

4

Study time

VOCABULARY school and schoolwork

- 1) What is your favourite school day? Why?
- 2) Write in your notebook some more subjects to add to the word wall.

history, IT, foreign languages, chemistry, physics, maths, religious education (RE), music and drama, art, physical education (PE), Polish

- 3) Work in pairs. Ask and answer the questions. Give reasons for your opinions.
 - 1 What was your favourite subject at primary school?
 - 2 Which subject would you like to learn more about?
 - 3 Which subject do you think will be most useful to you in the future?
 - 4 Which new subject would you like to learn at school?
 - 5 Which subject is the most difficult for you to learn?
 - 6 Which subject do you think is most important for all students of your age to learn?
- 4) **CD 1.31** Listen to five students talking about different school subjects. Write down the name of the subject in your notebook. Which words helped you to decide?
 - 1
 - 2
 - 3
 - 4
 - 5
- 5) Read the students' comments in the transcript on page 133. Which comments do you agree with? Why?
- 6) Complete the blog in your notebook with the correct form of the verbs below.

revise give (x2) miss take (x2) have (x2) pass
fail copy get (x2)

- 7) **CD 1.32** Listen and repeat the phrases from exercise 6.
- 8) Choose the correct option to complete the sentences. Which of them are true for you?
 - 1 I have never *missed* / *copied* a mate's homework.
 - 2 I always *revise* / *remember* for tests and exams.
 - 3 I hate *taking* / *passing* exams.
 - 4 I usually *give* / *take* notes in class.
 - 5 Our teacher never *takes* / *gives* us tests on Mondays.
 - 6 I often *get* / *pass* low marks in one subject at school.
 - 7 My parents get angry if I *fail* / *miss* lessons.
 - 8 It's more important for me to *pass* / *take* tests than to *get* / *succeed* high marks.
 - 9 I have never *revised* / *failed* an important test or exam.



» **Vocabulary challenge!** Unit 4, page 110, exercise 1

- 9) **WHAT DO YOU THINK?** Work in pairs and discuss the question. Use the ideas below to help you.
What do you think makes a good school? Why?
 - experienced teachers • interesting lessons
 - small classes • computers in classrooms
 - have a lot of fun • learn more

my blog

home

contact

The Ups and Downs of my school week!

The Ups

- 1 Our history teacher us a test yesterday and I top marks.
- 2 I notes in geography for my friend who was off sick and she bought me a chocolate cupcake!
- 3 We an English exam last week and I . Great!
- 4 I a presentation in class and everyone liked it.

The Downs

- 5 I a few maths lessons and the teacher told my parents. They were NOT happy.
- 6 I for hours for a biology test, but I still very low marks.
- 7 I my best mate's homework and the teacher found out. She sent me to the headteacher.
- 8 We our end-of-year exams and I chemistry. I have to it again next week!



1> Work in pairs and answer the questions.

- 1 Can you name any famous schools for actors, singers or dancers in Poland or another country?
- 2 Would you like to study in a school like this? Why? / Why not?

2> Read the text below. Choose the correct answer and write it in your notebook.

What is the purpose of the text?

- a to give information about famous directors
- b to advertise a famous school
- c to advise students about starting a career in the film industry



Do you love film and drama? Do you want to study at one of the most prestigious ¹ in the world? If so, look no further than the city of Łódź and its famous Łódź Film School, also called Łódzka Filmówka. It is a ² for future actors, directors, cameramen and women, screen writers and TV producers. It's considered to be one of Europe's leading visual arts educational institutions with a wide ³ of graduate and post-graduate programmes and cutting-edge technology to teach you how to succeed in the world of media. Its well-known ⁴ include some of the greatest names in the film world – Andrzej Wajda, Krzysztof Kieślowski, Małgorzata Szumowska and Dorota Kędzierzawska. The school is popular with young ⁵ from all over the world, so hurry up if you want to apply!

5> **CD 1.34** Listen to a conversation between Will and Karolina. Answer the questions.

- 1 Do Will and Karolina sound like good friends? What gives you this impression?
- 2 Why does Karolina feel uncertain about going to the Film School?
- 3 Why does Karolina's mum advise her against going to the Film School?
- 4 What advantages does Will mention of going to the Film School?
- 5 Does Karolina sound more certain of her choice at the end of the conversation?

6> In your notebook, complete Will's email to a friend with the words below.

academic famous advantages career talented free state opportunity specialise

Hi Jack,
I think Karolina should go to Łódź Film School because it's a good ¹ for her. There are lots of ². She'll be with other ³ students and she can ⁴ in acting, which she loves. It's a ⁵ school, not private – so it's completely ⁶. She will no longer have to study ⁷ subjects like maths or biology, but will have lots of specialist classes like acting, singing, and dance. I think one day Karolina will be very ⁸ and have a successful ⁹!

Will

7> **CD 1.35** Listen to Karolina's voicemail message. Choose the correct answer and write it in your notebook.

Why has Karolina decided to accept the offer?

- a She wants to meet talented people.
- b She is more talented than she thought.
- c She needs challenges to develop as an actress.
- d She wants to understand herself better.

8> Do you think Karolina has made the right decision? Why? / Why not?

9> **WHAT DO YOU THINK?** Work in pairs. Discuss the question, using the prompts below.

In many countries secondary school students do not study any artistic subjects such as music, art, drama, etc. Do you think it's a good idea? Why? / Why not?

YES: time for other subjects / not everybody is talented / not many students may be interested
NO: art subjects develop students' personalities / teach about culture / improve creativity

3> **CD 1.33** Listen and complete the text in exercise 2 in your notebook.

4> Read Karolina's email. How does she feel about going to Łódź Film School? Why do you think she feels like this?

Hi Will,
You won't believe it! I've got a place! Łódź Film School has accepted me on an acting course and I can start in October. Everyone says that I'm so lucky – but now I'm not sure. There are lots of pros but there are some cons too. Am I mad to even think about saying no?
Karolina

Past simple and past perfect

- 1) Work in pairs and think of the last time you didn't do well in a test. Why do you think it happened? Why do students sometimes fail tests?
- 2) **LANGUAGE IN CONTEXT** Read the conversation and answer the questions.
- Why couldn't Abbey answer the phone?
 - What is Pete's problem?
 - Why is Pete angry with Abbey at the end of the conversation?

Abbey Hi Pete! You rang and left a message. I had just started my piano class when you called so I couldn't get it. What's wrong?

Pete I failed another test in maths yesterday, and I think I may have to repeat the year ...

Abbey Why do you think you failed it? Had you studied hard for it? I had done lots of practice before mine.

Pete Well, I had revised a lot before we had the test. I had spent the whole weekend doing it, in fact. I'm just stupid.

Abbey You just need to put your mind to it and concentrate on it. You see I hadn't understood maths until I decided to work on it very hard.

Pete Easier said than done. What about the other subjects I have to study too? Yesterday at school I almost fell asleep because I had had to prepare for a biology test. It never ends!

Abbey I can hear your tablet going bling bling. You turn off you notifications when you study, don't you?

Pete Never! I need to be in touch with my friends, so why would I?

Abbey To concentrate! Oh Pete!

Pete Oh Abbey, you sound like my mum! Speak to you later.

- 3) **ANALYSE** Look at the underlined past perfect forms in the dialogue in exercise 2. In your notebook, copy and complete the table with the correct words.

Past perfect	
Affirmative	I ¹ <u> </u> practised a lot before the test last week.
Negative	I ² <u> </u> practised a lot before the test last week.
Yes/No question	Had you ³ <u> </u> a lot before the test last week?
Wh-question	Why ⁴ <u> </u> you ⁵ <u> </u> a lot before the test last week?

- 4) Choose the correct option to complete the rule.

We use the past perfect to talk about an action that happened **before** / **after** another action in the past.

- 5) **PRACTISE** Decide which action happened first in each sentence.

- The student passed the test finally after he'd studied hard for it.
- When I came to school, I realised that I had left my school bag at home.
- Before I left the house, Rob had rung me to tell me about the extra homework we had to do for that day.
- The teacher felt tired because she had had eight lessons that day.
- We hadn't done all the exercises when the bell rang.

- 6)  Make sentences in your notebook, using the past perfect and the linking words in brackets.

- He didn't do well in the test. He didn't study hard for it. (**because**)
- I went shopping. I got the bus home. (**after**)
- He didn't get an A in his test. He got depressed. (**because**)
- He read his notes many times. He wrote an essay. (**after**)
- I failed the previous test. I worked hard for the next one. (**because**)
- I got to my class. The teacher started the lesson. (**when**)

- 7) In your notebook, complete the email with the correct form of the verbs in brackets. Use the past simple or past perfect.

Hi Tim,

Yesterday I ¹ (**go**) to London for two days for a science festival. I ² (**drive**) to the station and left my car in the car park and ³ (**travel**) up by train. After I ⁴ (**get**) to the festival venue I ⁵ (**have**) a terrible thought. I ⁶ (**forget**) to buy a parking ticket! They are so strict at Southampton Station! Two months ago they ⁷ (**fine**) my father there £80 because his parking ticket ⁸ (**fall**) off the windscreen. He warned me not to forget mine. So, I ⁹ (**worry**) about it. When I finally ¹⁰ (**get**) back to the car I ¹¹ (**find**) that they ¹² (**leave**) a ticket for 80 pounds again!

Mike

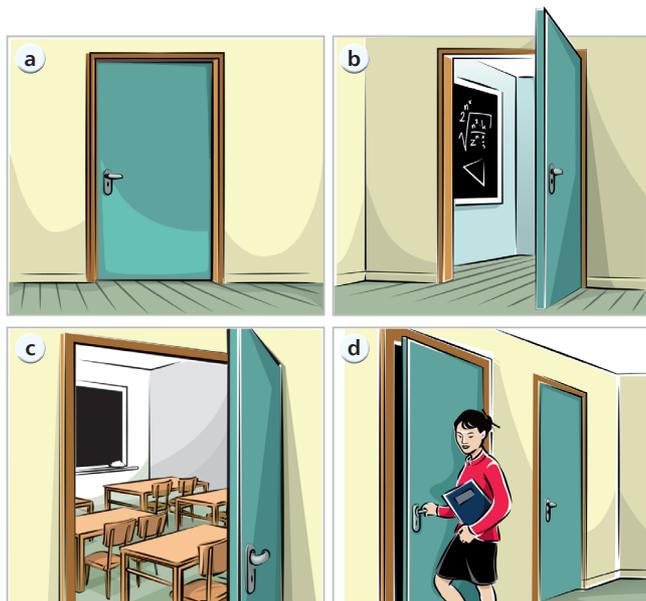
- » **Grammar challenge!** Unit 4, page 110, exercises 1 and 2

- 8) **NOW YOU DO IT** Complete the sentences about yourself in your notebook. Then compare your answers with a partner.

- Before I started school, I had never .
- By the age of 10 I had already .
- Before I learned English, I had sometimes .
- Before I got my first computer, I hadn't .
- By the time I was 14 I had .

Modals of deduction: *may/might/could, can't, must*

- 1> Which after-school club would you like to join? Why?
- 2> **CD 1.36 LANGUAGE IN CONTEXT** Read the dialogue and, in your notebook, label the rooms in the pictures a-d with the correct numbers. Then answer questions 1-4.



