talk about the future.
- 2 We use the **present continuous** to talk about fixed, confirmed future arrangements.
- 3 We use **will** to make general predictions.
- 4 We use **be going to** to make predictions based on some sort of evidence.

1b Read the sentences and complete rules (1–4) with **will, be going to** or the **present simple**. Write the answers in your notebook.

- a The conference **begins** at ten o'clock tomorrow.
- b I'm **going to** attend the conference.
- c It **will** be the second annual conference.
- d Hey! I know. I'll invite Scott.

- 1 We use [] for decisions that we make at the moment of speaking.
- 2 We use [] to talk about an objective truth, a fact.
- 3 We use [] to talk about a future event that is part of a timetable or routine.
- 4 We use [] to talk about plans or intentions.

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2 In your notebook, complete the sentences with the correct form of the present simple or will.

- 1 When the waiter [] (come), we [] (order) our food.
- 2 My brother [] (call) you back as soon as he [] (finish) his dinner.
- 3 I [] (do) my homework before my dad [] (make) the dinner.
- 4 When you [] (go) to the shops tomorrow, [] you [] (buy) some bread?
- 5 When you [] (come) to my house, we [] (make) a chocolate cake.
- 6 Before my mum [] (get) home tonight, I [] (clean) the kitchen.
- 7 When I [] (have) enough money, I [] (eat) out with my friends.
- 8 I [] (not take) the pie out of the oven until it [] (be) ready.
- 9 As soon as the adverts [] (come) on, we [] (make) a snack.
- 10 As soon as the water [] (boil), I [] (add) the peas.

burn • catch • cut • drop

3 What do you think is going to happen in each situation? Use these words to write predictions in your notebook.



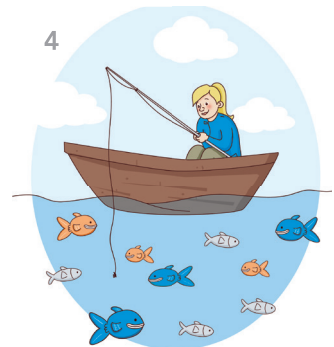
[]
[]



[]
[]



[]
[]



[]
[]

4 Look at this poster for an event. How many sentences in the present continuous can you make about the event? Write the answers in your notebook.

*Two experts are talking next Monday.
They're having the event at the town hall.*

FUTURE FOOD

NEXT MONDAY! A TALK BY TWO EXPERTS!

Where? Town Hall

6 pm: Start

First speaker: Film director, Stephanie Brand, talks about her new film: What is in our food?

7 pm: Watch a preview of the film

8 pm: Second speaker:

Scientist, Oliver Reeves, explains his solution to the food crisis

8.30 pm: Snack

9 pm: Prize-giving ceremony for school projects

Friday 12th 7 pm:

TV programme about the talk on channel 8



5 Read these pairs of sentences and questions. Choose the correct alternative. Write the answers in your notebook. If you think both are correct, mark both and explain any difference in meaning.

- 1a What do you do this weekend?
- 1b What are you doing this weekend?
- 2a I think it'll rain tomorrow.
- 2b I think it's raining tomorrow.
- 3a Someone's calling. I'll see who it is.
- 3b Someone's calling. I'm seeing who it is.
- 4a She's going to win the competition.
- 4b She'll win the competition.
- 5a When I get home, I'll make a snack.
- 5b When I will get home, I'll make a snack.
- 6a What time does your plane leave?
- 6b What time is your plane leaving?

6a Work with a partner. In your notebook, make notes on these topics with predictions for this year.

clothes • entertainment • music • sport
technology • your city • your country

6b Work in a group. Compare your predictions.

Who do you think will win the Champions' League this year?

I think it'll be an English team.

Prefixes

1a In your notebook, match these words with the definitions.

overcooked • precooked • recooked • undercooked

- 1 not cooked enough
- 2 cooked again
- 3 cooked before
- 4 cooked too much

1b What do the prefixes in yellow do? Do they change the meaning of the word or do they change the type of word (verb, adjective, etc.)?

2 Match these prefixes with their meaning. Write the answers in your notebook.

Prefix	Meaning
1 pre	a again
2 over	b not enough
3 mis	c the opposite
4 inter	d wrong, incorrect
5 dis	e before
6 co	f too much
7 re	g with, together
8 under	h between

3 In your notebook, complete the sentences by adding the correct prefix to the word in yellow.

- 1 This isn't just a problem for this country. It's an **national** problem.
- 2 You have to **do** the exercise because the first time you did it you made a lot of mistakes.
- 3 Sorry, I **understood** what you said. I thought you said 30, not 13.
- 4 There are lots of advantages and **advantages** of genetically-modified food.
- 5 They've **booked** the flight – there aren't enough seats for everyone.
- 6 Food is still a terrible problem in many countries. Some people **estimate** the problem and don't think it's so important.
- 7 The team need to **operate** and work together.

4a Complete these questions with words from 1 and 3. Write the answers in your notebook.

- 1 Have you ever **something** that somebody said to you in English? When?
- 2 Forget the good things. What do you think are the **of new technology**?
- 3 Do you ever eat **meals** or do you always eat freshly-prepared meals?
- 4 What do you think is the biggest **problem** at the moment? Which countries does it affect?

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

1 Work with a partner. Look at the photos. Take it in turns to describe what you can see.



2 1.24 Listen to four experts predicting what we will be eating in 2050. Match each speaker to a photo in 1.

- Speaker 1: Speaker 3:
 Speaker 2: Speaker 4:

3 1.24 Listen again. Match the speakers and their opinions. Write the answers in your notebook.

	1	2	3	4
a People won't eat out in 2050.				
b I've eaten the main food of the future and it tastes good.				
c Not everybody thinks that the food of the future will be healthy.				
d We won't spend a lot of time cooking in the future.				
e People already eat this food in some parts of the world.				
f The only good thing about the food of the future is that it will be good for the environment.				
g The problem with the food of the future is the opinion that people have of it now.				
h You'll be able to produce the food of the future very quickly.				

4 What about you?

What do you think of these four predictions? Share your ideas with the rest of the class.

Future continuous and future perfect

1a Read the sentences. Which are in the future continuous and which are in the future perfect?

- By 2050 3D printers **will have become** a part of everyday life.
- That's what we **'ll be eating** in 2050.
- We **'ll be using** 3D printers at home in the future.
- By 2050 restaurants **will have disappeared**.

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

- We use the *future continuous/future perfect* to talk about activities in progress at a particular time in the future.
- We use the *future continuous/future perfect* to talk about activities that will be finished before a particular time in the future.
- We often use the preposition *by/in* with the future perfect. It means 'some time before'.

1c Complete the rules in your notebook.

- To make the future we use **will/won't + be +** .
- To make the future we use **will/won't + have +** .

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2a In your notebook, complete the predictions with these verbs in the future continuous.

do • eat • have • not drive • not grow
speak • work

- We our holidays on the moon in 2050.
- We cars that use petrol in 2050.
- Perhaps we genetically-modified food in the future.
- Most people at home via the Internet, not in an office.
- Everybody in the world English in the year 2050.
- Robots jobs like cleaning or building.
- Farmers any fresh fruit or vegetables because there won't be enough water.

2b Which predictions in 2a do you agree with?

3 In your notebook, complete these predictions about the year 2050 with the future perfect form of the verbs given. Make the sentences affirmative or negative depending on your own opinion.

- 1 By 2050 we (find) a cure for all illnesses.
- 2 We (stop) using mobile phones.
- 3 Polar bears (become) extinct.
- 4 The North Pole icecap (disappear).
- 5 Astronauts (land) on Mars.
- 6 They (invent) clothes that can make you invisible.
- 7 Temperatures (get) much higher.
- 8 Coasts (change) because of the rising water level.

4a Oliver is a busy TV chef. Read his diary for next Monday.



4b In your notebook, complete the sentences with the future continuous or future perfect of the verb given.

- 1 At half past seven next Monday Oliver (get up).
- 2 At quarter to eight he (run).
- 3 At twenty past eight he (have) breakfast.
- 4 At quarter to nine he (have) breakfast.
- 5 At ten to nine he (go) to the TV studio.
- 6 By twelve o'clock he (film) his programme.
- 7 By quarter to three he (eat) with the Minister of Education.
- 8 At three o'clock he (talk) to the Minister of Education.

4c In your notebook, write one more sentence in the future continuous and one in the future perfect about Oliver's day.

5 Work with a partner. Ask and answer questions about what you *will be doing* or *will have done* at different times tomorrow.

What will you be doing at seven o'clock tomorrow morning?

I'll be sleeping.

6a Think about your life when you're 30 years old. What *will/won't you be doing*? What *will/won't you have done*? Consider these ideas and events.

become famous • buy a house • get married
live at home • live in a different country
make a lot of money • study • work

6b Work with a partner. Ask and answer about 6a.

Do you think you'll be studying when you're 30?

No, I think I'll have finished.

Do you think you'll have bought a house when you're 30?

No, but I think I'll have bought a flat.

Negotiating

1 Work in groups of three. Look at the photos of places where you can eat. How often do you eat in these places? What do you think of each of them?



2 1.25 Listen to two students doing a speaking exam. What question does the teacher ask them? What is their final answer to the question?

3a 1.25 Listen again. In your notebook, make notes about what the students say about each place in 1.

Notepad

- 1 *Fast-food restaurant: Many people go there. Not very good for a special event.*
- 2 *School canteen:* _____
- 3 *Outdoor picnic area:* _____
- 4 *Exclusive restaurant:* _____
- 5 *Classmate's house:* _____

3b Work with a partner. Compare your notes. Do you agree with the opinions and final decision? Why/Why not?

4 Write the headings (A–C) below in the correct place in the Speaking bank. Write the answers in your notebook.

- A Asking other people's opinions
- B Responding to other people's opinions
- C Giving your opinion

SPEAKING BANK

Useful expressions for negotiating

- 1
 - Personally, ...
 - I think that ...
 - In my opinion, ...
 - I don't think (that) ...
 - The way I see it, ...
- 2
 - Yes, I agree.
 - Good idea.
 - Yes, you're right.
 - Yes, but ...
 - OK.
- 3
 - What do you think about ...?
 - What about ...?
 - Why don't we ...?

Practice makes perfect

5 Work with a partner. Look at the instructions and diagram on page 157. Give and justify your opinions and come to a decision using expressions from the Speaking bank.

What do you think about having a school concert?


I think it depends on the type of music.

BUZZWORD

menu hacking – modifying dishes or ordering something off the regular menu

If you want to eat healthy when eating out, try hacking a restaurant menu.

Replying to informal invitations

- 1a  Read this email invitation. In your notebook, write down the most important information that Matt wants.

✕

Hi Sam,
How are you? I haven't seen you since the concert. I hope everything's going well.
Next week my cousin Alfie is staying with me. On Saturday I'm inviting all my friends round to my house so that he can meet them all. I hope you can make it. It'd be great to see you.
There'll be lots to eat. Please bring your MP3 player so we have plenty of good music. We'll be starting to serve food in the garden at about 12.30, so don't be late! In fact, I need one or two people to help me to get everything ready before that. Could you come a bit earlier?
One thing – if it rains on Saturday, we'll change it to Sunday. Are you doing anything then?
Please write back to tell me if you can come or not.
All the best,
Matt



- 1b Work with a partner. Have you noted down the same information?

- 2 Imagine you are Sam. What information do you think you should include in your reply? Make notes with your partner in your notebook.

Tell him how you are

- 3 Read this reply. Does it include all your information in 2?

✕

Hi Matt,
It's good to hear from you! Everything's fine here.
Thanks for the invitation. I'll definitely be there on Saturday. It'll be good to meet Alfie at last!
I'm sorry but I won't be able to be there before 12.30 because I've got a basketball match in the morning. But, don't worry. I won't be too late! Would you like me to bring anything apart from music? Something for dessert maybe?
I don't think it'll rain on Saturday. I hope not because on Sunday it's my parents wedding anniversary and they're taking us out for the day. Sorry, but I won't be able to come if it isn't on Saturday.
Thanks again for the invitation. I'm really looking forward to it!
All the best,
Sam

- 4 Are the invitation and reply formal or informal? How do you know?
- 5 Look again at the invitation and reply and complete the examples in the Writing bank. Write the answers in your notebook.

WRITING BANK

Useful expressions in informal invitations and replies

Invitations:

- Please come!
- I hope you (a) .
- It'd be great (b) .
- I'd love to see you there.
- Please write (c) to tell me if you can come or not.

Replies:

- (d) for the invitation.
- I'm (really) (e) , but I won't be able to (be there/come) because ...
- (f) you like me to bring anything?
- I'm really (g) to it!

Practice makes perfect

- 6a Read the email invitation below. Underline the important information that the writer wants from you.

✕

Hi!
How are you? Are you doing exams at the moment or have you already finished? I finished yesterday.
In a couple of weeks my brother is going to the US to study. We're having a party next Saturday so that people can say goodbye to him. We'd love to see you there. Please come!
We'll have lots of soft drinks. But if you remember, can you bring some snacks – some sandwiches or cakes or something? The party will be starting at 6 pm. What time do you think you'll be coming? I'll probably need one or two people to help me to tidy up after. Do you think you'll be able to stay and help?
Anyway, I hope you can make it! Please write back to tell me if you can come or not.
All the best,
Ella

- 6b Write a reply to the email invitation. Invent and include all the information that the writer wants from you. Write in the correct style and use expressions from the Writing bank.

1 In your notebook, complete the questionnaire with information about yourself.

How often do you:

- eat a home-made dinner?
- eat junk food?
- eat ready-made food?
- eat takeaway food?
- eat out?

2 Work in pairs. Take turns to ask each other the questions from the questionnaire. Are your answers similar or different?