- Tessa** Hi Olly! Are you looking for the new Mandarin club too?
- Olly** Yeah. I thought it was in Room 5. But **it can't be in there** because the door's locked.
- Tessa** I know. And **it can't be in Room 6** because they're doing extra Maths in there – Dan said.
- Olly** It could be in Room 8. That's empty.
- Tessa** Mmm. **It might be** – but I think they have a meeting about the skiing trip in there at 5 o'clock.
- Olly** This is silly. **It could be anywhere!** I'll phone Maddy. She's going too and she must know where it is. She's so organised.
- Tessa** Good idea. Ah – look. Miss White said we're going to have a talk by a Chinese lady at this first meeting. And there's a Chinese lady, **she may be our teacher** and she's going into ...
- Olly** So **it must be in Room 10**. Yes!

- 1 What are Tessa and Olly looking for?
- 2 How do they know the meeting isn't in Room 5 or 6?
- 3 Why does Olly think Maddy will know the room?
- 4 How do Tessa and Olly find the room?

- 3> **ANALYSE** Look at the highlighted phrases in the dialogue and answer the question below. Write the answers in your notebook.

Which of the highlighted forms means ...?

- a I'm sure it is.
- b I'm sure it isn't.
- c It's possible it is (three forms).

- 4> Read the sentences. Which sentence suggests that something is most and least certain?

- 1 That might be Fran's brother.
- 2 That may be Fran's brother.
- 3 That must be Fran's brother.

- 5> **PRACTISE** Match the beginnings of sentences 1-3 with endings a-c. Write the answers in your notebook.

- A
- 1 They must be tired because
 - 2 They can't be tired because
 - 3 They might be tired because
- a they've only just started jogging.
b they've just arrived from the USA.
c they've just finished a 10 km run.
- B
- 1 You must know Rosa because
 - 2 You might know Rosa because
 - 3 You can't know Rosa because
- a she only started in our class today.
b you were in the same primary school.
c she's a friend of your sister's.

- 6> In your notebook, rewrite the sentences using **must, can't, could, may or might**.

- 1 The woman looks very young. It's possible she is 20 years old, but I am not sure. The woman .
- 2 I'm sure playing the guitar isn't very difficult. My sister plays it and she learned very quickly. Playing the guitar .
- 3 I'm sure Patsy is very clever because she got all the questions in the test correct. Patsy .
- 4 I think that word means 'heavy'. But I'm not sure, so let's look in the dictionary. That word .
- 5 I'm sure it's cold outside because Jack's wearing a hat and a thick scarf! It !
- 6 It's possible that Ben is in the library. I'll go in and check. Ben .

- 7> **Complete the sentences with your own ideas in your notebook.**

- 1 You can't be hungry .
- 2 Patrick might be upset today .
- 3 Polish must be difficult for people to learn .
- 4 That boy must be new to the school .
- 5 He could come from a rich family .
- 6 That can't be Gary's brother .

- 8> **NOW YOU DO IT** Work in pairs. Discuss the after-school activities below. Use modals of deduction and your own ideas. Give reasons for your answers. Use the adjectives below to help you.

difficult easy interesting boring useful
expensive

- 1 learning Japanese
- 2 photography
- 3 cookery
- 4 drama
- 5 extra English
- 6 judo

Learning Japanese must be very difficult. You need to learn pictures for words.

- 1) Read the sentences. Which of the activities do you often do in your school? Which of them do you find the most interesting and useful?

We ...

- 1 do online projects/do projects online.
- 2 work on improving our IT skills.
- 3 prepare PowerPoint presentations for homework.
- 4 use digital textbooks and online dictionaries.
- 5 use interactive whiteboards in our lessons.
- 6 learn how to look for information on the Net.
- 7 use smartphones and apps to study different subjects.

- 2) Work in pairs. In what other ways can you use technology at school? Make a list.

- 3) Read the text in exercise 4. What is each paragraph about?

- 4) Read the text again. In your notebook, match headings a-f with paragraphs 1-4. There are two extra headings.

- a The unexpected result
- b No future for books
- c A scientist with original thinking
- d Generations differ
- e Helping poor learners
- f Difficult questions

1

You probably haven't heard of Professor Sugata Mitra, but you may love his ideas about education and exams. Professor Mitra comes from India, but works at a university in Great Britain. He has changed the way people think about **teaching and learning methods**. He's especially well-known for his unusual 'Hole in the Wall' experiments. In 2013, he also received a TED Prize (a prize given to people who want to make a better world) for his extraordinary ideas about education.

2

The 'Hole in the Wall' project took place in a number of poor cities across the world. The idea was to put a computer connected to the Internet in a wall and allow children, who had no knowledge of English or IT, to use it for free. His experiment showed that the children did not need any teachers or training to teach themselves how to use **information technology** and how to find out more about different topics online. This surprised a lot of people and made them wonder about the future of education.

3

Not long ago at a conference, Professor Mitra shocked the world, especially teachers, even more when he suggested that students should have access to internet-connected devices during exams. In his opinion, students have changed since the first exams centuries ago. Then they could use only their mind, pen and paper to answer the **exam questions**. Nowadays, people learn in completely different ways than their parents. They use computers and the Internet to find answers to questions rather than **learn by heart!** So, the tests should show that and concentrate on testing different skills!

4

However, there are voices that Professor Mitra's ideas are unrealistic and hard to put into practice. Many people believe that modern technology is not enough to teach students properly and that students need teachers for guidance and advice on what and how to learn. Some people also criticise his approach because it does not encourage learners to pay attention to more traditional skills like understanding mathematical **times tables**, correcting **spelling mistakes** or **handwriting** as computers will do that for them. One way or another, what he says makes people think about education and students' needs. Tradition or innovation? Time will tell!



- 5) 📖 Read the Polish summary of the text in exercise 4. Complete the summary so that it sounds logical and true to the original text.

Cześć, ✉

Właśnie znalazłem ¹ [] na temat wykorzystywania technologii w szkole, który może nam się przydać do projektu z angielskiego.

Dotyczy on profesora Sugaty Mitry oraz jego podejścia do edukacji. Tekst opowiada o słynnym ² [] profesora Mitry, zwanym *Hole in the Wall*, oraz wspomina o nagrodzie TED, którą profesor otrzymał za swoje ³ [] w dziedzinie edukacji.

Projekt *Hole in the Wall* został przeprowadzony w kilku biednych miastach świata i miał na celu pokazanie, że dzieci są w stanie nauczyć się korzystać z ⁴ [] i wyszukiwać informacje online bez pomocy nauczycieli. Według mnie to ciekawy pomysł, nie sądzisz?

Profesor Mitra uważa też, że współcześni uczniowie przyswajają wiedzę inaczej niż ci w poprzednich pokoleniach. Na przykład, nie muszą uczyć się ⁵ [], bo wszystkie potrzebne informacje mogą znaleźć w sieci.

Tekst wspomina też o tym, że pomysły profesora wzbudzają pewne kontrowersje. Po pierwsze: są uważane za trudne ⁶ []. Po drugie: przeciwnicy profesora uważają, że uczniowie potrzebują wsparcia i doświadczenia ⁷ [] by wiedzieć, czego i kiedy się uczyć. Tak więc mamy argumenty zarówno za takim podejściem do edukacji, jak i przeciw niemu.

Daj znać, co o tym sądzisz.

Paweł

- 6) Work in pairs and discuss the questions.

- Do you think new technologies are useful in schools? Why?/Why not?
- What do you think about Professor Mitra's ideas?

Vocabulary development

- 7) In your notebook, complete the sentences with the correct prepositions below. Which statements do you agree or disagree with? Why?

of by to (x2) on

- Students should have access [] internet-connected devices during the exams.
- Many students can't make sense [] what they read.
- Teachers should pay more attention [] spelling mistakes.
- Students should concentrate only [] subjects which interest them.
- Learning things [] heart can be useful.

- 8) In your notebook, match the highlighted words and expressions in the text in exercise 4 with the definitions below.

- You may make them when you write an essay.
- You learn them when you begin to study maths.
- You need to answer them in an exam.
- This is the way you write using a pen or a pencil.
- These are strategies which teachers use to teach or students use to learn.
- It's the study or use of computers and electronic systems.
- You do it when you have to memorise something.

» Vocabulary challenge! Unit 4, page 110, exercises 2 and 3

- 9) 📖 In your notebook, write a short letter to your English teacher, using the model below.

Dear Mr / Ms Dilks,

You wanted us to give you ideas about how to make our lessons more interesting. Here are my suggestions.

I think we could spend more time (+ -ing) ¹ [] (napisz, co chcielibyście robić na zajęciach). I would like to work more on my grammar, vocabulary, and ² [] (napisz, jaką umiejętność chciałbyś / chciałybyś doskonalić).

I would also like to use computers and the Internet more often. For example, we could ³ [] (napisz, w jaki sposób moglibyście wykorzystać nowe technologie na lekcjach angielskiego).

I hope my ideas will be useful to you.

Kind regards,

XYZ



- 1) Work in pairs. Which of the things below were important to you when you were choosing your secondary school?

after-school classes top marks close to your home
friendly atmosphere lots of friends great teachers
foreign languages well-equipped classrooms

- 2) **CD 1.37** Read and listen to the dialogue and answer the questions.

- 1 What do Harry and Ann think about a good school? What arguments do they give?
- 2 Which person do you agree with more? Why?



Harry Look! I've just read an interesting article on the Internet about schools. It says that the best school is one where students feel good. I don't think so, do you?

Ann Yes, I do, absolutely! For me, a good school is where I feel comfortable and where I like the other students and teachers. Don't you agree?

Harry In my opinion, a friendly atmosphere isn't enough. Personally, I think that a good school is about getting top marks in exams, because schools must prepare you for university and your future career.

Ann I am not sure I agree. In my view, a good education means more than just excellent exam results. A good school should prepare you for life with other people, not just your future career. What's more, a friendly school helps you learn. There's less competition between students, less stress.

Harry Well, you may be right, but I still think that if you want to achieve something in your life, you must study hard and do well in your exams. What do you think?

Ann True, but a school should do both – offer a good education and a friendly atmosphere!

- 3) Read the dialogue again and complete the Phrase Bank in your notebook.

Phrase Bank

▶ Introducing an opinion

For ¹ / a good school is ... | In my ² /view ...
Personally, I ³ /believe that ...

▶ Asking for an opinion

Don't you ⁴ ? What do you think?

▶ Agreeing and disagreeing

Yes, ⁵ . | I don't ⁶ so, do you?

I am not ⁷ I agree.

You may be ⁸ , but I still think that ...

It's ⁹ but ...

- 4) Work in pairs. Role-play the dialogue in exercise 2.

- 5) In your notebook, complete the dialogue, using the prompts in brackets. Do not change the words given. You may write between 2 and 6 words in each gap.

X Oh no! Another group project! Why can't we just work on our own on a project for a change? ¹ (think) that it would be a good idea to see what we can do by ourselves?

Y I'm afraid I don't agree. ² (view) groupwork is good for young people and teaches them how to cooperate with others.

X I ³ (sure) that I fully agree with it. You ⁴ (right) to some extent but it's usually one person in a group that works hard, isn't it?

Y ⁵ (believe) that it depends on the group. I've never felt left alone, and I've been part of lots of successful group projects.

X ⁶ (true), it depends on the people, but I still don't want to take my chances! I just do things faster and I'd like to work on my own.

Y Well, think it over. Cooperation is one of the most important skills that we should develop!

- 6) **CD 1.38** Listen to two dialogues and answer the questions in your notebook.