3 Work in groups of three. Discuss the following statements with your partners. How much do you agree with them?

- 1 More and more people are not preparing home-made meals daily because they are too busy.
- 2 More and more people are relying on ready-made or takeaway meals as a result of being too lazy to cook.
- 3 Takeaway and ready-made meals are usually unhealthy.
- 4 More and more people are following an alternative diet because it is fashionable at the moment.
- 5 Some people eat out because they want to discover new tastes and learn about different cuisines.

4 Put the following in an order that shows how important (5 – most important, 0 – not important at all) they are when you are eating out. Then get in pairs and compare your answers.

- | | |
|----------------|---------------------------|
| ■ atmosphere | ■ variety of dishes |
| ■ service | ■ seasonal/special dishes |
| ■ waiting time | ■ location |
| ■ prices | ■ food quality |

5 Read the reviews of three restaurants. Which points from 4 are mentioned?

A My Kitchen

I just love this place! It's a tiny restaurant whose owner is a really famous chef – he came first in one of those cookery programmes on television and decided to open his own place. Both he and his staff are always happy to answer any questions about the food, which, by the way, is delicious. The menu doesn't have many dishes, but they change it every month. Some dishes are a bit fancy, and, generally speaking, I think the prices are a little too high – but it's really worth a visit. However, the place is small, so you need to book a table, especially if you are planning to go at the weekend.

B Lake View

This restaurant is situated on the outskirts of the city, with beautiful views over a nearby lake. In the summer, you can even eat at a table while sitting on a boat which belongs to the restaurant. The food is good, too, if a bit expensive, although I reckon the choice of vegetarian dishes is rather limited. However, the service is really slow – you have to wait for ages to get your order. The waiters are well-mannered, but they aren't very helpful. All in all, the atmosphere isn't very welcoming, so I'm not sure I want to go again.

C Eat and Chips

This may sound like a typical cheap fast food restaurant, but be prepared for a surprise. The interior is wonderfully simple, with basic wooden chairs and tables. The variety of dishes is really surprising – basically, you can order any kind of meat, fish or vegetables, fried or grilled, together with a bowl of home-made chips, a side salad and a choice of sauces. It's all extremely fresh and tasty, and not at all expensive. All the waiters are friendly, smiling and helpful – and I felt like they really deserved their tip!

6 Which of the following is presented as a fact, and which is an opinion? Write the answers in your notebook.

- 1 *My Kitchen* is owned by a celebrity chef.
- 2 *My Kitchen* is a bit expensive.
- 3 There are not enough vegetarian dishes on offer at *Lake View*.
- 4 *Lake View* is not worth a second visit.
- 5 *Eat and Chips* is furnished with things made of wood.
- 6 The waiters in *Eat and Chips* should be tipped.

7 Complete the gaps 1–5 in the message using the information from the texts in 5. Write the answers in your notebook.

←  CHLOE

Chloe, I've just checked the restaurants you mentioned. Personally, I like *Eat and Chips* best – I just love (1) chips. However, the place sounds too informal for Grandma's birthday dinner. *Lake View* could be fine – the (2) sounds great thanks to the amazing view. But I think we would prefer a place with a homely atmosphere. I suggest we choose *My Kitchen*, however, we need to make (3) in advance. The review says the (4) can be a bit "fancy", so maybe we could find out first what dishes they will (5) next month? Jack

8 For the next class, prepare a short presentation about a place to eat out in your town or in a place in Poland you have visited. Include the following information:

- what kind of restaurant it is and where it is located;
- what kind of food is on offer;
- what the service and atmosphere are like;
- whether you would recommend it or not (give reasons).

You can find *Useful expressions in presentations* on page 60 (Speaking bank)

ŻYWIENIE

Artykuły spożywcze

bakery products (n)	/ˈbeɪkəri ˌprɒdʌkts/	wyroby piekarnicze
carrot (n)	/ˈkærət/	marchewka
chicken (n)	/ˈtʃɪkɪn/	kurczak
cream (n)	/kri:m/	śmietan(k)a
dairy products (n)	/ˈdeəri ˌprɒdʌkts/	nabiał
fruit (n)	/fru:t/	owoc
lamb (n)	/læm/	jagnięcina
lettuce (n)	/ˈletɪs/	sałata
oil (n)	/ɔɪl/	olej
olive (n)	/ˈɒlɪv/	oliwa
pancake (n)	/ˈpæŋˌkeɪk/	naleśnik
pea (n)	/pi:/	grozdek
peach (n)	/pi:tʃ/	brzoskwinia
pie (n)	/paɪ/	placek, ciasto
plum (n)	/plʌm/	śliwka
prawn (n)	/prɔ:n/	krewetka
rice (n)	/raɪs/	ryż
seafood (n)	/ˈsi:fu:d/	owoce morza
semi-skimmed milk (n)	/ˌsemiˈskɪmd ˈmɪlk/	mleko półtłuste
starter (n)	/ˈstɑ:tə(r)/	przystawka
sweetcorn (n)	/ˈswi:tˌkɔ:n/	kukurydza cukrowa
sweets (n pl)	/swi:ts/	słodycze
tuna (n)	/ˈtju:nə/	tuńczyk
turkey (n)	/ˈtɜ:ki/	indyk
vegetable (n)	/ˈvedʒtəb(ə)l/	warzywo

Posiłki i ich przygotowywanie

baked (adj)	/beɪkt/	pieczony (np. chleb)
boiled (adj)	/bɔɪld/	gotowany
dessert (n)	/diˈzɜ:t/	deser
dish (n)	/dɪʃ/	danie
fresh (adj)	/frefʃ/	świeży
fried (adj)	/fraɪd/	smażony
frozen (adj)	/ˈfrəʊz(ə)n/	mrożony
main course (n)	/ˌmeɪn ˈkɔ:s/	danie główne
healthy (adj)	/ˈhelθi/	zdrowy
raw (adj)	/rɔ:/	surowy
roast (adj)	/rəʊst/	pieczony (np. indyk)
snack (n)	/snæk/	przekąska
spicy (adj)	/ˈspɑɪsi/	ostry, pikantny
stale (adj)	/steɪl/	czerstwy
tasty (adj)	/ˈteɪsti/	smaczny
unhealthy (adj)	/ʌnˈhelθi/	niezdrowy

Lokale gastronomiczne

cuisine (n)	/kwiˈzi:n/	kuchnia
chef (n)	/ʃef/	szef kuchni
eat out (v phr)	/i:t ˈaʊt/	jeść poza domem
fancy (adj)	/ˈfænsi/	wyszukany, wykwintny
homely (adj)	/ˈhəʊmli/	niewyszukany, prosty
order (n)	/ˈɔ:də(r)/	zamówienie
reservation (n)	/ˌrezəˈveɪʃ(ə)n/	rezerwacja
seasonal (adj)	/ˈsi:z(ə)nəl/	sezonowy
service (n)	/ˈsɜ:vɪs/	obsługa
staff (n)	/stɑ:f/	personel
tip (n)	/tɪp/	napiwek
variety (n)	/vəˈraɪəti/	różnorodność

Nawyki żywieniowe

consumption (n)	/kənˈsʌmpʃ(ə)n/	spożycie
dietary trend (n)	/ˈdaɪət(ə)ri ˈtrend/	trend żywieniowy
eating habits (n)	/i:tiŋ ˈhæbɪts/	nawyki żywieniowe
home-made (adj)	/ˌhəʊmˈmeɪd/	domowej roboty
junk food (n)	/ˈdʒʌŋk fu:d/	śmieciowe jedzenie

(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

ready-made (adj)	/ˌrediˈmeɪd/	gotowy
takeaway (adj)	/ˈteɪkəˌweɪ/	jedzenie na wynos
serving (n)	/ˈsɜ:vɪŋ/	porcja
vegetarian (adj)	/ˌvedʒəˈteəriən/	wegetariański


PRZEDROSTKI

cooperate (v)	/kəʊˈpɒreɪt/	współpracować
disadvantage (n)	/ˌdɪsədˈvɑ:ntɪdʒ/	wada, ujemna strona
international (adj)	/ˌɪntəˈnæʃ(ə)nəl/	międzynarodowy
misunderstand (v)	/ˌmɪsʌndəˈstænd/	źle zrozumieć
overbook (v)	/ˌəʊvəˈbʊk/	przyjmować zbyt wiele rezerwacji
overcooked (adj)	/ˌəʊvəˈkɒkt/	rozgotowany
precooked (adj)	/ˌpri:ˈkɒkt/	uprzednio ugotowany
recooked (adj)	/ˌri:ˈkɒkt/	odgrzany
redo (v)	/ˈri:ˈdu:/	powtórzyć, przerobić
undercooked (adj)	/ˌʌndəˈkɒkt/	niedogotowany
underestimate (v)	/ˌʌndərˈestɪmeɪt/	nie doceniać

INNE

agriculture (n)	/ˈægrɪˌkʌltʃə(r)/	rolnictwo
attend (v)	/əˈtend/	uczestniczyć w (czymś)
attitude (n)	/ˈætiˌtju:d/	nastawienie
carbohydrate (n)	/ˌkɑ:bəʊˈhaɪdreɪt/	węglowodan
cereal (n)	/ˈsɪəriəl/	płatki zbożowe
cookery programme (n)	/ˈkʊk(ə)ri ˈprəʊgræm/	program kulinarny
contain (v)	/kənˈteɪn/	zawierać
cure (n)	/kjʊə(r)/	metoda leczenia, lekarstwo
detailed (adj)	/ˈdi:teɪld/	szczegółowy
diet (n)	/ˈdaɪət/	dieta
dried (adj)	/draɪd/	suszony
drop (v)	/drɒp/	opuszczać
entertainment (n)	/ˌentəˈteɪnmənt/	rozrywka
essential (adj)	/ɪˈsenʃ(ə)l/	niezbędny
event (n)	/ɪˈvent/	wydarzenie
fat (n)	/fæt/	tłuszcz
fatal (adj)	/ˈfeɪt(ə)l/	śmiertelny
flavour (n)	/ˈfleɪvə(r)/	smak
genetically modified (adj)	/dʒəˌnetɪkli ˈmɒdɪfaɪd/	modyfikowany genetycznie
global warming (n)	/ˌglɒsb(ə)l ˈwɔ:mrɪŋ/	globalne ocieplenie
ingredient (n)	/ɪnˈɡri:diənt/	składnik
invent (v)	/ɪnˈvent/	wynaleźć
invisible (adj)	/ɪnˈvɪzəb(ə)l/	niewidzialny
mineral (n)	/ˈmɪn(ə)rəl/	minerał
mixture (n)	/ˈmɪkstʃə(r)/	mieszanka
nutrient (n)	/ˈnju:triənt/	składnik pokarmowy
powder (n)	/ˈpaʊdə(r)/	proszek
prepare (v)	/prɪˈpeə(r)/	przygotowywać
preserve (v)	/prɪˈzɜ:v/	zakonserwować
protein (n)	/ˈprəʊti:n/	białko
ripe (adj)	/raɪp/	dojrzały
quality (adj)	/ˈkwɒləti/	jakość
soft drink (n)	/ˈsɒft ˈdrɪŋk/	napój bezalkoholowy
superfood (n)	/ˈsu:pə fu:d/	superżywność
vitamin (n)	/ˈvɪtəmɪn/	witamina
waste (v)	/weɪst/	marnować
worldwide (adj)	/ˌwɜ:ldˈwaɪd/	ogólnoświatowy

Rozumienie ze słuchu

1  1.26 Usłyszysz dwukrotnie reklamę kursu gotowania. Na podstawie informacji zawartych w nagraniu uzupełnij w zeszytcie luki 1–6 w poniższym dialogu. Luki należy uzupełnić w języku polskim.

- Anna:** Wiesz co? Słyszałam w radiu reklamę kursu gotowania.
- Piotr:** Gotowania? Ale przecież ty nie umiesz gotować...
- Anna:** No właśnie! I dlatego chcę się zapisać! Nie chciałbyś się nauczyć, jak przygotowywać (1) ?
- Piotr:** A (2) też będą?
- Anna:** Będą, będą, nie martw się.
- Piotr:** A jak długo trwa ten kurs?
- Anna:** Miesiąc – zajęcia są w (3) i trwają 4 godziny. W ciągu miesiąca (4) przygotowywać po cztery przystawki, dania główne i desery.
- Piotr:** Fajnie! A musimy sami (5) ?
- Anna:** Nie, wszystko jest w cenie kursu. A to, co się ugotuje, można (6) !

Rozumienie tekstów pisanych

2 ★ Przeczytaj tekst, który został podzielony na cztery części (A–D) oraz pytania go dotyczące (1–6). Do każdego pytania dopasuj właściwą część tekstu. Odpowiedzi zapisz w zeszytcie. Uwaga! Do dwóch części tekstu można przypisać po dwa pytania.

The REAL Superfoods

- A** The idea of a “superfood” needs some explanation as, while most food is categorised as either healthy or unhealthy, some food is believed to be super healthy. Fortunately, to start eating better, you don’t have to change your eating habits drastically; it’s enough to simply include one of the superfoods into your diet – you’ll officially be following a healthy diet. According to a survey from 2016, 61% of UK citizens admitted buying products that are regarded as superfoods. The question is, is feeling healthier really that simple, or is it just another dietary trend?
- B** One example of a superfood is the avocado, which is currently one of the most popular fruits in the US. It is delicious when ripe; you can either eat it raw or add it to soups, and it’s extremely tasty – but does it really have superpowers? It does contain a lot of calories, that’s for sure – if you decide to go on an avocado diet, you will end up weighing more, not less, as an avocado provides about 240 calories, while a Mars bar, for example, has about 228. It also contains a lot of

healthy fats – but you can also find these in nuts, fish or olive oil. Perhaps the biggest negative is that it’s not very ecological as farmers in Mexico are cutting down forests in order to make room to grow avocado trees.


C What about those goji berries, which look a bit like pink raisins when dried? These can be eaten as a snack and mixed with almost anything. They have been an important part of traditional Chinese medicine for years, but there is no scientific evidence indicating that they are more beneficial to health than any other fruit.

D The truth is that there is no single fruit, nut, type of cereal or vegetable that is significantly better than any other. There is more and more research suggesting that the best diet is one that includes more fresh fruit and vegetables, and that people who eat seven (or more) servings of fruits and vegetables a day are much less likely to suffer from potentially fatal conditions such as heart disease and cancer. One thing seems to be true – we should be eating less meat, dairy products and sweets.

In which paragraph does the author

- 1 explain why one of the superfoods is not good for the environment?
- 2 give data about the consumption of superfoods?
- 3 mention the lack of data on special properties of a superfood?
- 4 give a detailed description of a healthy diet that is based on research?
- 5 comment on the fact that people are not usually happy to change their eating habits?
- 6 suggest that a healthy diet is not difficult to follow?

Znajomość środków językowych

3  1.27 Usłyszysz dwukrotnie pięć wypowiedzi. Dla każdej z wypowiedzi (1–5) wybierz właściwą reakcję. Zapisz w zeszytcie literę A, B albo C.

- 1
 - A Yes, please, I love sweets.
 - B I really like plum cake.
 - C I’ll have pancakes with cream.
- 2
 - A I think I’ll prepare some healthy snacks for the party.
 - B What are you going to do about it?
 - C I don’t think I do.
- 3
 - A Isn’t it a bit undercooked?
 - B Wow! It looks delicious.
 - C No, I don’t really mind it.

4

- A I don't think they will.
 B How do they do that?
 C I agree with you completely.

5

- A Shall we have a bite before we go?
 B I'm not into roasting.
 C Don't worry, we'll cook some pasta instead.

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

- 1 I think the meat (*be / overcook*) if you leave it in the oven any longer.
 2 My mum doesn't have to cook dinner tomorrow as we (*eat / Japanese / restaurant*) where my father booked a table at last week.
 3 I hope I (*finish / my / education*) by the time I'm 30.
 4 Look at the sky! I think (*there / go / be*) a storm.
 5 This time tomorrow, we (*will / have / starter*) at the restaurant.

Wypowiedź pisemna

5 **Wrzecz z klasą organizujesz w swojej szkole dzień kuchni świata. Napisz e-mail do koleżanki, która przebywa w waszej szkole na wymianie, w którym:**

- opowiesz, dlaczego organizujecie to wydarzenie;
- poprosisz, by pomogła Twojej klasie w organizacji wydarzenia;
- wyjaśnisz, jakie potrawy planujecie przygotować;
- zaproponujesz, by przygotowała jakąś potrawę typową dla swojego kraju.

From:
To:
Subject:

Hello Gina,
 I'm writing to tell you about an International Food Day my class is organising in two weeks' time.

I hope you will decide to join us. We'll have a lot of fun!
 Cheers,
 XYZ

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

Wypowiedź ustna

6 **Pracujcie w parach. Wykonajcie zadanie, a następnie zamieńcie się rolami. Rozmowę rozpoczyna uczeń A.**

Uczeń A

Opowiadasz koleżance z Wielkiej Brytanii, która przebywa w Twojej szkole na wymianie językowej, o polskiej kuchni i zwyczajach żywieniowych w Polsce. Poniżej podane są cztery kwestie, które musisz omówić z uczniem B.

Tradycyjna kuchnia polska

Posiłki w Polsce

Mody i trendy w nawykach żywieniowych młodzieży w Polsce

Twoje nawyki żywieniowe

Uczeń B

Przebywasz na wymianie językowej w szkole w Polsce. Kolega/koleżanka z klasy opowiada Ci o polskiej kuchni i zwyczajach żywieniowych w Polsce. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/wybrane punkty:

- dowiedz się, jakie nawyki żywieniowe ma rodzina ucznia A;
- zapytaj ucznia A, czy uważa, że to ważne, żeby zdrowo się odżywiać;
- zaproponuj, byście razem z uczniem A poszli do restauracji/baru z typowymi polskimi potrawami,
- poproś o dokładniejsze wyjaśnienie jakiejś kwestii, której nie rozumiesz;
- grzecznie nie zgódź się z uczniem A i wyjaśnij, dlaczego masz inne zdanie.

✓ 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 talk about future plans, intentions, arrangements and predictions.
 b I can talk about meals and describe different types of food.
 c I can negotiate with somebody by asking for, giving and responding to opinions.
 d I can write simple replies to invitations.
 e I can talk about eating habits and eating out.

LANGUAGE CHECKPOINT ► PAGE 143

5 Lifelong learning

Vocabulary

School and university subjects

- 1 **Work in groups. Look at these subjects. Where do you usually study them for the first time – at nursery school, primary school, secondary school or at university? Complete the table in your notebook.**

architecture • art • biology • business studies
chemistry • computer science • drama
engineering • English • geography • history • law
literature • maths • media studies • medicine
music • PE (physical education)
physics • psychology

Nursery	Primary	Secondary	University
art	English	biology	architecture

- 2a **In your notebook, mark the stress on each word in 1 that has more than one syllable.**

architecture

- 2b **1.28 Listen, check and repeat.**

- 3 **1.29 Listen to four teachers giving instructions and asking questions. What subject is each one teaching? Write the answers in your notebook.**



- 1 3
2 4

- 4 **Work with a partner. Ask these questions.**

- Which of these subjects do/don't you like?
- Would you like to study any of these subjects in the future?
- Which of the subjects do you think will be useful in life after school/university?

Words connected with studying

- 5 **In your notebook, complete the sentences with these words.**

assessment • assignment • coursework • essay
fail • mark/grade • scholarship
terms • timetable • resit

- In my last history class I wrote a(n) about the Roman Empire.
- 9 out of 10 is a really good .
- I didn't do the exam very well so next week I'll probably need to it.
- What lesson do we have now? I didn't bring my .
- My sister doesn't pay the full amount for her studies because they gave her a(n) .
- When you get less than 50% in an exam you usually .
- Our school year is divided into two .
- The teachers evaluate us by looking at our exams and the work we do all year, which is called our .
- We're going to do a(n) on Shakespeare. We have a month to prepare it and then we present it.
- Exams are not usually the only form of at school.

- 6a **Work with a partner. Ask and answer the questions.**

- What is your school timetable for Tuesday? What do you think of it?
- Which is your favourite term and why?
- What's your best mark in an exam this year?
- Did you have to resit any exams last year? Which one(s)?
- Do you prefer assessment with exams or with coursework? Why?
- What was the last essay that you wrote?
- How often do you get assignments? In what subjects?

- 6b **Compare your answers with the rest of the class.**

- 1 Work with a partner. Look at the photo and the title of the text. What do you think the text is about? 2 Read the text and check your predictions.

Green school in the city

How one inspirational teacher is changing lives



When you think of the Bronx in New York, green is probably not the first colour you think of. But one inspirational teacher and instructor, Stephen Ritz, is doing something to change that.

It all began by accident. Stephen was teaching at a school in the South Bronx. Somebody had sent him a box of flower bulbs. Stephen didn't really know what they were so he hid them behind a radiator in his classroom. Then one morning there was a moment of real surprise and excitement when he and his class suddenly noticed all the flowers that had grown next to the radiator.

That gave Stephen an idea. He decided to do something to improve the area where his students live, so he and his class worked on a project in their own neighbourhood. They planted flowers and vegetables and managed to transform some depressing spots into



green areas where local people could meet.

Next, Stephen brought plants back into the classroom. The students planted vegetables in special towers and created an 'edible indoor wall' in the science room. It was a great success.

Although all students under 16 must attend school, in a difficult area like the Bronx students often miss classes. But thanks to his classroom project, attendance in Stephen's classes went up from around 40% to 93%. The students feel responsible for their plants. They realise they have to water them and look after them every day, so they also see that they mustn't miss school. And with better attendance their marks go up.

Importantly, the students also begin to learn about natural, healthy food. As they started to grow their own vegetables, they became more interested in following a healthy diet instead of eating the typical fast food they had eaten before. In fact, the edible indoor wall in Stephen's classroom produces enough food to feed healthy meals to 450 students! The students can even sell some of their vegetables to local shops. Some of his older students have

worked as employees of a new company as technicians creating green walls for other schools around the country.

Stephen began his project with older students, but he now teaches younger students, too. He believes young people ought to start learning about healthy diets as early as possible so that they don't pick up bad habits which are then difficult to change.

Many of Stephen's students have special educational needs or are homeless. Stephen's project has really affected them. They have learnt lessons that will help them throughout their lives. They have learnt about responsibility. They have also realised that they'd better eat well if they want to stay healthy. And, finally, they've learnt that you don't have to be a farmer out in the country to grow plants. Anybody can do it. But you must believe that you can make a difference. By teaching all of this, Stephen Ritz is making a massive difference to the lives of his students.

Material courtesy of Green Bronx Machine



Stephen Ritz

3 Read the text again and answer the questions in your notebook.

- 1 How did the students react to the first plants in their classroom?
- 2 Why did Stephen and his students plant flowers and vegetables in some areas of the Bronx?
- 3 What did Stephen's students do in the science room?
- 4 What effect did Stephen's project have on attendance of his classes and why?
- 5 What effect did the project have on his students' eating habits?
- 6 Why does Stephen think it's important to teach very young students?
- 7 What are two of the things that Stephen's students have learnt from this project?

4 CRITICAL THINKING

Think! Then compare ideas with your class.

- What message(s) do you think the text gives about bringing the outside world into the classroom? Give reasons for your answer.

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

6 What about you?

- 1 Would you like to work on a school project like Stephen Ritz's? Why/Why not?
- 2 Does your school ever organise lessons or activities that take place outside the classroom? If so, explain what they are.

Modal verbs of obligation, prohibition, advice and permission

1a Read the sentences and complete the rules with the words in blue. Write the answers in your notebook.

- Students **shouldn't be** forced to leave their own community.
 - All students under 16 **must** attend school.
 - They **have to** look after the plants.
 - They **mustn't** miss classes.
 - They **can't** miss school.
 - The students **can** sell their vegetables.
 - Young people **ought to** start learning about healthy diets.
 - They **had better** eat fresh food.
 - You **don't have to** be a farmer to grow plants.
- We use [] and [] for obligation.
 - We use [] when there is no obligation.
 - We use [] and [] for prohibitions or when there is no permission to do something.
 - We use [], [] and [] for advice and recommendations.
 - We use [] to give permission.

1b Are these sentences True (T) or False (F)?

- The contraction for **had better** is '**d better**.
- We use **to** with **ought**, but not with **should** or '**d better**.
- We usually use **must** in questions.
- The correct question is **Do you have to (go)?** not **Have you to go?**

GRAMMAR REFERENCE ► PAGE 144

2a In your notebook, complete the sentences using the correct form of the word(s) given and any other words.

- It is obligatory to be at least 17 to drive a car.
You [] at least 17 to drive a car. (*have to*)
- It is obligatory to go to school until you are at least 16.
You [] to school until you are at least 16. (*have to*)
- Voting in a general election is prohibited until the age of 18.
You [] in a general election until you are 18. (*can*)
- It is possible to ride a moped when you're 16.
You [] 18 to ride a moped. (*have to*)
- It is obligatory to be 18 before you can get married without your parents' permission.
You [] 18 before you can get married without your parents' permission. (*must*)

- It is impossible to change your name until you are 16.
You [] your name until you're 16. (*can*)
- It is possible to buy a ticket in the National Lottery when you are 16.
You [] 16 to buy a ticket in the National Lottery. (*have to*)

2b Do you know if the legal ages for these things are similar in your country?

3 In your notebook, complete the sentences for these situations. Use *should*, *shouldn't*, *ought to*, *had better* and the expressions in the box.

get ready to go
go out without an umbrella
look for a job there • rest and have a coffee
study all night • use a dictionary
walk to school

- A friend has an exam tomorrow, but says he isn't going to sleep tonight because he needs to study.
He [] because he'll be tired for the exam.
- Your sister wants to study English in the US in the summer, but she hasn't got any money.
She [].
- You have received an email in English, but there are words you don't understand.
You [].
- Your friend is very unfit because his parents always take him to school by car.
He [].
- We're at a party. We promised to be back home at 9.30 and it's 9.10 now.
We [].
- You're going to walk to school, but the sky is very dark.
You [].
- Your dad is driving, but he's feeling a bit tired.
He [].

⚡ BUZZWORD

cram – to study hard in order to learn a lot in a short time, especially for an examination

He's not coming with us, he's cramming for his final exams.

4 In your notebook, write rules for your school using *must*, *mustn't*, *can*, *can't*, *have to*, *don't have to* and these phrases.



arrive early • carry ID • cheat in tests
eat or drink in class • participate in class
put make-up on • use mobile phones in class
wear school uniform • wear special clothes for PE



5 Read the text and choose the correct alternative. Write the answers in your notebook.

Secondary students usually (a) *have to/mustn't* do lots of homework and lots of exams. This can be stressful. That's one of the reasons why some schools in the UK now teach a thing called 'mindfulness'. The idea is that the students (b) *should/ought* pay attention to what is happening right now. They (c) *had better/shouldn't* think about the past or the future, just the present. One activity that is part of mindfulness is 'beditation'. This is like meditation but you (d) *better/have to* do it lying down to get the full benefits. The idea of mindfulness originally came from Buddhist thinking and meditation, but, of course, you (e) *don't have to/mustn't* be a Buddhist to practise mindfulness. Many experts think that they (f) *ought/must* teach mindfulness in all schools. There are certainly lots of good reasons to try it. But you (g) *had/would* better find a clean floor to practise!

6a Work with a partner. You have a friend who wants to become a maths teacher one day. Think of advice to give them. Use *must*, *mustn't*, *have to*, *should*, *shouldn't*, *had better*, *ought to*. Make a list of your ideas in your notebook.

6b Compare your list with another pair. Are your ideas similar?

You have to get very good marks in maths. You should be patient with people when they don't understand.