- 1 What is the topic of each dialogue?
- 2 What do the speakers disagree about in dialogue 1?
- 3 Which speaker feels unsure about their opinion in dialogue 2? What makes you think so?

- 7) **CD 1.39** Listen to the sentences from the dialogues. Complete them with the correct words and phrases in your notebook.

- 1 /, I really hate them.
- 2 /, I think that's good.
- 3 /, I've never thought about it.
- 4 /, I prefer the American system.

- 8) Work in pairs. Prepare a dialogue to discuss the question below. Use the prompts and your own ideas.

Is it a good idea to study two foreign languages at the same time?

Student A Is it a good idea to study two foreign languages at the same time?

Student B yes, absolutely / useful / know / many languages

Student A not think so / my opinion / take too much time / difficult / learn different grammar and vocabulary at the same time

Student B yes / personally think / easier to learn when / we / be younger

Student A you be right / but / learning a language / be quite expensive / you need / buy / books / or go to a course

Student B disagree / can learn a language online / be cheaper

1) Work in pairs and answer the questions.

- Do you like learning foreign languages? Why?/Why not?
- What are the advantages of learning a foreign language at a language school abroad?

2) In your notebook, match beginnings of the questions 1–4 with endings a–d. Then read the advertisement below and answer them.

- | | |
|------------------------------------|------------------------|
| 1 Do you | a are the groups? |
| 2 How big | b offer trips to visit |
| 3 How many hours of English a week | c the lessons start? |
| 4 When do | d are there? |

SUMMER COURSES IN THE HEART OF LONDON

The English Language Centre offers:

 2, 3 or 4 week English courses from June to September

 20–30 hours of English a week with native speakers

 all levels (A1–C2)

 lots of extra conversation classes, sightseeing trips and evening entertainment on offer

 small groups (4–8 students)

3) Read the letter. Does it sound formal or informal? Why?

Dear Sir/Madam,

I am writing to ask about your English courses in London advertised online.

I am a 17-year-old Polish student. I would like to come for a two-week course and have classes with a native speaker.

I need to take a speaking exam at the end of my school, so I would like to improve my speaking skills in English. Do you offer conversation classes as well?

I would also like to ask how much the course costs and when exactly the courses begin and end. Please let me know how many hours of English a week there are.

Your advertisement mentions extra activities for students. Could you give me some more information about them? I would like to know if you offer trips to visit some places in London or some extra sports classes.

I look forward to hearing from you soon.

Yours faithfully,

Adam Pytalski

4) Which questions from exercise 2 has Adam asked? What differences can you see?

! Watch out!

W listach z zapytaniem często stosujemy pytania pośrednie, aby uprzejmie wyrazić prośbę, np. o jakąś informację. Pytania te zaczynają się od zwrotów typu: *I would like to know ...*, *I would like to ask ...*, *I wonder ...*, *Could you tell me ...?* Stosujemy w nich szyk zdań twierdzących, np.

I would like to know how much the course costs.
NIE: *(...how much does the course cost?)*

5) In your notebook, rewrite the questions as indirect questions, using the phrases below.

I would like to know / ask ...
Could you tell me ... I wish to know ...
Could you give me some information about ...

- Does the school have a computer lab?
- What coursebooks do you use?
- Have you ever had any students from Poland?
- What language exams can I take at your school?
- Do students do any projects online?
- Where can I find more information about the teachers?

6) Find more formal phrases in Adam's letter that have the same meaning as the phrases below.

- I want to know about ...
- I want to speak better in English.
- I want more information about ...
- The ad says ...
- How much is the course?
- Please send me an answer quickly.
- Love,

7) Express the ideas below in English, using formal phrases. Write the answers in your notebook.

- Napisz, że chciałbyś/chciałabyś się więcej dowiedzieć o dodatkowych szkolnych zajęciach komputerowych.
- Poproś o informacje na temat egzaminów z języków, jakie oferuje szkoła.
- Zapytaj, czy musisz podejść do końcowego testu.
- Poproś o podanie ceny kursu.
- Zapytaj, czy podczas kursu szkoła oferuje nocleg i wyżywienie (*food and accommodation*).

8) Read the instructions and do the writing task.

Chciałbyś/Chciałabyś wyjechać na wakacyjny kurs nauki jazdy na nartach (*skiing course*) organizowany we Włoszech. Napisz list do biura turystycznego, które organizuje takie wyjazdy, z prośbą o informacje (100–150 wyrazów). W liście:

- przedstaw się i podaj cel listu,
- opisz swoje doświadczenie i dokonania w narciarstwie,
- wyjaśnij, dlaczego chcesz wziąć udział w kursie,
- zapytaj o metody nauczania i cenę kursu,
- dowiedz się, czy biuro pomoże Ci znaleźć nocleg.

- 1) Work in pairs. Read the dictionary definitions of the verb *pass*. Write a sentence to illustrate each meaning in your notebook.

pass /pa:s/ VERB

- 1 go past something
- 2 be successful in a test
- 3 put something into somebody's hands, e.g. salt, a newspaper
- 4 spend time doing something, e.g. pass a day

- 2) Use a monolingual dictionary to find different meanings of the words below. Translate them into your own language.

course **note** (noun) **board** **class**

- 3) Choose the correct word to complete each pair of sentences. Write the answers in your notebook.

1 I the last bus home yesterday, so I had to walk back. When I was sick I did not go to school, so I a lot of lessons.

a caught b lost c missed

2 If you need more information, it up online. The new student did not very confident when he walked into the classroom.

a look b check c see

3 In my , teachers should use modern technology in their classes.

We stayed in a hotel which had a lovely .

a opinion b view c room

4 A two- meal in this restaurant costs less than £5. During my English I learned a lot of grammar.

a lesson b course c dinner

5 How often do you online projects at school? Does he well in physics?

a make b do c go

- 4) Choose the answer a, b or c which means the same as the Polish parts of the sentences in brackets. Write the answers in your notebook.

1 The exam which we (*zdawaliśmy*) yesterday was very difficult. I'm a bit worried about my results.

a took b passed c failed

2 I (*nie poznałam żadnych nowych kolegów z klasy*) until you introduced me to them.

- a I wasn't meeting any new classmates.
b I hadn't met any new classmates.
c I have never met any new classmates.

3 I don't know the lady over there, but I think it (*może być*) our new headteacher.

a should be b must be c could be

4 (*Czy kiedykolwiek byłeś*) abroad before you went to London last week?

- a Did you ever go b Had you ever been
c Were you ever

5 Some students in my class never (*zwracają uwagę*) to the teacher's explanations and then they have problems with their homework.

a take notes b concentrate c pay attention

6 Mary left the room when she (*skończyła*) the test.

a had finished b has finished c finished

- 5) In your notebook, complete the text with the correct form of the verbs below. There are two extra verbs.

revise **study** **communicate** **learn** **take**
write **do** **publish**

What are the most important elements of a good education? Some people think that it is about excellent teaching methods and good exam preparation. Others claim that what is important is the ability to ¹ good notes, ² by heart and regularly ³ the material covered in class. There are, however, some people who believe that it is relations between the teacher and his/her learners that matter the most. This is the opinion of Dariusz Chętkowski, a secondary school teacher of Polish from Łódź, who ⁴ his diary a few years ago called *Z budy. Czy spuścić ucznia z łańcucha?* and who ⁵ a popular blog about education called BelferBlog. His message is that teachers and learners have to ⁶ to work as a team. He also believes that teachers and students should have the chance to comment on each other's work and learn from each other.



- 6) **WHAT DO YOU THINK?** Choose one statement below. Do you agree or disagree with it? Present your opinion to the class, using the prompts below and your own ideas. Include at least one opposing argument.

- 1 Schools don't prepare students for real life.
learn a lot of/little theory • have a lot of/few practical classes • learn/not learn useful things
- 2 Lessons should be 60 minutes long so that students can learn things better.
a good/bad idea • feel tired • can/cannot concentrate • learn more • have time to revise
- 3 Only excellent students should go to university.
fair/unfair • everybody should have the chance • weak students can/cannot achieve success

1> Read the writing task below and answer the questions.

- 1 What's the topic of the email? Who are you writing to?
- 2 How many points do you need to cover in the task?
- 3 How many words can you include?

Niedawno rozpocząłeś/rozpoczęłaś naukę w nowej szkole. Napisz e-mail do koleżanki z Irlandii (100–150 wyrazów) i:

- wyjaśnij, dlaczego zmieniłeś/zmieniłaś szkołę i jak czujesz się w nowym miejscu,
- opisz szkołę oraz nowych kolegów / nowe koleżanki,
- opisz jakieś wydarzenie, które miało miejsce podczas pierwszego dnia w szkole,
- zaprosz koleżankę do siebie i zaproponuj jakieś atrakcje podczas wizyty.

2> Read the task in exercise 1 again and the example letter below. Find the parts where the student covers the points from the task. Which point has the writer NOT mentioned?

Hi Tony,

I'm writing to tell you about my new school.

My dad got a new job and we had to move to a different town. I'm not very happy because I had lots of friends at my old school and I liked all the teachers.

The new school is much bigger than my old one and it's got a big swimming pool and a fantastic canteen! I like my new classmates too. I've already made some good friends. One of them lives near me and we get the bus to school together.

On my first day I got lost at school, but I met a boy called Jack who showed me where to go and took me round the school. We're good friends now.

Why don't you come and stay with us next month?

That's it for now. I hope to hear from you soon.

XYZ

3> What can you write to include the missing point?

4> Read the writing task below. In your notebook, match sentences 1–4 to each point a–d in the task. Then use the prompts in brackets to develop each point.

Kilka dni temu wzięłeś/wzięłaś udział w jakimś konkursie w szkole. Napisz e-mail do kolegi z Anglii (100–150 wyrazów), i:

- a wyjaśnij, dlaczego wzięłeś/wzięłaś udział w konkursie,
- b opisz jakieś wydarzenie, które miało miejsce podczas tego konkursu,
- c powiedz, które miejsce zająłeś/zajęłaś i jak się w związku z tym czułeś/czułaś,
- d wspomnij, czy zamierzasz wystartować w kolejnym konkursie i wyjaśnij, dlaczego.

- 1 I didn't win a prize, but it was a lot of fun. (How did you feel?)
- 2 I'd like to try again next year. (Why would you like to take part next year?)
- 3 Guess what! A famous pop star came to the competition. (What happened?)
- 4 I entered the singing competition for school students because ... (Why did you enter?)



Tip

Po napisaniu pracy przeczytaj ją ponownie i sprawdź, czy nie zawiera błędów ortograficznych, gramatycznych lub leksykalnych.

5> Read a student's email below. Find and correct six mistakes a–f the candidate has made. Write the answers in your notebook.

- a błędne użycie przyimka (1)
- b nieprawidłowa forma czasownika (1)
- c niewłaściwy czas (2)
- d błąd ortograficzny (3)
- e błędna forma czasu przeszłego (3)
- f niewłaściwa forma czasownika (4)

Hi Suzanne,

- 1 I'm writing to tell you about a school competition I entered. I was in a swimming competition in last week at school. I enjoy to swim and I'm quite good, so I hoped to get a prize.
- 2 There were lots of spectators at the swimming pool. But something terrible happened. I was falling in while I was waiting to start and everyone laughed at me!
- 3 Of course, then I didn't swim very wel. My friend beat me and wined the race easily. I was very disappointed.
- 4 My sports teacher wants me to try again. But I don't want enter any more competitions. It made me feel so bad. That's it for now. I hope to hear from you soon. XYZ

6> Read the instructions and do the writing task.

TEST IT! Za kilka dni czekają Cię ważne egzaminy w szkole. W liście do przyjaciela z USA (100–150 wyrazów):

- napisz, jakie to egzaminy, i czy są dla Ciebie trudne,
- opisz, w jaki sposób przygotowujesz się do egzaminu,
- napisz, jak poszły ci egzaminy w zeszłym roku,
- zapytaj kolegę, w jaki sposób on uczy się do egzaminów oraz poproś go o wskazówki.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.

🏠 Complete all the exercises on this page in your notebook.

- 1> What do teachers and students usually do at school? Copy and complete the table with the correct words below.

fail a test give tests hand in homework
get top marks miss lessons learn times tables
concentrate on grammar prepare exam questions
give a presentation mark homework

Teachers	Students	Both
▬	▬	▬

—/6

- 2> Complete each pair of sentences with the words below. There are three extra words.

take revise make pass learn look do

- a I ▬ my homework in the evenings.

b We ▬ a lot of online projects.
- a It's easy to ▬ spelling mistakes when you don't concentrate properly.

b I couldn't ▬ sense of what the teacher was saying so I asked her to explain it again.
- a I can't ▬ this test today because I'm not prepared.

b Please, listen carefully and ▬ notes.
- a We have to ▬ a lot of things by heart.

b I like it when we ▬ in groups during our lessons.

—/4

- 3> Complete the text with the correct form of the verbs in brackets. Use the past simple or past perfect.

Hi Justin,

I have really great news. I ¹ ▬ (*pass*) my English exam. I ² ▬ (*cannot*) believe my eyes when I ³ ▬ (*see*) the results last night. I ⁴ ▬ (*get*) an A! I ⁵ ▬ (*not have*) such a good mark in English before then. It's true. I ⁶ ▬ (*study*) very hard for it the whole week before, which I ⁷ ▬ (*never / do*) before. Anyway, I ⁸ ▬ (*never / be*) so proud of myself. I may go to England in the summer, so I will improve my English even more. Maybe I can find a job there. ⁹ ▬ (*you / think*) of working in the summer? Perhaps you could join me in London?

Let me know

Natalie

—/9



- 4> Rewrite the sentences, using *must*, *can't*, *could*, *may* or *might*. Sometimes more than one answer is possible.

- I'm sure this man isn't our teacher. He's too young.
- I'm not sure who she is. Maybe a new student?
- I'm sure our teacher knows the answer. She's so clever!
- I'm not sure this is the best way to study English.
- I'm sure this book isn't mine. Mine is at home.

—/5

- 5> Rewrite the questions as indirect questions.

- Where is your new school?
Could you tell me ▬?
- Have you ever got an A in any test?
I'd like to ask ▬.
- Did you do well in your maths test last week?
I'd like to know ▬.
- Does he often copy the other students' homework?
I must know ▬.
- When do you start school?
Please tell me ▬.

—/5

- 6> Match 1–5 with a–e.

- I believe that you can't teach without modern technology.
- Don't you agree that school uniforms are terrible?
- I don't think they are good students.
- In my view, teaching is a demanding job. Do you agree?
- What do you think of e-books?
 - Absolutely! They make us all look the same.
 - You may be right. They seem a bit lazy.
 - I disagree. I think it's possible.
 - Yes. What's more, it's a very stressful one!
 - In my opinion, they are great and light to carry!

—/5

- 7> Work in pairs and test each other.

Student A: go to page 120.

Student B: go to page 125.

School subjects / Przedmioty szkolne

art /ɑ:(r)t/ zajęcia plastyczne
biology /baɪˈblɒdʒi/ biologia
chemistry /ˈkemɪstri/ chemia
foreign languages /ˌfɒrɪn ˈlæŋɡwɪdʒɪz/ języki obce
geography /dʒiːˈɒɡrəfi/ geografia
history /ˈhɪst(ə)ri/ historia
IT /ˌaɪ ˈti:/ informatyka
maths /mæθs/ matematyka
music and drama /ˈmjuzɪk ən ˈdrɑ:mə/ zajęcia muzyczno-teatralne
physical education /ˌfɪzɪk(ə)l ˌedʒə ˈkeɪʃ(ə)n/ wychowanie fizyczne
physics /ˈfɪzɪks/ fizyka
Polish /pɒlɪʃ/ język polski
religious education /rəˌlɪdʒəs ˌedʒə ˈkeɪʃ(ə)n/ religia

Schoolwork / Nauka w szkole

copy homework /ˌkɒpi ˈhəʊm.wɜ:(r)k/ przepisywać pracę domową
fail an exam /ˌfeɪl ən ɪɡˈzæm/ nie zdać egzaminu
get a low/top mark /ˌget ə ˌləʊ, ˌtɒp mɑ:(r)k/ dostać niską/najwyższą ocenę
give a presentation /ˌɡɪv əˌprez(ə)nˈteɪʃ(ə)n/ przedstawić prezentację
have an exam /ˌhæv ən ɪɡˈzæm/ mieć egzamin, podchodzić do egzaminu
miss (a lesson) /ˌmɪs əˈles(ə)n/ opuścić (lekcję)
pass an exam /ˌpɑ:s ən ɪɡˈzæm/ zdać egzamin
revise for a test /rɪˌvaɪz fɜ:(r) əˈtest/ powtarzać do sprawdzianu
take an exam /ˌteɪk ən ɪɡˈzæm/ podchodzić do egzaminu
take notes /ˌteɪk nəʊts/ robić notatki

Education system / System edukacji

academic/arts subject /ˌækəˈdemɪk, ˌɑ:(r)ts ˈsʌbdʒɪkt/ przedmiot akademicki/artystyczny
advantage /ədˈvɑ:ntɪdʒ/ zaleta, korzyść
career /kəˈrɪə(r)/ kariera
famous /ˈfeɪməs/ słynny, znany
free /fri:/ bezpłatny
opportunity /ˌɒpə(r)ˈtju:nəti/ możliwość, okazja, szansa
primary/secondary school /ˈpraɪməri, ˈsekənd(ə)ri ˌsku:l/ szkoła podstawowa/średnia
specialise in sth /ˈspeʃəlaɪz ɪn ˌsʌmθɪŋ/ specjalizować się w czymś
state/private school /ˈsteɪt, ˈpraɪvət ˌsku:l/ szkoła państwowa/prywatna
talented /ˈtæləntɪd/ utalentowany

Teaching and learning / Nauczanie i uczenie się

concentrate on sth /ˌkɒns(ə)nˈtreɪt ɒn ˌsʌmθɪŋ/ koncentrować się na czymś
digital textbook /ˌdɪdʒɪt(ə)l ˈteks(t),bɒk/ podręcznik elektroniczny

do projects online /ˌduː ˈprɒdʒekts ˈɒnlaɪn/ wykonywać projekty przez internet
exam questions /ɪɡˈzæm ˌkwɛstʃ(ə)nz/ pytania egzaminacyjne
have access to sth /hæv ˈækses tə ˌsʌmθɪŋ/ mieć dostęp do czegoś
improve your IT skills /ɪmˌpru:v jə(r) ˌaɪ ˈtiːskɪlz/ doskonalić swoje umiejętności informatyczne
information technology /ˌɪnfə(r)ˌmeɪʃ(ə)n ˌtekˈnɒlədʒi/ technologie informacyjne
learn by heart /ˌlɜ:(r)n baɪ ˈhɑ:(r)t/ uczyć się na pamięć
learning methods /ˈlɜ:(r)nɪŋ ˌmeθədz/ metody uczenia się
look for information on the Net /ˈlʊk fɜ:(r) ˌɪnfə(r)ˌmeɪʃ(ə)n ɒn ðə ˌnet/ szukać informacji w internecie
make sense of sth /ˌmeɪk ˈsens əv ˌsʌmθɪŋ/ zrozumieć coś, odgadnąć znaczenie czegoś
pay attention to sth /ˌpeɪ əˈtenʃ(ə)n tə ˌsʌmθɪŋ/ zwracać na coś uwagę, przywiązywać wagę do czegoś
spelling mistakes /ˈspeliŋ mɪˌsteɪks/ błędy ortograficzne
teaching methods /ˈti:tʃɪŋ ˌmeθədz/ metody nauczania
times table /ˈtaɪmz ˌteɪb(ə)l/ tabliczka mnożenia
use interactive whiteboards/apps /juːz ɪntərˌæktɪv ˌwaɪtˌbɔ:(r)dz ˌæps/ korzystać z tablic interaktywnych/aplikacji

Other words / Inne wyrazy

accommodation /əˌkɒməˈdeɪʃ(ə)n/ zakwaterowanie
achieve success /əˈtʃi:v səkˈses/ osiągać sukces
advice /ədˈvaɪs/ rada, porada
approach /əˈprəʊtʃ/ podejście
be off sick /bi ˈɒf ˌsɪk/ być nieobecny z powodu choroby
board /bɔ:(r)d/ deska; tablica
canteen /ˌkænˈti:n/ stołówka
challenge /ˈtʃæləndʒ/ wyzwanie
class /klɑ:s/ klasa; zajęcia, lekcja
classroom /ˌklɑ:s.ru:m/ klasa, sala lekcyjna
clever /ˈklevə(r)/ zdolny, mądry
competition /ˌkɒmpəˈtɪʃ(ə)n/ konkurencja
computer lab /kəmˈpjju:tə(r) ˌlæb/ sala komputerowa
cookery /ˈkʊk(ə)ri/ kuchnia, gotowanie
course /kɔ:(r)s/ kurs; danie
designer clothes /ˌdiːzəɪnə(r) ˌkləʊðz/ modne ubrania od znanych projektantów
device /dɪˈvaɪs/ urządzenie, przyrząd
difficult /ˈdɪfɪk(ə)l/ trudny
do well in sth /ˌduː ˈwel ɪn ˌsʌmθɪŋ/ uzyskać dobry wynik z czegoś (np. z testu)
drama /ˈdrɑ:mə/ teatr, aktorstwo
e-books /iːˌbʊks/ książki elektroniczne
encourage /ɪnˈkʌrɪdʒ/ zachęcać
English course /ˈɪŋɡlɪʃ ˌkɔ:(r)s/ kurs angielskiego