Noun suffixes

1 Read these words. They all have suffixes which make nouns. Do these nouns describe people or things?

director • employee • farmer
instructor • scientist • technician

2 In your notebook, match these words and the words from 1 with the definitions. Check that you understand the other words.

electrician • employer • journalist • librarian
photographer • physicist • professor • trainee

- 1 somebody who teaches at a university
- 2 somebody who teaches you to do a particular skill, e.g. ski or play a sport
- 3 somebody who pays someone to work for them
- 4 somebody with technical training who works with special equipment or machines
- 5 somebody whose job is to report the news
- 6 somebody who is training for a job

3a Listen to the words in 1 and 2. In your notebook, mark the stress in each word. Which is the only noun suffix we stress?

3b Practise saying the words with the correct stress.

4 Match one word from each list. Write the answers in your notebook.

List A:
TV
wildlife
company
university
driving
computer

List B:
photographer
journalist
technician
director
professor
instructor

TV journalist

5 Work in groups of three. Which of the jobs in 4 would you like or dislike? Why?

I think I'd like to be a TV journalist. You probably meet interesting people all the time.



1a Work in groups. What extracurricular activities can you do at school?

1b Look at these extracurricular activities. What do you think they are?



2 Listen to four dialogues about extracurricular activities. Match each dialogue to a photo. What is the activity?

- 1 2 3 4

3 Listen again and complete the sentences with one or two words. Write the answers in your notebook.

Notepad

- This activity is a mixture of martial arts, (a) , gymnastics and music. The classes are at 7 pm on Mondays and (b) . The boy may join, but he doesn't know his (c) .
- They play this activity on a (d) . You have to (e) a lot when you do the activity. The speaker thinks you have to (f) when you're a student or you get too stressed.
- This society is one of the (g) at the college. (h) are welcome at the society. They teach ballet, (i) dance and (j) dance.
- This person joined the club because he (k) do the activity at the moment. He doesn't want to (l) everyday when he's away from home. Sometimes everybody in the club eats (m) .

4 What about you?

- Do you think that it's important to do extracurricular activities? Why/Why not?
- Which of the extracurricular activities in 2 would you like to try? Why?

Zero, first and second conditionals

1a Read these sentences. Which are zero, first or second conditionals?

- It would be great if it was like in the films.
- If I'm free then, I'll think about it.
- If I were you, I'd stop reading those Harry Potter books.
- If you don't find time to relax, you become stressed.

1b Read the rules and, in your notebook, write Z (zero conditional), F (first conditional), S (second conditional) or A (all).

- It describes an improbable or imaginary situation in the present or future and its consequence.
- It describes a possible situation in the present or future and its consequence.
- It describes a situation which has a consequence that is generally or always true.
- We use the present simple in the half of the sentence with **if**, and **will/won't + infinitive** in the other half.
- We use the present simple in both halves of the sentence.
- We use the past simple in the half of the sentence with **if**, and **would/wouldn't + infinitive** in the other half.
- The half of the sentence with **if** can come after the other half, but we don't use a comma.
- We can use it to give advice when we have **if I were/was you** in one half of the sentence.

GRAMMAR REFERENCE ► PAGE 144

2 In your notebook, complete the zero or first conditional sentences with the correct form of the verb given.

- My friend Omar wasn't at school yesterday. If he (not come) today, I (ring) him to find out how he is.
- At our school, if you (not go) to class, the school (call) your parents.
- Don't worry. If the exam (be) tomorrow, I (lend) you my notes.
- If they (have) a party for new students tonight, I (go).
- Usually if you (not get) over 50% in an exam, you (fail).
- If we (arrive) late today, the teacher (get) angry.

3 Complete the dialogues with these verbs in the second conditional. Write the answers in your notebook.

be • do (x2) • get • go • have • spend

- 1 Ben:** What (a) _____ you _____ to improve the world if you (b) _____ a world leader?
- Bethany:** I (c) _____ more money on schools and universities.
- 2 Emma:** You never do any schoolwork at the weekend. If you (d) _____ more, you (e) _____ higher marks in your exams.
- Megan:** I know, but I have to train with the swimming team at the pool. If I (f) _____ there, I (g) _____ time to study.

4 In your notebook, complete the text with the zero, first or second conditional using the correct form of the verbs given.

My name's Jeff. I've just started university. There are hundreds of extracurricular activities on offer, but right now I can't decide which ones I want to do. One problem is that I'm not very good at sport. If you (a) _____ (not like) sport, it (b) _____ (limit) the number of clubs you can join. I suppose that if I (c) _____ (be) good at sport, I (d) _____ (play) tennis or basketball or something like that. Another problem is that I haven't got much money. If you (e) _____ (not have) much money, there (f) _____ (be) some activities that you can't do. If money (g) _____ (not be) a problem, I (h) _____ (think) about joining the Diving Club. They organise lots of trips to the coast. The thing is, if we (i) _____ (be) closer to the coast, it (j) _____ (not cost) so much but we're about 150 kilometres away! It's true that there are usually special prices for students. If you (k) _____ (show) your student card, you always (l) _____ (pay) less. Also, if I (m) _____ (visit) my sister in Australia next year, I (n) _____ (be able to) dive at the Great Barrier Reef. Anyway, I'm going to make my final decision next Tuesday. If I (o) _____ (have) problems deciding, I (p) _____ (talk) to my older sister, but I don't think that'll be necessary in the end.

5a In your notebook, complete these sentences with your own ideas.

- 1 If a Martian stole my homework on the way to school, ...

- 2 If I pass all my exams, ... _____

- 3 If I haven't got any homework this weekend, ... _____

- 4 If I have time this weekend, ... _____

- 5 If I had enough money, ... _____

- 6 If I became famous, ... _____

- 7 If I was a superhero, ... _____

- 8 If I go out this weekend, ... _____

5b Work with a partner. Compare your sentences and choose the best three.

6a In your notebook, write six questions: three beginning with *What will you do if* and three beginning with *What would you do if*.

What will you do if you don't have any homework this weekend?

What would you do if you found a bag full of money in the street?

6b Ask different people your questions. Choose the best answers and report them to the class.



A presentation

- 1 Work in groups of three. What do you think are the advantages and disadvantages of homeschooling? Make notes of your ideas. Do you think there are more advantages or disadvantages?
- 2 1.32 Listen to a student giving a presentation on homeschooling. Does she think it's a good idea or a bad idea? Does she include any of your ideas?
- 3 1.32 Listen again and, in your notebook, write down the expressions in the Speaking bank that you hear.



SPEAKING BANK

Useful expressions in presentations

Beginning a presentation

- I'd like to begin by saying ...
- I'm going to talk about ...

Introducing arguments

- Firstly,
- First of all,
- Secondly,
- Another thing is that ...
- It's also true that ...
- Furthermore,
- What's more,

Giving examples

- For example,
- For instance,
- Look at the case of ...
- Take ...

Concluding

- In conclusion
- Finally,
- To sum up,
- Last but not least
- The point (that) I'm trying to make is ...
- In short,

- 4 Work with a partner. Put these stages of giving a presentation in the correct order.
 - a During your talk, use your notes to remember what comes next, but don't just read things aloud.
 - b Organise your notes in a logical way.
 - c Finish your presentation at the right time.
 - d Look at the question which you have to talk about.
 - e Make notes with your ideas and arguments.
 - f Begin your presentation and look up at the audience.
 - g Think of a short introduction and a conclusion.

Practice makes perfect

5a Choose one of these topics and prepare a presentation. Use the relevant advice in 4 to help you.

- 1 Should students be paid for going to school?
- 2 Is it a good idea to separate boys and girls into different classes at school?
- 3 Should homework exist?
- 4 Are exams the best way to evaluate students?
- 5 Should the use of mobile phones be permitted in class?
- 6 Are school uniforms a good idea?

5b Give your presentation to the class. Use the advice in 4 and expressions from the Speaking bank.


BUZZWORD

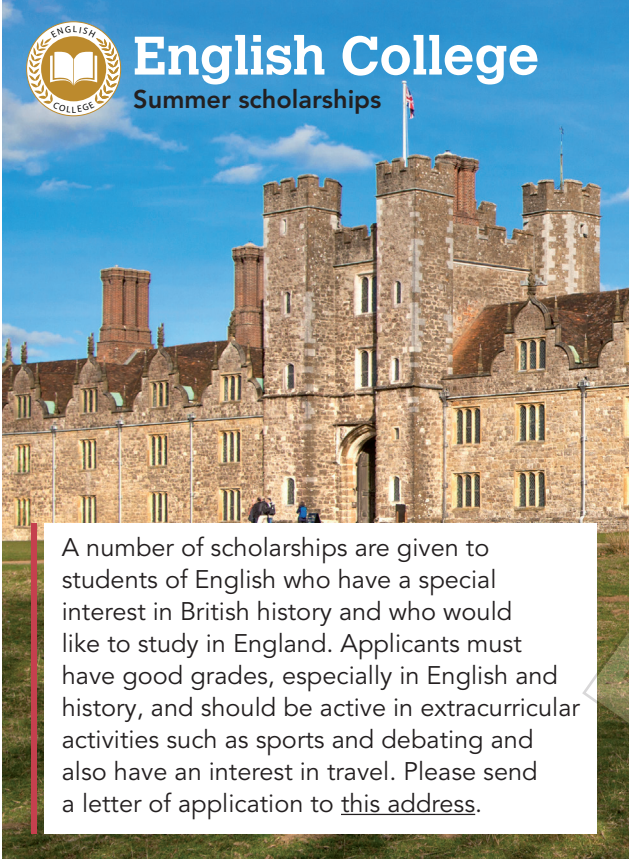
SOLE – a teaching method in which groups of children learn independently using a computer linked to the Internet

What students like most about SOLE is that it enables them to be in charge of their own learning.



A formal letter of application

- 1  Read this information about a scholarship. Find out the qualities of an ideal candidate. Would you be a good candidate for the scholarship? Why/Why not?



English College
Summer scholarships

A number of scholarships are given to students of English who have a special interest in British history and who would like to study in England. Applicants must have good grades, especially in English and history, and should be active in extracurricular activities such as sports and debating and also have an interest in travel. Please send a letter of application to [this address](#).

- 2  Read the letter of application for this scholarship. Do you think Marcus is a good candidate? List reasons for your answer in your notebook.

Dear Sir or Madam,

I am writing to apply for the scholarship which I saw advertised on your website.

I believe I would be perfect for this scholarship for the following reasons. Firstly, my best subjects at school are English and history and my ambition is to study one day in the United Kingdom to discover more about the people, places and traditions. My grades this year have been very good, with an average mark of 80% in my exams.

I also love sports, particularly football. I am the captain of my school football team. As captain of the team, I am responsible for organising social activities such as parties and events to raise money for the team.

I would be very grateful to receive the chance to study at your school with a scholarship and I am sure that I could make a good contribution to the English department.

I look forward to receiving your reply.

Yours faithfully,

Marcus Reeves

M. Reeves

- 3 Look again at the letter in 2 and complete the information in the Writing bank. Write the answers in your notebook.

WRITING BANK

Useful expressions and conventions in a formal letter

- If we know the name of the person we are writing to, we begin *Dear Mr/Mrs/Ms* and their surname. We finish *Yours sincerely*.
- If we don't know the name of the person we are writing to, we begin *Dear* (a) or (b) . We finish *Yours* (c) .
- In formal letters we do not use (d) , e.g. we write *I would*, not *I'd*.
- We often use more formal words and expressions, e.g. (e) instead of *I'd be really happy to get the chance*.
- We often start formal letters with *I am writing to ...* and then explain why we are writing.
- We often end formal letters with expressions like (f) to receiving your reply.

Practice makes perfect

- 4a Read the information below about a scholarship. Write a letter of application using expressions and conventions in the Writing bank to help you. Include information to make yourself the ideal candidate. Write between 150 and 180 words.

Combined English Scholarship

We have two scholarships for students who are interested in combining their chosen subject (any subjects are possible) with an English Studies programme. Applicants must have good academic marks and should have interests in extracurricular activities such as music, theatre, or literature. Active participation in a sport is also an advantage. Send your letter of application to [this address](#).

WRITING BANK ► PAGE 159

- 4b Exchange your letter with a partner. Prepare five questions to ask them in an interview to get the scholarship.

In your letter you say that your marks are usually high. Which are your best subjects?


- 4c  Role-play your interviews. Would you give your partner the scholarship?

1  **Work in groups. Talk about the advantages and disadvantages of the following forms of education:**

- a being homeschooled
- b going to a boarding school
- c taking part in an exchange programme

Use the ideas below or some of your own.

becoming independent • individualised teaching
 feeling lonely • quality of teaching • having a choice
 learning a foreign language • learning a new culture
 focusing on studying • meeting new people
 missing friends/family • better learning conditions

2  **1.33 Listen to a voice message and answer the questions in your notebook.**

- 1 Why is Harry phoning Marta?
- 2 What kind of project is he preparing?
- 3 Why will he be contacting Marta in the future?

3 **Read the Internet article and answer the questions in your notebook.**

Education systems all over Europe » Poland

Compulsory education in Poland begins at the age of 6 or 7, when children start going to primary school. In the whole Europe the legal age of entry is usually not below 5 years old or above 7 years old. At the end of primary school, Polish pupils take a compulsory external exam whose results influence which secondary school they will attend. In Belgium, by comparison, possession of a Certificate of Primary Education is not a condition for being accepted to a specific school, but it determines which stage of secondary education a student joins.

Education in Poland is compulsory until the age of 18, and the vast majority of teenagers continue their education in one of the following: a general secondary school, a technical college or a vocational school.

After completing a general or technical secondary school, students usually take an external secondary school leaving exam (called *Matura*), which enables them to go on to higher education.

The vast majority of schools (86%) in Poland are state or public schools, which are funded by the state. There are also some non-state schools, which are partly state funded and partly funded by fees and donations from parents and some non-governmental organisations.

The Polish school year runs from September 1st to the end of June and consists of two terms. There are three holiday periods: over Christmas and Easter, and a winter break in January or February. In the summer, pupils enjoy a two-month break from school.

- 1 Do Polish children start education similarly as their peers in other European countries?
- 2 Does the Belgian CPE influence which secondary school a pupil will attend?
- 3 How many non-public schools are there in Poland?

4  **Work in groups of three. Discuss the following questions.**

- 1 If you had a choice, would you prefer to go to a different kind of school (state or non-state)? Why/Why not?
- 2 What may be some of the advantages and disadvantages of attending a state school or a non-state school?

5 **Complete the message from Harry to Marta with information from the text in 3. Write the answers in your notebook.**


New message _ / ×


To: _____

Subject: _____

Marta, I'm writing just to make sure I understand everything correctly: in Poland, education (1) _____ for children aged 6 or 7 (in England 5) to 18, right? However, in England we finish primary school when we are 12, after year 6, and not after (2) _____ years, as in Poland. We also choose what type of secondary school we want to attend: grammar or comprehensive. Grammar schools usually make some kind of selection, so not everyone is offered a place. I think they are similar to the Polish (3) _____, but I'm not really sure, because there are only 164 state grammar schools in England, and most teenagers (like me) go to comprehensive schools. If someone wants to go to a grammar school, they need to take the eleven-plus, which is the name for the grammar school entrance exam. We've also got (4) _____ called the GCSE when we are 16 – I took it last year. It seems we have fewer non-state schools, which are called "independent" schools, but they are also called "public" schools – about 7% of the students (I checked it!) attend these, while in Poland it's (5) _____, right? I like your system better – we have shorter holidays, as we finish the school year in late July! Lucky you!

Send

6  **Work with a partner. Talk about the major differences between the Polish and English education systems.**

7  **For the next class, with a partner, prepare a short presentation on an education system in another English-speaking country. Search the Internet for the following information:**

- when compulsory education begins and how long it lasts;
- what the stages of education consist of;
- what external exams are organised and when;
- whether access to education is free (state-funded) or not.

You can find *Useful expressions in presentations* on page 60 (Speaking bank)

EDUKACJA

Przedmioty nauczenia

architecture (n)	/ˈɑːkɪtektʃə(r)/	architektura
art (n)	/ɑːt/	sztuka, plastyka
biology (n)	/baɪˈɒlədʒi/	biologia
business studies (n)	/ˈbɪznəs ˌstʌdɪs/	zarządzanie
chemistry (n)	/ˈkemɪstri/	chemia
computer science (n)	/kəmˈpjʊːtə ˌsaɪəns/	informatyka
drama (n)	/ˈdrɑːmə/	zajęcia teatralne
engineering (n)	/ˌendʒɪˈnɪərɪŋ/	inżynieria, mechanika
English (n)	/ˈɪŋɡlɪʃ/	język angielski
geography (n)	/dʒɪˈɒɡrəfi/	geografia
history (n)	/ˈhɪst(ə)rɪ/	historia
law (n)	/lɔː/	prawo
literature (n)	/ˈlɪtrətʃə(r)/	literatura
maths (n)	/mæθs/	matematyka
media studies (n)	/ˈmiːdiə ˌstʌdɪz/	medjoznawstwo
medicine (n)	/ˈmed(ə)s(ə)n/	medycyna
music (n)	/ˈmjʊːzɪk/	muzyka
PE (physical education) (n)	/ˌpiː ˈiː/	wychowanie fizyczne (WF)
physics (n)	/ˈfɪzɪks/	fizyka
psychology (n)	/saɪˈkɒlədʒi/	psychologia

Oceny i wymagania

assessment (n)	/əˈsesmənt/	ocena
assignment (n)	/əˈsaɪnmənt/	zadana praca
coursework (n)	/ˈkɔːs ˌwɜːk/	praca okresowa
essay (n)	/ˈeseɪ/	wypracowanie
fail (v)	/feɪl/	nie zdać, oblać
grade (n)	/ɡreɪd/	stopień, ocena
mark (n)	/mɑːk/	stopień, ocena
resit (v)	/ˌriːˈsɪt/	zdawać ponownie
scholarship (n)	/ˈskɒləʃɪp/	stypendium
term (n)	/tɜːm/	semestr
timetable (n)	/ˈtaɪmˌteɪb(ə)l/	plan zajęć

System oświaty

boarding school (n)	/ˈbɔːdɪŋ ˌskuːl/	szkoła z internatem
college (n)	/ˈkɒlɪdʒ/	kolegium, uniwersytet
comprehensive school (n)	/ˌkɒmpriˈhensɪv ˌskuːl/	państwowa szkoła średnia (GB)
compulsory education (n)	/kəmˈpʊlsəri ˌedʒʊˈkeɪʃ(ə)n/	obowiązek szkolny
exchange programme (n)	/ɪkˈstʃeɪndʒ ˌprɒɡræm/	wymiana międzyuczelniana, międzyszkolna
external exam (n)	/ɪkˈstɜːn(ə)l ɪɡˈzæm/	egzamin zewnętrzny
grammar school (n)	/ˈɡræmə ˌskuːl/	szkoła średnia dla dzieci od 11 roku życia przygotowująca do egzaminów na studia (GB)
higher education (n)	/ˌhaɪə ˌedʒʊˈkeɪʃ(ə)n/	wyższe wykształcenie
homeschool (v)	/ˈhəʊm ˌskuːl/	uczyć w domu
individualised teaching (n)	/ˌɪndɪˈvɪdʒʊəlaɪzd ˈtiːtʃɪŋ/	indywidualny tok nauczenia
nursery (n)	/ˈnɜːs(ə)rɪ/	żłobek
primary school (n)	/ˈpraɪməri ˌskuːl/	szkoła podstawowa
school leaving exam (n)	/ˌskuːl ˈliːvɪŋ ɪɡˈzæm/	egzamin końcowy
secondary school (n)	/ˈsekənd(ə)rɪ ˌskuːl/	szkoła średnia
state school (n)	/ˈsteɪt ˌskuːl/	szkoła państwowa
technical college (n)	/ˈteknɪk(ə)l ˌkɒlɪdʒ/	technikum
vocational school (n)	/vəʊˈkeɪʃ(ə)nəl ˌskuːl/	szkoła zawodowa

(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



PRZYROSTKI

director (n)	/dɪˈrektə(r)/	kierownik, dyrektor
electrician (n)	/ɪˌlektˈrɪʃ(ə)n/	elektryk
employee (n)	/ɪmˈplɔɪːi/	pracownik
employer (n)	/ɪmˈplɔɪə(r)/	pracodawca
farmer (n)	/ˈfɑːmə(r)/	rolnik
instructor (n)	/ɪnˈstrʌktə(r)/	instruktor
journalist (n)	/ˈdʒɜːnəlɪst/	dziennikarz
librarian (n)	/laɪˈbrɛəriən/	bibliotekarz
photographer (n)	/fəˈtɒɡrəfə(r)/	fotograf
physicist (n)	/ˈfɪzɪsɪst/	fizyk
professor (n)	/prəˈfesə(r)/	profesor, nauczyciel
scientist (n)	/ˈsaɪəntɪst/	naukowiec
technician (n)	/tekˈnɪʃ(ə)n/	fachowiec, technik
trainee (n)	/ˌtreɪˈniː/	stażysta

INNE

advise (v)	/ədˈvaɪz/	doradzać
affect (v)	/əˈfekt/	wpływać na (coś)
attendance (n)	/əˈtendəns/	obecność, frekwencja
boost (v)	/buːst/	poprawiać
bulb (n)	/bʌlb/	cebulka (rośliny)
collaborate (v)	/kəˈlæbəreɪt/	współpracować
community (n)	/kəˈmjʊːnəti/	społeczność
cope with (v phr)	/ˈkɒp wɪð/	radzić sobie z (czymś)
country (n)	/ˈkʌntri/	wieś
develop (v)	/dɪˈveləp/	rozwijać, udoskonalać
educational (adj)	/ˌedʒʊˈkeɪʃ(ə)nəl/	oświatowy
ease off (v phr)	/iːz ˈɒf/	odpuścić sobie
encourage (v)	/ɪnˈkʌrɪdʒ/	zachęcać
evaluate (v)	/ɪˈvæljuet/	oceniać
explain (v)	/ɪkˈspleɪn/	wyjaśniać, tłumaczyć
force (v)	/fɔːs/	zmuszać
frown upon (v phr)	/ˌfraʊn əˈpɒn/	krzywo patrzeć na (coś)
futurologist (n)	/ˌfjuːtʃəˈrɒlədʒɪst/	futurolog
general election (n)	/ˌdʒen(ə)rəl ɪˈlektʃ(ə)n/	wybory powszechne
grow (v)	/ɡrəʊ/	hodować, uprawiać
homeless (adj)	/ˈhəʊmləs/	bezdomny
inspirational (adj)	/ˌɪnspɪˈreɪʃ(ə)n(ə)l/	inspirujący
massive (adj)	/ˈmæsɪv/	ogromny
obligatory (adj)	/əˈblɪɡət(ə)rɪ/	obowiązkowy
participate (v)	/pɑːˈtɪsɪpeɪt/	brać udział
permission (n)	/pəˈmɪʃ(ə)n/	pozwolenie
pick up (v phr)	/ˌpɪk ˈʌp/	nabierać (czegoś)
predict (v)	/prɪˈdɪkt/	przewidywać
radiator (n)	/ˈreɪdɪˌeɪtə(r)/	kaloryfer
report (v)	/rɪˈpɔːt/	relacjonować
require (v)	/rɪˈkwaɪə(r)/	wymagać
skill (n)	/skɪl/	umiejętność
social (adj)	/ˈsəʊʃ(ə)l/	społeczny
society (n)	/səˈsaɪəti/	kółko (np. taneczne)
solve (v)	/sɒlv/	rozwiązywać
spatial awareness (n)	/ˌspeɪʃ(ə)l əˈweə(r)nəs/	orientacja przestrzenna
stage (n)	/steɪdʒ/	etap
warn (v)	/wɔːn/	ostrzegać


Rozumienie ze słuchu

- 1   1.34 **Usłyszysz dwukrotnie cztery wypowiedzi na temat przedmiotów szkolnych. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Zapisz odpowiedzi w zeszytcie. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

The speaker

- A is a teacher who is complaining about their students being lazy.
- B is sorry that their school friends do not share the same interest as them.
- C is talking about a subject which is an important part of their current college education.
- D is a teacher talking about the homework they assign to students.
- E feels there were never enough lessons of a subject they liked.

Rozumienie tekstów pisanych

- 2  **Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zapisz w zeszytcie literę A, B, C albo D.**

LEARNING FOR THE FUTURE

A lot of people, including some of my friends and family members, frown upon the things I let my kids do. Play Minecraft®? Why not, if not for too long? Turn off the GPS while I'm driving, and let them use a map? Of course!

You see, unlike some people, I know that these things let my children develop skills which they will need in the future. If I were asked, I would say most jobs of the future will be in one of the following four areas: science, technology, engineering, and maths (STEM). That's what we, futurologists, are predicting. However, I also know that no matter what jobs our kids will end up doing, they will need other vital life skills, too, such as how to solve problems and be creative and how to collaborate with others and communicate successfully. Fortunately, all these skills can – and should – be practised at home, as they can be easily turned into a game.

Encourage your children to ask you questions – questions starting with *why* and *what if*. I'm always ready to answer any of the questions my three kids might ask. Questions like "Dad, why aren't there more colours in a rainbow?" or "What if people had fur like our cat?" Make your kids think about possible answers rather than simply providing them. In response to the cat fur question, I remember asking my daughter: "How would your life change if you had fur like our cat?" And she said "I wouldn't have to wear any clothes. Maybe only in the rain." That is what teaching creative thinking is all about.

Playing Minecraft® helps develop spatial awareness – a skill which is extremely useful for engineers, architects and surgeons, but, sadly, it's not taught

at school. In the game, kids build whole cities out of virtual blocks, which also develops their imagination, creativity and social skills – if they play with other kids. Turning off the GPS and using a traditional map helps develop spatial awareness, too – just show your kids the final destination on the map and let them do the navigation, so long as you are not in a hurry!

Most importantly, talk to your kids. Ask them how they feel, what they are thinking about, what they are dreaming of becoming. You can also help build cooperation skills by doing something together – my kids and I run a blog, *The Way We Are*, where each of us has a space to write or upload a video clip about something they like – providing we all agree first. That's a real life project, isn't it?

- 1 The author's job is connected to
 - A running a blog.
 - B teaching.
 - C predicting the future.
 - D staying at home with the children.
- 2 How should a parent react to their children's questions:
 - A provide them with possible answers.
 - B ask them additional questions to avoid answering theirs.
 - C encourage them to come up with possible answers.
 - D ignore them.
- 3 Both playing Minecraft® and using traditional maps help develop
 - A spatial imagination.
 - B social skills.
 - C creativity.
 - D the ability to build objects in virtual space.
- 4 The narrator believes that
 - A life skills are more important than subjects like maths.
 - B it is possible to practise life skills in everyday situations.
 - C in the future, jobs will be linked to STEM fields.
 - D spatial awareness shouldn't be taught at school.
- 5 In the text, the author is
 - A advising readers on what jobs to choose for their children.
 - B warning readers which skills will not be necessary in the future.
 - C encouraging readers to spend more time with their children.
 - D explaining how important skills can be taught by parents.

Znajomość środków językowych

3 W zadaniach 1–5 spośród podanych opcji (A–C) wybierz tę, która może najlepiej zastąpić wyróżniony fragment. Zapisz w zeszytcie literę A, B albo C.