enter a sports competition /ˌentə(r) ə ˈspɔ:(r)ts ˌkɒmpəˈtɪʃ(ə)n/ brać udział w zawodach sportowych
entertainment /ˌentə(r)ˈteɪnmənt/ rozrywka
equal /ˈi:kwəl/ równy, jednakowy
exam results /ɪɡˈzæm rɪˌzʌltz/ wyniki egzaminu
extraordinary /ˌɪkˈstrɔ:dn(ə)ri/ nadzwyczajny
friendly atmosphere /ˌfren(d)li ˈætməsˌfɪə(r)/ przyjazna atmosfera
grammar /ˈɡræmə(r)/ gramatyka
guidance /ˈɡaɪdəns/ wskazówki, porady
headteacher /hedˈti:tʃə(r)/ dyrektor/dyrektorka szkoły
hole /həʊl/ dziura
join after-school club /dʒɔɪn ˌɑ:ftə(r)ˌsku:l ˌklʌb/ wziąć udział w zajęciach pozalekcyjnych
keep fit and healthy /ˌki:p ˈfɪt ənd ˈhelθi/ dbać o zdrowie i dobrą formę
library /ˈlaɪbrəri/ biblioteka
locked /lɒkt/ zamknięty na klucz
look sth up /ˌlʊk ˌsʌmθɪŋ ˈʌp/ sprawdzać coś (w słowniku, Internecie)
make friends /ˌmeɪk ˈfrendz/ zaprzyjaźniać się
pass /pɑ:s/ wyminąć coś; zdać (egzamin); podawać, przekazywać; spędzać czas
poor /pɔ:(r)/ biedny
pros and cons /ˈprəʊz ən ˈkɒnz/ za i przeciw, zalety i wady
put into practice /ˌpʊt ɪntuː ˈpræktɪs/ wdrożyć, zastosować w praktyce
receive /rɪˈsi:v/ otrzymywać
remember dates /rɪˌmembə(r) ˈdeɪts/ zapamiętywać daty
school competition /ˌsku:l ˌkɒmpəˈtɪʃ(ə)n/ zawody szkolne
sing in public /ˌsɪŋ ɪn ˈpʌblɪk/ śpiewać publicznie
skills /skɪlz/ umiejętności
stressful /ˈstresf(ə)l/ stresujący
strict /strɪkt/ surowy, wymagający
study time /ˈstʌdi ˌtaɪm/ czas na naukę
theory /ˈθɪəri/ teoria
uniform /ˈju:nɪfɔ:(r)m/ mundurek szkolny
useful /juːsf(ə)l/ użyteczny, przydatny
vocabulary /ˌvɒkəˈbɛljələri/ słownictwo
well-known for sth /welˈnəʊn fɜ:(r) ˌsʌmθɪŋ/ dobrze znany z czegoś
well-equipped classroom /welɪˌkwɪpt ˈklɑ:s.ru:m/ dobrze wyposażona sala lekcyjna
wonder /ˈwʌndə(r)/ zastanawiać się
win a prize for /wɪn əˈpraɪz fɜ:(r)/ zdobyć nagrodę za coś
write code /raɪt ˈkəʊd/ programować, pisać programy komputerowe

Challenge!

attention /əˈtenʃ(ə)n/ uwaga, zainteresowanie
break /breɪk/ przerwa szkolna
classmate /ˌklɑ:sˌmeɪt/ kolega/koleżanka z klasy
concentration /ˌkɒns(ə)nˈtreɪʃ(ə)n/ koncentracja
examination /ɪɡˌzæmɪˈneɪʃ(ə)n/ egzamin
information /ˌɪnfə(r)ˌmeɪʃ(ə)n/ informacja
knowledge /ˈnɒlɪdʒ/ wiedza

lunchtime /ˈlʌntʃˌtaɪm/ pora obiadowa, przerwa obiadowa
notebook /ˈnəʊtˌbʊk/ zeszyt
parents' evening /ˌpeərənts ˈiːvniŋ/ wywiadówka
playground /ˈpleɪˌgraʊnd/ dziedziniec szkolny
presentation /ˌprez(ə)nˈteɪʃ(ə)n/ prezentacja
pupil /ˈpju:p(ə)l/ uczeń/uczennica

revision /rɪˈvɪʒ(ə)n/ powtórzenie
school certificate /ˌsku:l sə(r)ˈtɪfɪkət/ świadectwo ukończenia szkoły
school report /ˌsku:l rɪˈpɔ:(r)t/ okresowa ocena pracy ucznia
sports field /ˈspɔ:(r)ts ˌfi:ld/ boisko
staff meeting /ˈstɑ:f ˌmi:tiŋ/ rada pedagogiczna
textbook /ˈteks(t),bɒk/ podręcznik

Rozumienie ze słuchu *Uzupełnianie luk*

- 1) **CD 1.40** Usłyszysz dwukrotnie rozmowę Annie i Marka na temat nauczycieli z poprzedniej szkoły. Na podstawie usłyszanych informacji uzupełnij luki w zdaniach 1–6. Luki należy uzupełnić w języku angielskim.

- 1 Mark couldn't go to the shopping centre because he had to .
- 2 Annie went to the bookshop to buy .
- 3 Annie spotted her ex-teacher while he was looking at some .
- 4 Mark still has a book he from the teacher.
- 5 Both Annie and Mark thought Mr Binns was a teacher.
- 6 Mark wants to become a because of Mr Binns.

Rozumienie ze słuchu *Dobieranie*

- 2) **CD 1.41** Usłyszysz dwukrotnie wypowiedzi czterech osób na temat sportu. Na podstawie usłyszanych informacji do każdej osoby (1–4) dopasuj zdanie (A–E), które jej dotyczy. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. Zapisz numery wypowiedzi w zeszytcie i obok nich dopisz litery A–E.

The speaker

- | | |
|---|--|
| A | presents a special offer for spectators. |
| B | complains about a lack of sport opportunities. |
| C | wants people's opinions about salaries in sport. |
| D | advertises a sports event on TV. |
| E | suggests taking up a career in sports. |

Rozumienie pisanych tekstów *Wybór wielokrotny*

- 3) Przeczytaj poniższe teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zapisz numery pytań w zeszytcie i obok nich wpisz litery A, B lub C.

Text 1

 The new house is fantastic and I especially love my room. You'll see it when you come to stay. I've persuaded Mum and Dad to have a party to celebrate moving in. They've said I can plan it all! So I wondered if you could maybe give me a hand? You've had a lot of parties and I'd love it if you could give me some help with getting the house ready – moving furniture and putting up lights and so on. Please say yes. It'll be great fun!

- 1 The writer of the text wants to
 - A suggest a friend helps decorate her bedroom.
 - B advise a friend about buying new furniture.
 - C ask for help with organising a party.

Text 2

As we cycled along the path, Dave pointed out an old house that you could just see through the trees. 'It's been empty for years,' he said. 'Let's go in and have a look.' I wasn't really very keen on the idea because it looked very old and dirty. The windows were broken and it was dark inside. I had a bad feeling about it. But,

as usual I agreed with Dave's suggestion and we went up to the front door. It was a heavy, brown, wooden door and it was closed. 'Strange,' said Dave. 'It was open before.' He pushed and the door opened. We walked over broken glass and bits of wood and stone on the floor. 'This is new too,' Dave pointed at an old piece of carpet and a cup with some water in it. Suddenly, I felt that we weren't alone.

- 2 Dave is surprised because
 - A the writer doesn't want to go into the house.
 - B he notices some changes since he last came.
 - C the house is in a worse condition than before.

Text 3



Looking for a new house? You've come to the right place. Just enter your name and address and the type of house you're looking for and you'll see a range of properties that might suit you. Click on a picture and you can have a virtual tour of the house! It's quick and very easy. If you see a house you like, contact us directly on the phone number below and we can give you more information. We have been in the estate agency business for twenty years. Our experience combined with this new technology will guarantee you satisfaction!

- 3 The text gives
 - A advice about what to consider when buying a house.
 - B instructions about using a website to buy a house.
 - C a recommendation about which agent to use to buy a house.

Znajomość środków językowych Dobieranie

- 4) **CD 1.42** Usłyszysz dwukrotnie pięć wypowiedzi. Do każdej z nich dobierz właściwą reakcję (A–F). Uwaga! Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- A It was a total disaster!
 B Not really. It isn't my cup of tea.
 C In fact, I'm good at skating.
 D I feel quite strongly about it.
 E I'm not sure I agree.
 F Not at all. I'm used to it.

Znajomość środków językowych Uzupełnianie zdań

- 5) Przeczytaj poniższe zdania. Wybierz wyraz A, B lub C tak, aby pasował do obu zdań w każdym zestawie (1–5). Zapisz numery pytań w zeszyte i obok nich dopisz właściwe litery.

- 1 I must attention so that I don't make a mistake. I had to £20 for the new DVD.
 A spend B pay C give
- 2 My exam results arrived this morning but I haven't looked them yet! You shouldn't look the answers before you've tried the exercise.
 A up B for C at
- 3 We had a great view when we lived on the tenth . I dropped a glass on the kitchen and it broke.
 A floor B level C ground
- 4 We a test yesterday and it was really hard. After doing an hour of homework I a break.
 A passed B took C made
- 5 Joe some new friends when he was abroad. I lots of mistakes in my test. That's why I failed it.
 A met B made C found

- 6) Work in pairs and do the speaking task. Then swap roles and do the task again.

Mówienie Rozmowa z odgrywaniem roli**Uczeń A**

Twoja koleżanka z Anglii odwiedziła Cię podczas wakacji. Chciałabyście wybrać się na mecz siatkówki rozgrywany w innym mieście w ramach Mistrzostw Europy. W rozmowie z uczniem B omów poniższe cztery kwestie.

koszty biletów
i forma płatności

koszty dojazdu
na mecz

ewentualny
nocleg po meczu

zwiedzanie miasta,
w którym odbywa się
turniej

(Rozmowę rozpoczyna uczeń B.)

Uczeń B

Jesteś kolegą/koleżanką ucznia A. Przebywasz u niej/niego podczas wakacji. Ustalacie szczegóły wspólnego wyjazdu na mecz siatkówki rozgrywany w innym mieście w ramach Mistrzostw Europy. Rozpoczynasz rozmowę. W zależności od tego, jak rozmowa się potoczy, porusz **wszystkie/wybrane** kwestie.

- Poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii.
- Grzecznie nie zgódź się z uczniem A, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie.
- Wolałbyś wrócić do domu po meczu niż nocować poza domem.
- Nie masz zbyt wiele pieniędzy na drogie bilety w lepszym sektorze.



- 7) Read the instructions and do the writing task in your notebook.

Wypowiedź pisemna Wpis na blogu

Od niedawna masz nowe hobby. Zredaguj wpis do zamieszczenia na blogu (100–150 wyrazów) i:

- opisz swoje nowe hobby,
- wyjaśnij, dlaczego Ci się to hobby podoba,
- opisz ostatnie zajęcia związane z Twoim hobby, w których uczestniczyłeś/uczestniczyłaś,
- poleć to hobby czytelnikom bloga i zapytaj o ich ulubioną formę spędzania czasu wolnego.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.



Hi everyone! Guess what! I've just taken up a new hobby!

* * *

That's all for now.
XYZ

5

A work of art

VOCABULARY participating in culture



1) Which of the activities below do you most enjoy doing? When did you last do them?

listening to music reading books watching TV
going to the theatre going to the cinema
going to a museum or art gallery

2) In your notebook, match items a–f with pictures 1–6 posted on a social network homepage. Which would you like?

- | | |
|---------------------------|----------------------|
| a open-air music festival | d crime thriller |
| b art exhibition | e award-winning film |
| c TV series | f classic play |

3) In your notebook, complete the comments with the words below. Then match the comments with the pictures 1–6.

fantasy director album effects band live series
episode soundtrack

- The concert was **amazing**. My favourite played . I already have their latest . **I'm a big fan of** folk music.
- I love this. It's an **excellent** TV and I can't wait for the next . I get really angry if I miss one.
- It's really entertaining! **I'm not that keen on** films, but movies like *King Arthur* are cool! Guy Ritchie is a **brilliant** and the special are great. I've downloaded the too.

novels paintings actors play performance
abstract plot costumes

- I think most modern art is **just rubbish**. It's too for me, but similar to Kandinsky's **really make me think**.
- I hear it's good but I don't really like crime . I read one last month and I just couldn't understand the – **I found it very disappointing**.
- I saw the *Hamlet* last week. It was **really moving**! The all gave an excellent . I loved the that they wore too – they were well designed.

4) **CD 2.01** Listen and repeat the words and phrases from exercise 3.