- I had **to resit** one exam last year because I failed it.
A to stay longer at an exam
B to take one exam again
C to take a written exam
- She had better go out more** – she spends too much time studying at home.
A She has to go out more
B She ought to go out more
C It is obligatory for her to go out more
- How often **do you get assignments** for your Polish classes?
A do you have to do something at home
B can you miss assignments
C are you asked to do extra homework
- X: Oh, no! I failed my maths test again. My mum is going to get angry with me.
Y: **I think you should study harder.**
A If I were you, I would study harder.
B In my opinion, you mustn't study harder.
C You can't study any harder.
- Are you allowed to use mobile phones** at your school?
A Is it obligatory to use mobile phones
B Can you use mobile phones
C Is using mobile phones prohibited


Wypowiedź pisemna

4 ★ **Chcesz wyjechać do Wielkiej Brytanii na międzynarodowe warsztaty artystyczne, które odbywają się w wakacje. Ubiegasz się o stypendium. Kandydaci muszą wyróżniać się osiągnięciami artystycznymi, a także aktywnie uczestniczyć w życiu lokalnej społeczności. W liście do organizatorów:**

- napisz, dlaczego chcesz wziąć udział w warsztatach,
- opisz swoje zainteresowania i sukcesy artystyczne,
- wyjaśnij, w jaki sposób udzielasz się jako wolontariusz,
- uzasadnij, dlaczego to właśnie ty powinieneś/ powinnas otrzymać stypendium.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Wypowiedź ustna

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

Bierzesz udział w głosowaniu na zajęcia dodatkowe, jakie powinny zostać zorganizowane w Twojej szkole.

- Wybierz zajęcia, które według Ciebie byłyby najbardziej przydatne uczniom Twojej szkoły, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



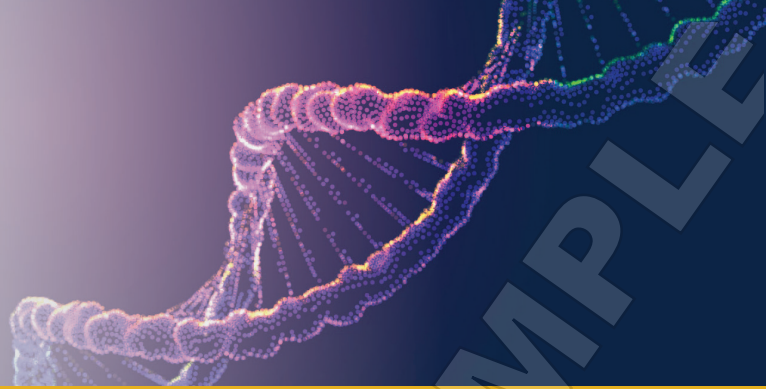
- What practical skills should be taught at school? Why?
- Some people say that the knowledge taught at school does not have much in common with real life. To what extent do you agree?

✓ 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 talk about obligation, prohibition, advice and permission.
- I can talk about real, possible and imaginary situations and their consequences.
- I can talk about different aspects of life at school and university.
- I can give simple oral presentations.
- I can write a formal letter applying for a scholarship.
- I can discuss and compare education systems in Poland and several English-speaking countries.



Vocabulary

Everyday inventions

1a **Work with a partner. How many of these words can you use to talk about the things in the photos?**

digital camera • dishwasher • e-reader
fridge-freezer • headphones
home cinema system • laptop
microwave oven • mobile phone
MP3 player • music system
remote control • satnav • speaker
vacuum cleaner • washing machine

There's a mobile phone.

You can use a mobile phone as an MP3 player.



Operating technology

4 **Match these words to the pictures. Write the answers in your notebook.**

charge/recharge (a battery) • connect X to Y • insert plug in • press a button (e.g. play/stop)
select (a network/a programme/a track/a function)
switch/turn on/off • tap (the screen)

1b **Check that you understand all the words. Use a dictionary if necessary.**

2 **Work in groups of three. Take it in turns to say what you can do with the items in 1a. Can your partners identify the word?**

You use it to clean carpets and the floor.

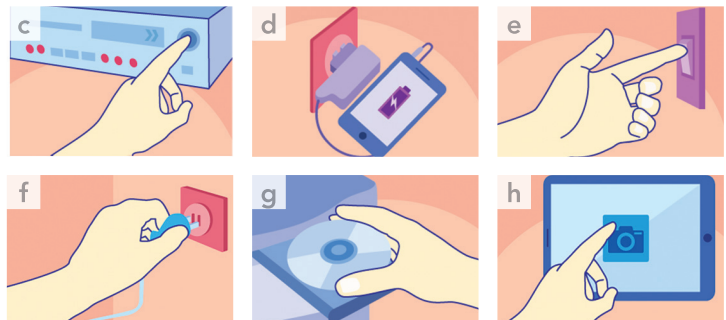
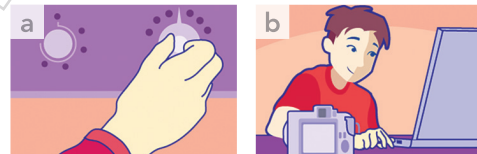
A vacuum cleaner.

3 **Work with a partner. Ask and answer the questions.**

- Which of the inventions in 1a do you use the most? Why?
- Are there any inventions in 1a that you never use? Why not?
- If you lived alone and only had money for five of the inventions in 1a, which would you buy and why?

Which of the inventions do you use the most?

Maybe my MP3 player because I use it to listen to music every day on my way to school.



5 **2.01 Listen and check your answers.**

6 **2.02 Listen. Which everyday invention are they talking about?**

1 2 3

7a **Work with a partner. In your notebook, write basic instructions for how to operate these items. Use as many words from 4 as possible.**

1 a music system 2 a microwave oven 3 a mobile phone

7b **Work with another partner. Read out one set of instructions. Can your partner identify the invention?**

1 Work with a partner. Predict the answers to these questions.

- 1 What happens when you hear what you are saying just a few milliseconds after you say it?
- 2 How can your hair turn green?
- 3 Does the Eiffel Tower look bigger or smaller when you move your head slightly to the left? Why?
- 4 Who produces more milk – cows with names or cows without names? Why?

2 Read the text and check your answers.

3 Which paragraph (A–F) tells us about ... Write the answers in your notebook.

- 1 the philosophy behind the Ig Nobel prizes?
- 2 a discovery that is explained by the way we see numbers in our mind?
- 3 an invention that makes it hard to do something that is usually simple?
- 4 a domestic problem in a particular place in the world?
- 5 something that allows animals to talk to humans?
- 6 how to win an Ig Nobel prize?
- 7 a physical action that can make you think differently?
- 8 a discovery that could be very important for farmers?

4 CRITICAL THINKING

Think! Then compare ideas with your class.

- The text says that the Ig Nobel prizes have a useful or serious side because they make you think. What useful or serious side can you find for any of the discoveries or inventions in the text?

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

6 What about you?

Which scientific research or invention in the text did you like the most? Why?



A A group called Improbable Research celebrates unusual research by giving out Ig Nobel prizes. These are given annually to scientists whose work is funny and different. The aim is to make people aware of scientific investigation which 'makes people laugh, but then makes them think'. Only work that has been published in a serious scientific journal can win. Here are some past winners.

B In 2012 an Ig Nobel prize was won by Kazutaka Kurihara and Koji Tsukada. They created a machine called the SpeechJammer. The device stops people talking when you don't want to listen to them. It records the person's voice with a microphone. Just a few milliseconds later, you press a button and it plays back the recording through a speaker. When you hear yourself in this way it becomes very difficult, confusing and stressful to continue talking ... so you stop. The machine works at a distance of up to 30 metres.

C Johan Pettersson won the Chemistry Ig Nobel prize in 2012. He helped the people of Anderslov in Sweden with an unusual problem. Some people in the town found that when they washed their hair, it turned green. Originally people thought that there was probably some copper in the drinking water. But the water was analysed before it reached people's houses and it was found to be normal. However, when hot water came out of the taps in the morning, for example in the shower, they found lots of copper. The problem came from hot water reacting with copper in the pipes. So now people in the town have to wash their hair in cold water!



D Lots of interesting research is being done by psychologists at the moment. One Ig Nobel prize was given to a team of psychologists who discovered that if you move your head slightly to the left, the Eiffel Tower seems smaller! When we write numbers in order, we begin with small numbers on the left and they get bigger when they go to the right. The psychologists were interested in seeing if the way that we see numbers in our mind would make a difference to calculating size and height. Their experiment showed they were right. When you move your head slightly to the left, things seem smaller because we begin with small numbers on the left.



E Catherine Douglas and Peter Rowlinson of Newcastle University won an Ig Nobel prize for a research project which involved cows. They discovered that cows that have names produce significantly more milk than cows that don't have names. It seems that cows feel happier and more relaxed when they are given individual attention. And when they are happier and more relaxed, they produce more milk.

F Other Ig Nobel prizes have been won by inventions. Eduardo Segura from Spain won a prize for inventing a washing machine for cats and dogs. Simply insert your pet, select a function, and you're ready for action! An automatic translation device called Bow-Lingual also won a prize. Switch it on and you can understand what your dog is 'saying'. It's true that these inventions probably won't be used much in the future. But, like all the Ig Nobel prize winners, they certainly make you laugh ... and then think.



The passive

1a Read the sentences. Which sentence is not in the passive?

- The prizes are given to scientists.
- An Ig Nobel prize was won by two Japanese scientists.
- Johan Pettersson won the Chemistry Ig Nobel prize.
- These inventions won't be used much.
- Lots of interesting research is being done at the moment.
- Their machine has been used by pet owners.

1b Choose the correct alternative for each rule. Write the answers in your notebook.

- We use the passive when we are interested mainly in the action/person who does the action.
- We use the passive when it is/isn't obvious who does or did the action.
- When we use the passive we always know/don't always know the person who does the action.

1c Read the sentences in 1a again and answer the questions.

- Which tense is each passive sentence written in?
- What changes in different tenses of the passive – the verb **to be** or the past participle?
- What preposition do we use to introduce the agent (the person or thing which does the action)?

GRAMMAR REFERENCE ► PAGE 146

2a Read the sentences. Which words do you think are stressed in each one? Why?

- | | |
|--------------------------------------|------------------------------|
| 1 The gadget was invented last year. | 3 Ten prizes were given. |
| 2 The new phones are sold here. | 4 The disc was inserted. |
| | 5 Emails are sent every day. |

2b 2.03 Listen and check your answers. What happens to the pronunciation of the verb **to be**?

2c 2.03 Listen again and repeat the sentences. Make sure to stress the correct words.

3 Add one word in each sentence to make a correct passive sentence. Then write which tense each sentence is in. Write the answers in your notebook.

- The radio was invented by Marconi. past simple
- Many new gadgets have been invented in the 21st century.
- Many jobs will be done by robots in 2025.
- Velcro, penicillin and the microwave oven were invented by accident.
- Millions of dollars are spent on video games every year.
- Football is watched by millions of people on TV each weekend.
- The novel *The Fault in Our Stars* was written by John Green in 2011.



4 In your notebook, change these sentences from active to passive.

- Alfred Nobel invented dynamite in 1867.
- They gave the first Nobel prizes in 1901.
- The Hurley Machine Company of Chicago produced the first electric-powered washing machine in 1908.
- People have used this invention since 1908.
- People are using this invention right now.
- Perhaps people won't use electricity in the future.
- Joseph Niépce took the first photo in 1826.
- People take lots of photos on holidays.

5 Decide if the sentences are active or passive. In your notebook, complete them with the correct form and tense of the verb given.

- Usually cars are built (build) by robots.
- Yesterday the president of the society gave (give) the prize to the scientist.
- Since they began, many Ig Nobel prizes have been won (win) by Japanese scientists.
- The first science fiction film was made (make) in 1902.
- Sir Isaac Newton discovered (discover) the three laws of motion.
- At this very moment, this programme is watched (watch) by hundreds of thousands of people.
- In the future, a lot of money will be spent (spend) on sending humans to Mars.
- Stan Lee created (create) many superheroes like Spider-Man, Iron Man and Thor.

6 In your notebook, complete the text with the passive or active form of the verb given.

Today, Post-it Notes (a) _____ (find) everywhere. Thousands of different Post-it products (b) _____ (use) around the world right now. For example, many students often (c) _____ (put) them in their textbooks, to mark important pages or information. Did you know that they (d) _____ (invent) by accident? Dr. Spencer Silver, a scientist at 3M, (e) _____ (make) a type of glue that wasn't permanent. His discovery didn't seem very useful at the time. Six years later, Art Fry had the idea to use the adhesive on paper as a bookmark. The Post-it Note (f) _____ (introduce) in the US in 1980. Since 1980, millions of notes (g) _____ (sell) all around the world. A famous fashion designer called Ashley Isham even (h) _____ (design) a dress which (i) _____ (inspire) by Post-it Notes! Who knows? Maybe one day Post-it Note dresses (j) _____ (be) available to buy in the shops!



7a Work with a partner and answer the questions.

- Who was the 2014 World Cup won by?
- Who was *The Hunger Games* written by?
- Who were *We Will Rock You* and *We Are the Champions* sung by?

7b Work with a partner. Prepare a quiz using this table.

Who	was	X	invented	by?
	were	X and Y	discovered	
			written	
			sung	
			composed	
			directed	
			drawn	
			painted	
			created	
			won	

7c Ask another pair of students your questions.

Prepositional phrases with adjectives

1 What preposition do we usually use after these adjectives? If you don't know, check in the text on page 67.

aware • interested • ready

2 In your notebook, match the adjectives with the prepositions. Check that you understand the meaning.

Adjective	Preposition
1 good	a of
2 bored	b for
3 worried	c to
4 tired	d at
5 afraid	e with
6 responsible	f about
7 similar	g from
8 different	
9 pleased	

3 Complete the questions with the correct prepositions. Write the answers in your notebook.

- Are you good _____ maths?
- Are you interested _____ music?
- Are you aware _____ the latest fashions?
- Are you tired _____ people talking about football?
- Are you pleased _____ your progress in English this year?
- Are you ready _____ a holiday?
- Are you afraid _____ spiders?
- Are you similar _____ anyone in your family or are you very different _____ them all?
- Are you worried _____ your next exam?
- Are you responsible _____ looking after any pets?
- Are you bored _____ celebrities?

4 Work with a partner. Ask the complete questions in 3. How many of your answers are the same?

Are you good at maths?

Yes, quite good. And you?

Not really. I'm better at languages and literature.

- 1 **Work with a partner. Discuss what you think a smart home is, and what technology it could have.**



- 2 **2.04 Listen. Do they mention any of your ideas in 1?**

- 3 **2.04 Listen again and choose the best answers. Write them in your notebook.**

- 1 Smart fridges ...
 - a tell you what you must eat.
 - b can prepare your dinner.
 - c can help to improve your diet.
- 2 Smart fridges can also ...
 - a say who has taken something from the fridge.
 - b make it unnecessary for you to go to a food shop.
 - c tell you which is the best and nearest food shop.
- 3 To control cameras, lights and heating in a smart home ...
 - a you have to use a special mobile phone.
 - b you need to use a special remote control from inside the house.
 - c it doesn't matter where you are.
- 4 The first smart houses ...
 - a appeared a few years ago.
 - b have just been built now.
 - c will exist in a year or two in the future.
- 5 Soon vacuum cleaners ...
 - a will not just clean floors.
 - b will be frightening in some ways.
 - c will not need humans to operate them.
- 6 The expert, Jane, says that ...
 - a she doesn't like making breakfast.
 - b smart homes will make us lazy.
 - c we can do more when we live in smart homes.

- 4 **What about you?**

- 1 Have you seen or used any of this technology?
- 2 Would you like to live in a smart home? Why/Why not?

BUZZWORD

smart city – a city or town where communication and IT are used to help manage the city and its services

In Dubai, smart city technology is used e.g. for traffic routing, parking, infrastructure planning and transportation.

have something done

- 1a **Read the sentences. Who does the action – the subject at the start of the sentence or somebody/something else?**

- 1 You have all your food delivered to your house.
- 2 Bill Gates had a smart house built.
- 3 We'll get everything done for us by robots.

- 1b **Read the sentences again and answer the questions.**

- 1 What comes after the verbs **have** or **get** – the subject or the object of the sentence?
- 2 Which part of the verb are **delivered, built** or **done** in these sentences?
- 3 Can we use **have** or **get** in different tenses in this type of sentence?
- 4 What does **by** introduce in this type of sentence?

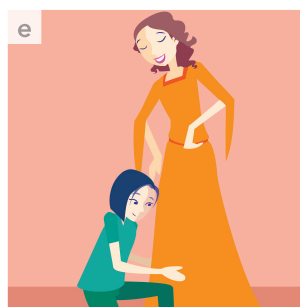
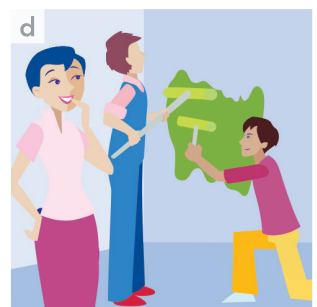
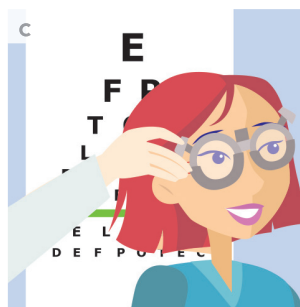
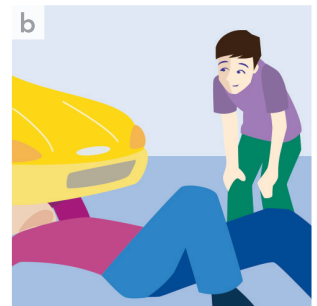
GRAMMAR REFERENCE ► PAGE 146

- 2 **What did these people have/get done last week? Make sentences in your notebook using these verbs.**

cut • deliver • fix • make • paint • test



He had his hair cut.



3 In your notebook, put the words in order to make questions.

- 1 cut often you do get How hair your?

- 2 yourself fix you Can computer your?

- 3 ever Have delivered your house to pizza had you a?

- 4 When your you eyes time was last the had tested?

- 5 Do your photo you taken like having?

- 6 for Have ever had made clothes you you?

4 Rewrite these sentences in your notebook using *have something done* in the correct tense. If we know who did the action, include them with *by*.

- 1 They're painting the kitchen on Saturday.
We're having the kitchen painted on Saturday.
- 2 They're going to service my sister's car next week.
My sister _____
- 3 Her parents pay her mobile phone bills.
She _____
- 4 Last summer they built a swimming pool in my friend's garden.
My friend _____
- 5 They fixed our computer last week.
We _____
- 6 They've reinstalled the operating system on his computer.
He _____
- 7 A computer specialist rescued my files.
I _____



5a **Work with a partner. Ask the questions in 3. Then ask questions to find out extra information. Use *Who?*, *What?*, *Why?*, *When?*, *Where?*, *How* often?**

5b Tell the class three interesting things you found out about your partner.

Gerunds and infinitives

6 Match the sentences (a-f) with the rules (1-6). Choose the correct alternative in each rule. Write the answers in your notebook.

- a That will give us more time to go **running**.
- b I'd be interested in **finding** a solution.
- c I don't like **doing** housework.
- d I think **cleaning** will be a thing of the past.
- e You use a fridge **to keep** your food cold.
- f That's easy **to fix**.

- 1 We use the *infinitive/gerund* after prepositions (except *to*).
- 2 We use the *infinitive/gerund* immediately after adjectives.
- 3 We use the *infinitive/gerund* with *go* to talk about physical activities.
- 4 We use the *infinitive/gerund* after verbs of liking or disliking (except *would like*).
- 5 We use the *infinitive/gerund* to explain why we do something.
- 6 We use the *infinitive/gerund* as the subject or object of the sentence.

GRAMMAR REFERENCE ► PAGE 146

7 In your notebook, complete the sentences with the correct form of the verb given.

- 1 I go _____ (cycle) at the weekend.
- 2 I'm interested in _____ (learn) to play the guitar one day.
- 3 I think _____ (read) is a great way to spend your free time.
- 4 I love _____ (play) tennis.
- 5 I think it's difficult _____ (learn) new vocabulary in English.
- 6 I want to go to university _____ (get) a good job.

8 **Work with a partner. Talk about the sentences in 7. Are they true for you or not?**

Do you go cycling at the weekend?

No, not really. How about you?

Comparing and contrasting photos

1 Work with a partner. Look at the photos of lessons at school. Which of the two lessons would you prefer and why?



2 2.05 Listen to a student talking about the two photos. Which lesson does she prefer and why? Do you agree with her? Why/Why not?

3 2.05 Listen again and complete the sentences. Write the answers in your notebook.

- 1 of the photos show students doing lessons in a secondary school.
- 2 In the first photo they're in a normal classroom with a whiteboard in the second photo they're in a laboratory.
- 3 Another important between the photos is that the students are all listening to the teacher in the first photo, but in the second photo they're working on their own.
- 4 One other between the photos is that in both photos the students look interested in the lesson.

4 Complete the Speaking bank with the phrases in 3. Write the answers in your notebook.

SPEAKING BANK

Useful expressions to compare and contrast photos

Comparing

-
- One thing that the photos have in common is that ...

■

Contrasting

-
- In the first photo ... However, in the second photo ...

■

Practice makes perfect

5a Work with a partner. Look at the photos and, in your notebook, make a list of similarities and differences between them.

5b Work with another partner. Take it in turns to do this task. Use expressions from the Speaking bank.

Compare and contrast the two photos below. How do you think the people feel and why?



A for-and-against essay

1 Work in groups of three. Read the statement below and look at the three photos on this page. In your notebook, make a list of arguments for and against.

“ We should all have the freedom to use our mobile phones where and when we like. ”

2 Read this essay. Does it contain any of your ideas from 1?

Nowadays life seems almost impossible without a mobile phone. They are used in many different situations and we can now do almost everything on one device. But should we be able to use them where and when we like, or should there be some restrictions?

Mobile phones are small and easy to carry. You can turn the sound off on your mobile phone so, in theory, there is no reason why your phone should cause problems for other people. Furthermore, mobile phones can be essential in emergencies and accidents. If you have a mobile phone with you all the time, you could save lives.

However, there are times when using a mobile phone can create problems for other people. On the one hand, they are useful when there is an accident, as I mentioned before. On the other hand, they can actually cause accidents, for example if people use their phones when they are driving. What's more, in public places like cinemas, hospitals or schools, phones can disturb other people. Finally, they can interfere with other technology, for example inside a plane or in hospitals. This can be dangerous.

To sum up, I think mobile phones are necessary for our lives today, but there are times when people should not be able to use them. In my opinion, the problem is that some people can't switch their phones off and they forget that they are causing problems for others. This is why I think there should be some restrictions.

3 Read the essay again. In your notebook, write a title or short description of the content in each paragraph.

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

⚡ BUZZWORD

phubbing – ignoring one's companions in order to pay attention to one's phone or other mobile device
 I think phubbing is really rude. I hate it when my friends pull out their phones when we're having a conversation.



4 Complete the Writing bank with these linkers. Write the answers in your notebook.

Furthermore, • However, • Secondly,
 To sum up, • What's more,

WRITING BANK

Useful linkers in for-and-against essays

Sequencing arguments

- Firstly,
- (a)
- Finally,

Adding arguments

- (b)
- (c)
- In addition,

Making contrasts

- On the one hand,
- On the other hand,
- In contrast,

■ (d)

Concluding

- In conclusion,
- (e)

Practice makes perfect

5a Work with a partner. Read the task and plan the essay. Remember to organise your ideas into paragraphs.

'We depend too much on computers today.' Write an essay giving arguments for and against this statement and give your own opinion.

WRITING BANK ▶ PAGE 160

5b Write your essay individually. Use expressions from the Writing bank.

1 **Work with a partner. Try to guess the answers to the following questions.**

1 Rank the countries according to how many (lowest to highest) Nobel Prize winners they have (as of 2018, there have been a total of 590 laureates).

Brazil Poland France Japan
The United Kingdom

- 2 From its founding until 2018, how many times had the Nobel Prize been awarded to women?
a 38 b 52 c 63 d 102
- 3 How old was the youngest Nobel Prize winner?
a 17 b 23 c 25 d 26
- 4 From its founding until 2018, how many people had been awarded the Nobel Prize twice?
a 2 b 4 c 6 d 7

2 **Read the article. Which words in the box would you use to describe its general tone?**

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

FRUIT FLIES, THE BODY CLOCK AND THE NOBEL PRIZE

Do you ever pay any attention to fruit flies? Most of us are probably only aware of them when they bother us by flying above a fruit bowl or the apple pie we're about to eat. What you may not realise, however, is that, over the years, they have served as a model organism for numerous scientists. The most notable of these was Thomas H. Morgan, who received the 1933 Nobel Prize in Physiology or Medicine for his research into genetics. Since then, fruit flies have been used in different kinds of research that has been connected to no fewer than seven Nobel Prizes.

In 2017, fruit flies returned to the scientific limelight when three American researchers; Jeffrey C. Hall, Michael Rosbash and Michael W. Young, were awarded the Nobel Prize in Physiology or Medicine for their research into the mechanisms controlling an organism's daily rhythm. According to the Nobel Prize committee, the researchers managed to "explain how plants, animals and humans adapt their biological rhythm so that it is synchronised with the Earth's revolutions." Dr Young later commented that they had never imagined they would discover "such a beautiful mechanism."

It is fortunate that the team didn't give up on their research, as the fact that their results can be linked to all organisms means that it has some important consequences for us humans. Our 24-hour body rhythms do not only control when we need to sleep and when we wake up, but also our physiology, for example, our body temperature or blood pressure. Getting out of synch with your body clock, for example, by travelling across time zones or working night shifts, may negatively influence an individual's well-being and result in a greater likelihood of contracting some form of disease. So, rather than considering them a nuisance, it looks as if we should all be grateful for fruit flies.

3 **Which of the following is stated in the text as a fact, and which is the author's opinion? Write the answers in your notebook.**

- 1 People only notice fruit flies when they are annoyed by them.
- 2 Eight Nobel Prizes have been awarded for research that used fruit flies.
- 3 The three American scientists were right to believe that their research could be of relevance to other species.
- 4 It is a good thing that the American researchers were persistent in their work.
- 5 If an individual is not in harmony with the biological clock, it might have an impact on their health.
- 6 People should appreciate fruit flies more.

4 **2.06 Listen to the recording and answer the questions.**

- 1 What does the woman do and who is she speaking to?
- 2 Is she speaking in a formal or informal way?
- 3 Is the woman stating her opinions or is she quoting scientific research?

5 **Complete the notes using the information from 2 and 4. Write the answers in your notebook.**

Biological clock and sleep patterns

- 2017: Nobel Prize for Physiology or Medicine for (1) on circadian rhythms (the biological clock)
- the biological rhythms of all organisms are synchronised with the movement of (2)
- (3) travel and working night shifts can negatively affect individual biological clocks
- people may differ as to (4) their natural cycles are
- teenagers' cycles are (5) hormonal changes
- depression is more likely to occur among (6)

6 **Work in pairs. Discuss your answers to the following questions.**

- 1 Do you think that you live in harmony with your body's biological clock? Why/Why not?
- 2 In your opinion, have you got a regular biological clock, or are you an early bird or a night owl?
- 3 When you were 12–14, did you start to notice any changes in your biological clock?
- 4 Have you ever noticed any negative effects caused by ignoring your body clock? What were they?

7 **For the next class, with a partner prepare a short presentation about a young Polish scientist or a team of Polish scientists whose research is already well-known. Search the Internet for the following information:**

- who they are and how old they are;
- where they are doing their research;
- what the subject of their research is;
- what the findings or results of their studies have been so far.