5) Look at the highlighted words and phrases for giving an opinion in exercise 3. Divide them into positive and negative. Write the answers in your notebook.

6) **CD 2.02** Listen to three recordings and answer the questions in your notebook.

- Text 1: A Where is the speaker?
B What is he looking at?
C Does he like it? Why?/Why not?

- Text 2: A Where could you hear this?
B What does the speaker want the listeners to do?

- Text 3: A Where are the speakers?
B How are their opinions different?

7) Are the sentences true or false? Correct the false ones. Write the answers in your notebook.

- You hear a soundtrack at a concert.
- An episode is part of a TV series.
- Abstract paintings are sometimes difficult to understand.
- Actors wear costumes in a play or film.
- An entertaining film is disappointing.
- If something is rubbish, you like it.

» **Vocabulary challenge!** Unit 5, page 110, exercise 1

8) Work in pairs. Tell your partner about the things below. Use the questions in brackets to give more information.

- a TV channel you never watch (Why don't you like it?)
I never watch Channel 7. There are a lot of commercials and I've seen all the programmes before.
- a book you've read recently (What was it about?)
- your favourite radio station (Why do you like it?)
- a film you found disappointing (What did you expect?)
- a reality TV show you watch (What's it about?)

- 1) Work in pairs and answer the questions.
- Do you like visiting museums and art galleries? Why?/Why not?
 - What's the most interesting exhibition you've seen?
- 2) **CD 2.03** Listen to a girl talking about culture. Choose the correct answer and write it in your notebook. Do you agree with her opinion?
- What is the girl's opinion about culture at school?
- Schools go on too many trips to art galleries and museums and it's a waste of time.
 - We need to study modern cultural forms as well as classical ones.
 - Modern music and writing is better than classical.
- 3) Describe the pictures. Use the words and phrases below to help you.

look closely at the exhibits admire
listen carefully look interested/bored
experience art stand in front of a sculpture



- 4) **CD 2.04** Listen to the conversation between Olivia and Luke. What is the conversation about? Do the speakers always agree with each other?
- 5) Complete the e-mail with the information from the listening in exercise 4. Write no more than two words in each gap.

Hi Tom,

How are things?

I talked to Olivia about our ¹ [] for school and she has agreed to do it with us. At first, she wasn't ² [] about it because she normally prefers to ³ [] art in real museums or galleries. I told her that the *British Museum with Google* site is a fantastic thing as it allows you to see the exhibits from prehistory to ⁴ [] and to learn about them from people like curators and ⁵ []. That convinced her, although she still wants to ⁶ [] to a real art gallery. Would you like to join us? Ah, one last thing, we must agree on ⁷ [] of the presentation. Any ideas?

Take care,

Luke

- 6) Match the phrasal verbs in bold in sentences 1–5 with their meanings a–e below. Write the answers in your notebook.
- We went **round** the exhibition with a guide. It was very interesting.
 - I think the concert will **sell out** soon, so you'd better get your ticket now.
 - Go on the website and **click on** any picture. You can **find out** all about it.
 - You must watch the new series on TV. It is on at 7.30 pm on Thursdays.
 - The painter didn't think many people would like the exhibition but it **turned out** to be very successful.
- learn
 - you can see it
 - in the end it was
 - looked at different things at
 - have no more tickets
- 7) In your notebook, complete the sentences with the correct phrasal verbs from exercise 6.
- What [] in your area at the moment that you'd like to see?
 - Do you prefer to [] a gallery with a friend or alone? Why?
 - What film you've recently seen [] to be very good?
 - Which bands' concerts usually [] very fast? Why?
 - What is an interesting piece of information about culture you [] recently?
- 8) **CD 2.05** Listen to Carrie giving a short class presentation. Choose the correct answer and write it in your notebook.
- What is Carrie's presentation about?
- Countries and cities which have the best piano players.
 - A famous artist who painted pictures of pianos in the street.
 - An idea to encourage people to play and discuss music.
 - The best way to learn how to play the piano.
- 9) **CD 2.05** Listen again and answer the questions, using the beginnings given.
- What is the *Play me, I'm yours* project about? In the project, people [].
 - Why did Luke Jerram want to put pianos in the streets? His dream was to [].
 - How did the people respond to the *Play me, I'm yours* project? The idea turned [].

- 10) Work in pairs. Do you think the *British Museum with Google* and *Play Me, I'm Yours* projects are good? Why?/Why not? How successful could they be to interest young people in art and music?

Will and going to

- 1) Which band or singer would you like to hear play live?
- 2) **CD 2.06 LANGUAGE IN CONTEXT** Read and listen to the dialogue. Why is Eric not sure about going to the concert? What decision does he take in the end?

Tim Hi! I'm going to get tickets for the concert on Friday in town. Do you want me to get you one too? The Vamps are playing. I think it will be fantastic!

Eric I love their music! Are you going to get cheap or expensive tickets?

Tim I'm not going to pay more than £20 a ticket, maybe £30.

Eric I don't know. I don't think the concert will finish before 11.30 and I'm going to help my brother redecorate on Saturday. We're going to start early – about 7.30.

Tim No, it won't be that late. You'll have a great time. And, you'll be in bed before midnight. Say yes!

Eric OK. You've persuaded me. I've got to run now. Look at the time! I'm going to be late for class. And you're going to miss the bus to town!

Tim Fine! I'll get you a ticket too. I'll give you a ring when I've got them.

- 3) **ANALYSE** Look at the underlined sentences with *will* in the dialogue. Copy and complete the patterns below.

Will	
Affirmative	subject + <i>will</i> + <input type="text"/>
Negative	subject + <input type="text"/> + verb (without <i>to</i>)
Question	<input type="text"/> + subject + verb (without <i>to</i>)?
Short forms	<i>I'll, you'll, he'll, she'll</i>

- 4) Complete the sentences with the correct form of *will* in your notebook.
- I think (*I/win*) the competition.
 - Helen (*not be*) late. She's very punctual.
 - Alex (*drive*) us to the concert.
 - How long (*the concert / last*)?
 - A (*the band / play*) all their top songs?
B Yeah. I think they .
- 5) Look at the highlighted sentences with *going to* in the dialogue in exercise 2. Study the pattern below and write positive and negative sentences and questions in your notebook.

subject + *be going to* + verb

- (+) *I am going to get the tickets for the concert.*
 - (+) She .
 - (-) They .
 - (?) you .
 - (?) When he .
- 6) Decide if the sentences below describe future predictions or future intentions.
- It will be fantastic!
 - I'll get you some tickets too.

- I'm not going to pay more than £20 a ticket.
- I'm going to be late for class.

- 7) Complete the rules with *will* or *going to* in your notebook. Then match the rules with the sentences from exercise 6.

Intentions

- We use to decide at the moment of speaking.
- We use when we have already made the decision.

Predictions

- To make predictions based on what we see, we use .
- To say what we believe or think about the future we use .

- 8) **PRACTISE** Complete the sentences with *will* or *going to* in your notebook to show the correct type of intention.

- I (*buy*) a guitar soon. I'd like to learn to play.
- A I need to phone Marie.
B OK. I (*wait*) for you here.
- Our teacher (*not / give*) us a test on Friday. Thank goodness!
- What's the name of the artist? Let me see. I (*look*) online.
- A What would you like to drink?
B I (*have*) a coffee.

- 9) Choose the correct option to complete the sentences giving predictions. Write the answers in your notebook.

- I'm going to / I'll* fall. Quick – catch me!
- Terry *isn't going to / won't* be late. I know it. He's always at least half an hour early!
- That girl's just won the competition. She looks very emotional. She's *going to / 'll* cry!
- I think *he's going to / he'll* win the race tomorrow. He's practised a lot.
- In 20 years' time people *aren't going to / won't* read paper books anymore. Everyone *is going to / will* have electronic ones.

- 10) **NOW YOU DO IT** Write sentences about the future. Write about:

- some things you're going to do tonight/next weekend/in your next holiday,
- things that will change in your school in 20 years' time,
- things you probably won't do in the summer holidays,
- the kind of music which will be popular next year.

- 11) Work in pairs. Tell your partner about your plans and predictions. Ask and answer questions to give more information.

- I'm going to watch some TV tonight.*
- Really? What are you going to watch?*

Must, have to, need to, can

- 1> Can you sing? Would you like to sing well? What do you think professional singers have to do to sing well?
- 2> **LANGUAGE IN CONTEXT** Read the notice. Do you think a lot of students will audition to enter the competition? Why? / Why not?

TV SONG COMPETITION

The school is entering a TV song competition and we have to have at least fifteen singers. We can't miss this chance. So, would you like to join us?

• DO I NEED TO BE TALENTED?

No, you don't have to be very talented but you must love singing. You must also be enthusiastic. That's enough. We can teach you the rest.

• DO WE HAVE TO PRACTISE A LOT?

Yes. The competition starts in six weeks, so we have to meet and practise three times a week. You mustn't be late and you can't skip a practice. There's a lot to do.

• DO I HAVE TO AUDITION TO JOIN THE GROUP?

Yes. We're going to hold auditions on Thursday afternoon. You'll have to sing a short song. You can sing somebody else's song or your own if you prefer, but you can't sing using playback.

CAN WE COUNT ON YOU?

- 3> Read the notice again. Are the statements true or false? Write the answers in your notebook.
- You do not need to have a very good voice to join the competition.
 - At the audition students must sing a song that is chosen by the teacher.
 - You can't sing your own song.
- 4> **ANALYSE** Find sentences with *have to*, *must* and *can* in the text in exercise 2. Then, in your notebook, copy and complete the tables with the correct words.

Have to

Affirmative	You ¹ / He ² practise a lot.
Negative	You ³ / He ⁴ practise a lot.
Yes/No question	⁵ we practise a lot?
Wh- question	When ⁶ they practise?

Must

Affirmative	You/He ¹ arrive on time.
Negative	You/He ² arrive late.
Yes/No question	³ we arrive early?
Wh- question	When ⁴ we arrive?

Can

Affirmative	You/He ¹ sing one song.
Negative	You/He ² sing one song.
Yes/No question	³ we sing one song?
Wh- question	When ⁴ we sing one song?

- 5> In your notebook, match the sentences a-d from the text in exercise 2 with the explanations 1-4 below.
- | | |
|---------------------------------------|-----------------------|
| a You don't have to be very talented. | 1 It's necessary. |
| b You must love singing. | 2 It isn't necessary. |
| c You mustn't be late. | 3 It isn't allowed. |
| d You can sing somebody else's song. | 4 It's allowed. |

? WHAT'S RIGHT?

- You mustn't hand in your homework late.
- You don't have to hand in your homework late.

- 6> **PRACTISE** Translate the fragments in brackets into English. Use *must*, *have to* and *can*.

- (*Nie wolno nam*) skip a single practice.
- Mark (*nie może*) talk to us now.
- (*Czy musisz*) show your ID at the museum?
- (*Czy możemy*) take part in the competition?
- (*Muszę*) prepare a song for the competition.

! Watch out!

We often use *need to* instead of *have to*. Both structures are very similar in meaning.

- 7> **PRACTISE** Choose the correct option to complete the rules at a museum. Write the answers in your notebook. If both options are possible, write B.
- You *must* / *mustn't* leave bags at the entrance.
 - You *mustn't* / *don't have to* touch the statues.
 - You *mustn't* / *don't have to* pay to visit it on Fridays.
 - You *need to* / *have to* have a valid ticket.
 - You *have to* / *need to* leave by six o'clock.
 - You *don't need to* / *mustn't* buy a museum map.
- 8> In your notebook, complete the dialogue with the correct forms of the words in brackets.