You can find *Useful expressions in presentations* on page 60 (Speaking bank)

NAUKA I TECHNIKA

Urządzenia techniczne

digital camera (n)	/ˌdɪdʒɪt(ə)l ˈkæm(ə)rə/	cyfrowy aparat fotograficzny
dishwasher (n)	/ˈdɪʃ,wɒʃə(r)/	zmywarka
e-reader (n)	/ˈiːˌriːdə(r)/	czytnik książek elektronicznych
fridge-freezer (n)	/ˌfrɪdʒˈfriːzə(r)/	lodówka z zamrażarką
headphones (n pl)	/ˈhedˌfəʊnz/	sluchawki
home cinema system (n)	/ˌhəʊm ˈsɪnəmə ˌsɪstəm/	kino domowe
laptop (n)	/ˈlæpˌtɒp/	laptop
microwave oven (n)	/ˈmaɪkrəˌweɪv ˌʌv(ə)n/	mikrofalówka
mobile phone (n)	/ˌməʊbaɪl ˈfəʊn/	telefon komórkowy
MP3 player (n)	/ˌemˌpiːˈθriː ˌpleɪə(r)/	odtwarzacz MP3
music system (n)	/ˈmjuːzɪk ˌsɪstəm/	sprzęt grający
remote control (n)	/rɪˌməʊt kənˈtrəʊl/	pilot (do telewizora)
satnav (n)	/ˈsætˌnæv/	system nawigacji satelitarnej
speaker (n)	/ˈspiːkə(r)/	głośnik
vacuum cleaner (n)	/ˈvækjuːm ˌkliːnə(r)/	odkurzacz
washing machine (n)	/ˈwɒʃɪŋ məˌʃiːn/	pralka

Obsługa i korzystanie z urządzeń technicznych

charge (v)	/tʃɑːdʒ/	ładować (baterię)
recharge (v)	/rɪˈtʃɑːdʒ/	(ponownie) naładować
connect (v)	/kəˈnekt/	łączyć
insert (v)	/ɪnˈsɜːt/	wkładać
plug in (v phr)	/ˌplʌg ˈɪn/	podłączać (do kontaktu)
press a button (phr)	/ˌpres ə ˈbʌt(ə)n/	naciskać przycisk
select (v)	/sɪˈlekt/	wybierać (program/ścieżkę/funkcję)
switch on (v phr)	/ˌswɪtʃ ˈɒn/	włączać
switch off (v phr)	/ˌswɪtʃ ˈɒf/	wyłączać
tap (the screen) (v)	/tæp ðə skriːn/	dotykać ekranu

WYRAŻENIA PRZYIMKOWE

afraid of (phr)	/əˈfreɪd əv/	bać się
aware of (phr)	/əˈweər əv/	świadomy
bored of/with (phr)	/ˈbɔːd əv/wɪð /	znużony
different from/to (phr)	/ˈdɪfrənt frəm/tə/	inny niż
good at (phr)	/ˈgʊd ət/	dobry w
good for (phr)	/ˈgʊd fə(r)/	dobry dla
interested in (phr)	/ˈɪntrɪstɪd ɪn/	zainteresowany (czymś)
pleased with (phr)	/ˈpliːzd wɪð/	zadowolony z
ready for (phr)	/ˈredi fə(r)/	gotowy na
responsible for (phr)	/rɪˈspɒnsəb(ə)l fə(r)/	odpowiedzialny za
similar to (phr)	/ˈsɪmɪlə tə/	podobny do
tired of (phr)	/ˈtaɪəd əv/	zmęczony (czymś)
worried about (phr)	/ˈwɒrɪd əˌbaʊt/	zmartwiony (czymś)

INNE

adhesive (adj)	/ədˈhiːsɪv/	przylepny, klejący się
analyse (v)	/ˈænaləɪz/	analizować
annually (adv)	/ˈænjʊəli/	corocznie, co roku
award (n, v)	/əˈwɔːd/	nagroda; przyznawać nagrodę
blood pressure (n)	/ˈblʌd ˌpreʃə(r)/	ciśnienie krwi
ceremony (n)	/ˈserəməni/	ceremonia, uroczystość
circadian rhythm (n)	/sɜːˈkeɪdiən ˈrɪðəm/	rytm dobowy
compose (v)	/kəmˈpəʊz/	pisać, układać, komponować
copper (n)	/ˈkɒpə(r)/	miedź
device (n)	/dɪˈvaɪs/	urządzenie

(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

discover (v)	/dɪˈskʌvə(r)/	odkrywać
distance (n)	/ˈdɪstəns/	odległość
early bird (n)	/ˈɜːli ˌbɜːd/	ranny ptaszek
experiment (n)	/ɪkˈspɪrɪmənt/	eksperyment
extinction (n)	/ɪkˈstɪŋkʃ(ə)n/	wymarcie
faulty (adj)	/ˈfɔːlti/	wadliwy
fix (v)	/fɪks/	naprawiać
fruit fly (n)	/ˈfruːt ˌflaɪ/	muszka owocowa
function (n)	/ˈfʌŋkʃ(ə)n/	funkcja
gadget (n)	/ˈgædʒɪt/	przyrząd, gadżet
improbable (adj)	/ɪmˈprɒbəb(ə)l/	nieprawdopodobny
individual (adj)	/ˌɪndɪˈvɪdʒʊəl/	oddzielny, osobisty
inspire (v)	/ɪnˈspaɪə(r)/	inspirować
invention (n)	/ɪnˈvenʃ(ə)n/	wynalazek
investigation (n)	/ɪnˌvestɪˈgeɪʃ(ə)n/	badanie
journal (n)	/ˈdʒɜːn(ə)l/	czasopismo
limelight (n)	/ˈlaɪmˌlaɪt/	centrum zainteresowania
millisecond (n)	/ˈmɪliˌsekənd/	milisekunda
model organism (n phr)	/ˈmɒd(ə)l ˈɔːgəˌnɪz(ə)m/	organizm modelowy
motion (n)	/ˈməʊʃ(ə)n/	ruch
network (n)	/ˈnetˌwɜːk/	sieć
night owl (n)	/ˈnaɪt ˌaʊl/	nocny marek
night shift (n)	/ˈnaɪt ˌʃɪft/	nocna zmiana
nuisance (n)	/ˈnjuːs(ə)ns/	utrapienie
Nobel Prize (n)	/nəʊˌbel ˈpraɪz/	Nagroda Nobla
numerous (adj)	/ˈnjuːmərəs/	liczny
online shopping (n)	/ˈɒnˌlaɪn ˈʃɒpɪŋ/	zakupy przez Internet
permanent (adj)	/ˈpɜːmənənt/	trwały
philosophy (n)	/fɪˈlɒsəfi/	filozofia, zasada
pipe (n)	/paɪp/	rura
precise (adj)	/priˈsaɪs/	dokładny, precyzyjny
psychologist (n)	/saɪˈkɒlədʒɪst/	psycholog
publish (v)	/ˈpʌblɪʃ/	publikować
reach (v)	/riːtʃ/	dotrzeć do (kogoś/czegoś)
react with (v phr)	/riˈækt wɪð/	wchodzić w reakcję z (czymś)
record (v)	/rɪˈkɔːd/	nagrywać
research (n)	/rɪˈsɜːtʃ/	badanie
revolution (n)	/ˌrevəˈluːʃ(ə)n/	obrót
specialist (n)	/ˈspeʃəlist/	specjalista
species (n)	/ˈspiːʃiːz/	gatunek
surgeon (n)	/ˈsɜːdʒ(ə)n/	chirurg
time zone (n)	/ˈtaɪm ˌzəʊn/	strefa czasowa
track (n)	/træk/	ścieżka
translation (n)	/ˌtrænsˈleɪʃ(ə)n/	tłumaczenie
turn (v)	/tɜːn/	zmieniać się
user interface (n)	/ˈjuːzər ˈɪntəˌfeɪs/	interfejs użytkownika
well-being (n)	/ˌwelˈbiːɪŋ/	dobrze samopoczucie
winner (n)	/ˈwɪnə(r)/	zwycięzca
wireless (adj)	/ˈwaɪələs/	bezprowadowy

Rozumienie ze słuchu

1 ★ 2.07 Usłyszysz dwukrotnie fragment programu radiowego o użyciu robotów w medycynie. Na podstawie informacji zawartych w nagraniu uzupełnij w zeszytcie luki 1–6 w poniższej notatce. Luki należy uzupełnić w języku angielskim.

The future of robots in medicine:

- operations performed by robots under (1) a human surgeon
- in complex operations, robots can be more (2)
- robots are more (3) nurses in the home
- robots are not likely to decide how (4)

To sum up:

- robots are likely to cause some specialists to (5)
- the author feels (6) about the future of robots despite present concerns

Rozumienie tekstów pisanych

2 Przeczytaj tekst. Dobierz właściwy nagłówek (A–F) do każdej części tekstu (1–4). Zapisz odpowiedzi w zeszytcie. Uwaga: dwa nagłówki zostały podane dodatkowo i nie pasują do żadnej części tekstu.

- A The super computer of the future
- B Push-button control destined for the dustbin
- C Plastic or cash?
- D The fast pace of technological progress
- E Mobile payments from your pocket
- F No more cables to clean

WHAT THINGS WILL HAVE DISAPPEARED BY 2025

1
When was the last time you bought music on a CD or sent someone a traditional letter? Better still, ask your parents when was the last time they pressed the 'send' button on a fax machine. Technological progress is happening right here and right now and, as a result, we soon forget what we used to do or use in the past whenever a new and better reality has come along.

2
So, what is likely to have disappeared by 2025? Credit cards seem to be next in line for extinction. While actual cash is already slowly out of use, according to some specialists, it will soon be followed by the thin plastic cards. So what will cash transactions look like in the future? They're likely to be dominated by mobile

technology, of course, whether it's a mobile phone or a small tablet, or the tiny laptop of the future, which will be carried in your pocket. The advantages of this is that it is safer than a credit card as you won't ever need to give your credit card number to any third party.

3

So it will be time to say goodbye to the wires, cables and cords that connect devices! After all, they only collect dust and give our pets something to chew on. Thanks to the development of Bluetooth, NFC and wi-fi networking, we will soon be able to use all (or almost all) of our devices without requiring an actual physical connection. Chargers will disappear, too, as wireless charging will become more and more common.

4

Are you tired of always having to search for one of the many remote controls you have in your home? Well, they'll be gone, too. Some of you probably already have user interfaces in your mobile phones, but there'll soon be other ways to switch our home cinemas and music systems on and off, by using gestures or voice control, for example. Does it sound like something from a science fiction film? Smartphones once did, too.

Znajomość środków językowych

3 ★ Przetłumacz na język angielski podane w nawiasach fragmenty zdań 1–5 tak, aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Zapisz odpowiedzi w zeszytcie. Uwaga: w każdej lukę możesz wpisać maksymalnie pięć wyrazów.

- 1 I (*wyślą mi słuchawki*) as soon as I have returned the faulty ones.
- 2 (*Zdajesz sobie sprawę*) the amount of electricity we use by leaving all these devices permanently switched on?
- 3 When (*wynaleziono kuchenkę mikrofalową*) ?
- 4 We (*naprawiają nam zmywarkę*) this week.
- 5 Do you think paper books (*zostaną zastąpione przez*) e-books in the future?

4 W parach zdań (1–6) wybierz wyraz, który poprawnie uzupełnia luki w obydwu zdaniach. Zapisz w zeszyte literę A, B albo C.

- My younger brother is not a very [] person. I'm [] for looking after our pet cat.
A mature B responsible C adult
- My grandma [] all the food delivered to her house. [] she got any idea how we should use this device?
A gets B does C has
- I'm quite [] at using maps, but I prefer to use a satnav. Electric cars are not all that [] when driving out of town.
A good B useful C ready
- I'm bored [] always having lots of homework. Some people are really afraid [] flying.
A with B of C to
- I think we have a [] control for lots of things in our house. My grandparents live in a [] village in the mountains, so they have a poor Internet connection.
A far B remote C distant
- If you don't plug your laptop [], the battery will be dead in a minute. Are you interested [] the history of science?
A on B off C in

Wypowiedź pisemna

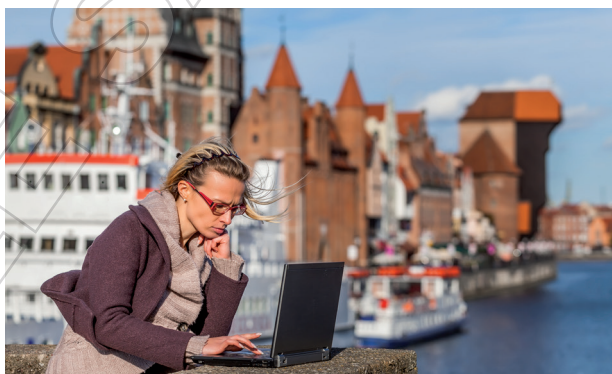
5 ★ Niektórzy uważają, że postęp technologiczny ułatwia ludziom życie, ale jednocześnie ich rozleniwia. Napisz rozprawkę, w której przedstawisz argumenty wspierające ten punkt widzenia, oraz argumenty, które mu przeczą.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Wypowiedź ustna

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

Uczeń A



- Why is the woman using her laptop outdoors?
- What jobs can be done on a laptop when you're out of the workplace or home?
- Tell us about the last time you had a problem when using your computer or laptop.

Uczeń B



- What are the people pleased about? Give reasons for your answer.
- How important is it for the older generation to learn how to use technological devices?
- Tell us about the last time you took a selfie.

✓ 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.

- I can talk about actions which somebody does for me.
- I can understand written and spoken texts about inventions and technology.
- I can speak about two photos and compare and contrast them.
- I can write for-and-against essays.
- I can talk about scientific discoveries.

LANGUAGE CHECKPOINT ► PAGE 147