Lisa If you want to be in the school play you ¹ (*need / sign*) a list on the noticeboard.

Jim ² (*I / have / say*) which part I want?

Lisa No, you ³ (*not / need / choose*) a part yet.

Jim My brother wants to help with the lighting. ⁴ (*he / have / sign*) the list too?

Lisa No, ⁵ (*he / need / not*). He ⁶ (*have / tell*) Miss Masters after class.

>> Grammar challenge! Unit 5, page 110, exercises 1 and 2

- 9> In your notebook, rewrite the sentences using the words given.
- Eating high-calorie food is not allowed when you are a ballet dancer. **MUSTN'T**
You food when you are a ballet dancer.
 - Is it necessary for me to play a musical instrument? **NEED** play a musical instrument?
 - It isn't necessary for Jessica to come to the audition. **HAVE** Jessica to the audition.
 - Looking after your voice is necessary when you are a singer. **MUST** your voice when you are a singer.
- 10> **NOW YOU DO IT** Work in pairs. What rules do you have at home? Use the prompts below to ask and answer questions. Add your own ideas.
- tidy my room • stay out late • cook
- A Do you have to tidy your bedroom?
B Yes, I have to tidy my bedroom regularly.

- 1) Work in pairs and do the quiz. Check your answers on page 119.

QUIZ

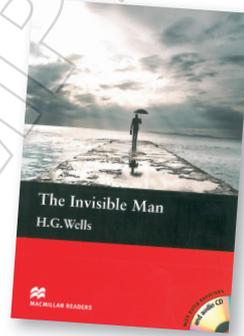


- 1 James Bond is the main character of a spy story. T/F
- 2 William Shakespeare wrote dramas and poetry. T/F
- 3 A novel is the same as a short story. T/F
- 4 Cinderella comes from a fairy tale. T/F
- 5 Henryk Sienkiewicz was a famous playwright. T/F
- 6 Science fiction novels are similar to fantasy novels. T/F
- 7 Thorgal is the main hero of an American graphic novel series. T/F



- 2) Work in pairs. Tell your partner about ...

- 1 a book that was a bit too serious for you.
- 2 a story that is funny and easy to read.
- 3 a scary story.
- 4 a book that was so exciting that you couldn't put it down.
- 5 a book that you found a bit depressing.



- 3) Look at the cover of the book and its title. What kind of a story is it? What could the story be about?
- 4) Read the text on the back cover. Would you like to read the whole book and find out what happens? Why? / Why not?

When a mysterious stranger arrives in a small English village, the villagers are shocked by the strange clothes he wears that cover his whole body, and even his face. The stranger is a scientist, and he continues his experiments in the village. But what are these experiments? And what is the stranger trying to hide?

- 5) Read the extract from *The Invisible Man* by H.G. Wells. How many characters does it mention? Who are they?

In the story ...

The Invisible Man is talking to his friend, Dr Kemp. He is telling him about his previous experiments and explaining to him how he made himself invisible.

The Invisible Man stopped. He did not say anything for a minute or two.

'I remember the day that I became invisible very well,' he continued. 'It was a beautiful, cold, sunny day in January. I went for a walk in the park. I knew I had to work quickly because I had no more money. I went back to my room and had lunch, and then went to sleep.'

'I woke up after about an hour,' continued the Invisible Man. 'Someone was knocking on the door. It was my landlord. He was worried. What was I doing in the room? Why all the noise? What was that cat noise? He came into the room and started looking at things. I told him to go. He refused. In the end I pushed him out of the door and locked it. He shouted at me outside the door, but I didn't listen.'

'But this worried me,' he continued. 'I knew that I didn't have very much time. I couldn't move to another room because I didn't have enough money. There was only

one way to **escape** – invisibility. It was the answer to all my problems. But first I needed to find some place for my **diaries**. There's a shop in Great Portland Street where you can send letters and they look after them for you. It's not cheap, but it seemed the best answer. I found a box, put my diaries in it, took it to the Post Office and posted them. I was ready.'

'So what did you do next?' asked Dr Kemp.

'I went back to my room,' answered the Invisible Man. 'The first thing I needed was the drugs to take the colour out of my **blood**. I drank them and sat down and waited. After a few minutes there was a knock at the door. It was the landlord again. He wanted me to leave the house immediately. But when he saw me he looked very frightened and ran off back down the stairs. I shut the door, and locked it, and looked in the mirror. My face was completely white, like a white stone.'

'It was a long night,' continued the Invisible Man. 'My body hurt all over, and I thought for some time I was dying. But in the early morning I looked at my hands. They were almost invisible. After another hour or two I was completely invisible.'

6 > 📖 In your notebook, match the highlighted words in the text with the definitions below.

- 1 something you cannot see
- 2 to say you will not do something that someone has asked you to do
- 3 the red liquid that flows around your body
- 4 run away
- 5 a book in which you write about your experiences every day
- 6 a man who owns a house/flat which people can rent

7 > Read the text again. Choose the correct answers and write them in your notebook.

- 1 On the day the man became invisible
 - a he ate a meal.
 - b he had no financial problems.
 - c he did not do any physical activity.
 - d it was warm.
- 2 When the landlord came to visit the Invisible Man for the first time, he
 - a asked why he was so quiet.
 - b was looking for something.
 - c did not want to leave the room.
 - d seemed relaxed.
- 3 The man wanted to become invisible because he
 - a did not want anyone to know the truth.
 - b could not afford to move house.
 - c wanted to run away.
 - d was in a hurry to send his letters.
- 4 Why did the man remember the day he became invisible?
 - a The weather was unusual.
 - b It was an incredible event in his life.
 - c He had set the date long before.
 - d The landlord asked him to leave on that day.
- 5 In what order do the events of the story happen?
 - a The hero takes the invisibility drugs, has lunch and argues with the landlord.
 - b The hero argues with the landlord, takes the invisibility drugs and has lunch.
 - c The hero has lunch, argues with the landlord and takes the invisibility drugs.
 - d The hero takes the invisibility drugs, argues with the landlord and has lunch.
- 6 What is the extract of the story about?
 - a a medical experiment
 - b a friendship between two men
 - c a reason why someone had to disappear
 - d an argument about money

8 > Read the sentences. Which information in the text in exercise 5 is stated directly and which indirectly? Write the answers in your notebook.

- 1 The Invisible Man was in a hurry to disappear.
- 2 The landlord was furious with the Invisible Man.
- 3 The Invisible Man's diaries were precious to him.
- 4 The Invisible Man looked very pale when he looked at himself in the mirror.

9 > Work in pairs and discuss the questions.

- 1 Why do you think the Invisible Man had to hide his diaries? What could be in them?
- 2 What do you think might happen next in the story?
- 3 Would you like to read the whole story? Why? / Why not?
- 4 Would you like to become invisible for some time? Why? / Why not?

Vocabulary development

10 > Read the sentences. Which of the adjectives in bold describes a feeling and which an opinion?

- 1 He looked very **frightened** and ran off back down the stairs.
- 2 I think the film was quite **frightening**.

11 > 📖 In your notebook, complete each pair of sentences with the correct *-ed* and *-ing* adjectives formed from the verbs below.

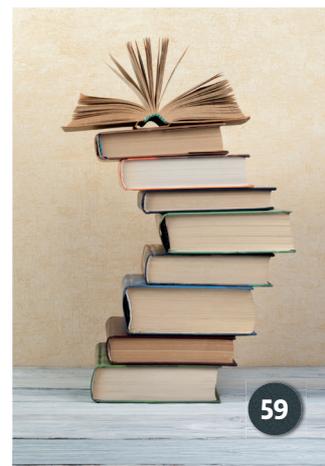
bore surprise depress interest excite

- 1 a I found the book very **bored**. I couldn't put it down.
b I was **surprised** in this book. It had a great plot.
- 2 a The story made me really **depressed** because it was so sad.
b This is the most **interesting** story I've ever read. I cried all the time.
- 3 a I was really **excited** by how the book ended.
b The ending of the book was very **surprised**. I didn't expect anything like that.
- 4 a A new book by this author will be out soon. I can't wait. I'm so **bored**.
b The adventures of the main heroes were really **excited**.
- 5 a The short story we read in class was so **depressed**, I almost fell asleep.
b I was so **surprised** with the book that I decided not to read it any more.

» **Vocabulary challenge!** Unit 5, page 110, exercise 2

12 > Work in pairs. Choose three books which you would like to read at school. Present your ideas to the class. Use the questions below to help you.

- 1 Which three books would you like to read at school?
- 2 What kind of books are they?
- 3 What do you think of these books? Why have you chosen them?



- 1) **CD 2.07** Read and listen to the dialogues. How are the teenagers going to spend their weekend?

1

Chris Hi Tom. Are you free on **Sunday afternoon**?

Tom Why? What's on?

Chris I'd like **to go to a photo festival at the Film Centre**. I've heard it's brilliant. Would you like to come with me?

Tom Sounds great! I'd love to come. What time does it start?

Chris **At 7**, so why don't we meet **in front of the Centre at 6:45**?

Tom **Fine by me**.

Chris **Cool!** See you there.

Tom See you.



2

Bob Emma, what are you doing at the weekend? On **Saturday**, there's a **live rap gig** on at the **Rock&Dance Club**. Shall we go?

Emma I'm afraid I can't. **It's my sister's birthday and we're going to have a party**.

Bob Oh. I see. How about meeting on **Sunday** then? We could **go for a pizza**.

Emma Good idea! What time shall we meet?

Bob Let's meet at about **4 o'clock**.

Emma I'm sorry but **that's a bit too early for me**. How about **5 o'clock**?

Bob Sounds perfect! Let's meet **at the bus stop**.

Emma OK. See you.

- 2) Read the dialogues again and complete the Phrase Bank in your notebook.

Phrase Bank

▶ Asking about plans

Are you ¹ on Friday? | What are you doing ² ?

▶ Inviting

Would you like to ³ with me to the photo festival?

How about ⁴ on Sunday?

Let's ⁵ at about 4 o'clock.

Why ⁶ we meet tomorrow?

▶ Accepting invitations

Sounds great! I'd ⁷ to come.

Good ⁸ ! / Fine by me.

▶ Refusing invitations

I'm ⁹ I can't.

I'm sorry but **that's a bit too early for me**.

- 3) Choose the correct preposition to complete the sentences. Write the answers in your notebook.

1 Let's meet **on** / **at** Friday afternoon **at** / **in** front of the cinema.

2 Can we meet **at** / **on** the bus stop **at** / **on** 6 o'clock?

3 Are you busy **in** / **at** the weekend? There's a great concert **on** / **in** the new Metal Club.

4 It's Jane's birthday tomorrow. I'm going **on** / **to** her birthday party. It starts at **about** / **on** 7 p.m.

5 Let's go to the cinema **on** / - next Monday.

- 4) Work in pairs. Practise reading the dialogues from exercise 1, changing the words in red.

- 5) **CD 2.08** Listen to a telephone conversation between two friends. Which of these details do the speakers mention?

- the name of the show
- the type of show
- the time and place of the show
- the price of the tickets
- the meeting time
- transport to the show

- 6) **CD 2.08** Listen again. Complete the sentences with the correct words in your notebook. How do you say them in your own language?

- | | |
|---------------------------------------|---|
| 1 Sure, what's <input type="text"/> ? | 5 I'll <input type="text"/> in touch next |
| 2 When is it <input type="text"/> ? | week. |
| 3 Let me <input type="text"/> . | 6 <input type="text"/> to you soon. |
| 4 <input type="text"/> on a minute. | |

- 7) What would you say in the following situations? Write the answers in your notebook.

- Zapytaj Ann o jej plany na jutrzejszy wieczór.
- Powiedz Tomowi, że z chęcią przyjdiesz na jego przyjęcie urodzinowe.
- Wyraź smutek, że nie możesz przyjść na grill do Marka, podając przyczynę.
- Zaproponuj Natashy wyjście do kina.
- Przyjmij zaproszenie od kolegi/koleżanki na kawę, proponując jednak inny termin spotkania.

- 8) Work in pairs. Role-play the dialogue, using the expressions from the Phrase Bank. Then swap roles and do the task again.

Uczeń A

Zaproponuj koledze/koleżance wspólne spędzenie wieczoru, np. spacer w ciekawym miejscu, wyjście na koncert lub do kina. Uzgodnij miejsce i dokładny czas spotkania.

Uczeń B

Jesteś zainteresowany propozycją wspólnego spędzenia czasu z kolegą/koleżanką. Zaproponuj:

- inny sposób spędzenia wieczoru,
- inny czas spotkania.



1> Look at the pictures and answer the questions.

- 1 Who are these people? What are they famous for?
- 2 Why do you think people take part in talent shows?

2> Read the competition entry. Why does the author want to take part in the talent show *Dance is Me*?

Dear Sir/Madam,

I am writing on behalf of my group to apply for the international talent show *Dance is Me* which will take place in June this year.

We are high school students and we form a dance group. We dance different styles such as hip hop and modern dance. We can also sing well. We have already performed on stage, so we have some experience of dancing in public. What is more, we design our own stage costumes.

We believe we are gifted dancers. We would like to appear on your show for a number of reasons. Firstly, we are good at entertaining people. Secondly, we think we are ready to perform live on TV, and finally, we think it will simply be an exciting experience.

We would be grateful if you could send us an application form and information about the dates of the audition.

We look forward to your reply.

Karen Dobson

3> Complete the Phrase Bank with the correct words and phrases below in your notebook.

act won awards acting
 musicians compose our own music
 getting 2nd place in a photography competition

Phrase Bank

▶ Talking about your talents and achievements

We have already performed on stage / ¹ _____.

We are gifted dancers / talented ² _____.

We are good at entertaining people / dancing / ³ _____.

Our achievements include winning an award in a hip hop dance show / ⁴ _____.

▶ Adding information

What is more, we design our own stage costumes / ⁵ _____.

We can also sing / dance / ⁶ _____ well.

▶ Ordering your points

Firstly, ... | Secondly, ... | Finally, ...

! Watch out!

W pracy, oprócz zdań pojedynczych, stosuj zdania złożone. Używaj następujących spójników: *because* – aby wyrazić przyczynę, *so* – aby wyrazić rezultat, *but* – aby wyrazić kontrast oraz *and* – aby podać dodatkowe informacje.

4> Join the sentences, using *and*, *but*, *because* and *so*. Write the answers in your notebook.

- 1 I am good at singing. I think I'll do well in this competition.
- 2 We would love to take part in the show. We are a bit stressed out.
- 3 He wants to win the first prize. He would like to give the prize money to charity.
- 4 I can draw well. I am brilliant at taking photographs.
- 5 I've won the art competition. My painting was the most original.
- 6 We have performed on stage before. We have some experience of acting.

5> Put the sentences below under headings 1–3. Then join the sentences, using linking words and the expressions from the Phrase Bank. Write the answers in your notebook.

- 1 General introduction
- 2 Talents and achievements
- 3 Reasons for taking part in the show

- I attend a theatre group.
- I can make people laugh.
- I will get some stage experience.
- I have won a few art competitions.
- I am seventeen years old.
- The show will make me famous.
- I am good at acting.
- I am a secondary school student.
- I think I have a comic talent.
- I will donate the award money to my favourite charity.

6> Read the instructions and do the writing task in your notebook.

Marzysz o tym, by wystąpić w międzynarodowym konkursie talentów. Napisz swoje zgłoszenie (100–150 słów) i:

- opisz swoje umiejętności,
- wymień dotychczasowe osiągnięcia w tej dziedzinie,
- wyjaśnij, dlaczego chcesz wziąć udział w tym konkursie,
- poproś o przesłanie regulaminu konkursu (*the rules of the competition*).

1) Read the sentences. Choose the two correct answers and write them in your notebook. Explain why the other options are incorrect.

- We have a great plan for the weekend. We stay at home, order a pizza and watch three movies.
 - must
 - are going to
 - want to
 - have to
- Teenagers like films which are .
 - interested
 - scary
 - surprising
 - excited
- A good movie should have a great .
 - soundtrack
 - plot
 - chapter
 - blockbuster

2) Read the text and choose the correct answer: a, b or c. Write the answers in your notebook.



Going to the cinema is probably one of the most popular pastimes, and cinema owners do their best to attract customers using the most advanced technologies. However, ¹ about going to a cinema where technology isn't the main attraction? ² are plenty of unusual cinemas which offer their customers memorable experiences. If you are looking for something ³ , why not consider the following places. One example is The Sci-fi Dine-in Theatre Restaurant in Orlando Florida, where cinemagoers sit under the stars in cabriolet cars, eat and watch sci-fi movies. ⁴ idea to attract movie lovers are the so-called hot tub cinemas which are popping up across the world. People who choose to go to such places will have an opportunity to watch a film sipping a cold drink and relaxing in a hot-water bath. The places are full of people, so it seems that you ⁵ invest in modern technology to make money!

- how
 - They
 - excited
 - Another
 - a mustn't
- why
 - There
 - excite
 - More
 - cannot
- if
 - These
 - exciting
 - An
 - don't have to

3) Choose the answer which means the same as the underlined phrase. Write the answers in your notebook.

- It is necessary to book tickets for this show early.
 - You should book tickets
 - You have to book tickets
 - You could book tickets

2 It's our plan to meet tomorrow at the theatre.

- We're going to meet
- We will meet
- We would like to meet

3 The book was so amazing that I couldn't put it down.

- finish it
- even start it
- stop reading it

4 She is a gifted musician, so she'll take part in this music festival.

- is interested in music
- has a talent for music
- knows a lot about music

5 I'll check what's on. Maybe we could go and see a movie.

- what film they are showing at the cinema
- what time they will show the film.
- what the film is about.

4) Find and correct a mistake in each sentence. Write the answers in your notebook.

- Are you used to get up early?
- Have you to practise the piano every day?
- Young musicians mustn't to stop dreaming of making a career in the music industry.
- Are you allow to take part in this TV talent show?
- Does she needs to go to this audition?
- Let's go to the cinema in the next weekend.
- How about go to the art gallery?

5) In your notebook, complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Use no more than seven words.

- Mark (*not / be allowed / go*) to the concert because it was too late.
- Our plans have changed and we (*not / go / watch*) the match at home.
- How about (*meet / 5 o'clock*) in front of the theatre?
- I have no idea what time the festival starts. Why (*you / not / find*) and let me know?
- Sheila (*not be used / speak*) in public.
- My sister is so gifted that she (*take part / several acting competitions*) since last year.

6) **WHAT DO YOU THINK?** Work in pairs and answer the questions.

- What do you think of the unusual cinemas from the text in exercise 2?
- What types of films do you usually watch in cinemas?
- What are your favourite films? Who are your favourite actors?

**Tip**

W tym zadaniu usłyszysz wypowiedzi czterech osób dotyczące podobnej tematyki. Wypowiedzi te mają różną formę, odbywają się w różnych miejscach i mają różny cel. W trakcie słuchania skup się na zrozumieniu ogólnego sensu każdej wypowiedzi, a nie na informacjach szczegółowych. Zastanów się, jaka jest główna myśl każdego tekstu.

- 1) Read the transcripts of what two speakers say in the listening task. Choose the correct answers and write them in your notebook. Explain why the other answers are wrong. Which phrases or sentences helped you decide?

Speaker 1:

Today we're talking about *Dancing Stars* which started last night. A new TV talent show is always a topic for discussion and *Dancing Stars* has definitely started people talking. Social media has been full of comments, both positive and negative, from people who watched the programme. There were the normal complaints about how bad the dancers and the judges were, but most people seemed to enjoy the show. Let us know your opinions – on the usual number.

- 1 The speaker
- explains what was wrong with the show.
 - invites people to come on the show.
 - describes reactions to the programme.

Speaker 2:

Did you see last night's *Young Musician*? I thought it was OK but I wasn't that impressed. The four judges are quite experienced but for me they're a bit too old! Unlike the new US show! That's got judges in their teens who are really enthusiastic. The musicians there are really much more talented too. Have you seen it? What do you think?

- 2 The speaker
- mentions her dislike of young judges.
 - compares two shows.
 - wants an opinion from her friend.

**Tip**

Niektóre pytania w tym zadaniu dotyczą intencji osoby, która się wypowiada. Może ona coś reklamować, rekomendować, recenzować, proponować lub składać skargę. W trakcie słuchania zastanów się, co jest intencją mówiącego.



- 2) In your notebook, match comments a–f with questions 1–6.

Which speaker is

- complaining about something?
 - advertising a programme?
 - recommending a film?
 - inviting someone to a show?
 - reviewing a film?
 - apologising for not buying something?
- I've got some extra tickets. Would you like to come?
 - I saw it last night and it's definitely worth seeing. Don't miss it!
 - I'm so sorry I didn't get that book for you when I was in town. I completely forgot!
 - The actors were quite good, but the story wasn't very interesting. This film probably won't be very popular.
 - We paid a lot of money for seats near the front but we had a very poor view of the stage. We could see very little of the action.
 - The new show starts on Wednesday. Scott Davis and Mandy Bailey present an evening of wonderful entertainment. Channel 4, 7.30 – a programme for the whole family.

- 3) **CD 2.09** Listen to two speakers talking about talent shows. Choose the correct answers and write them in your notebook. Then find phrases / sentences in the transcript on page 135 that helped you choose the answer.

What is the intention of each speaker?

Speaker 1:

- The speaker invites people to watch a show.
- The speaker encourages the listeners to take part in a show.

Speaker 2:

- The speaker reviews a new talent show.
- The speaker recommends a new talent show.

- 4) **TEST IT!** **CD 2.10** Usłyszysz dwukrotnie wypowiedzi czterech osób na temat różnych wydarzeń kulturalnych. Na podstawie usłyszanych informacji do każdej wypowiedzi (1–4) dopasuj zdanie (A–E), które jej dotyczy. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. Zapisz numery wypowiedzi w zeszyty i obok nich dopisz litery A–E.

- | |
|---|
| A The speaker warns people about an offer. |
| B The speaker describes the topic of an exhibition. |
| C We learn the cheapest events to go to. |
| D You can hear this announcement in a theatre. |
| E The speaker recommends a review programme. |

🏠 Complete all the exercises on this page in your notebook.

- 1) Match 1–7 with a–g to form compound nouns. Sometimes more than one answer is possible.

1 open-air	a tale
2 art	b festival
3 TV	c exhibition
4 abstract	d painting
5 graphic	e film
6 fairy	f novel
7 award-winning	g series

—/7

- 2) Answer the questions.

- 1 What does a playwright write?
- 2 What does a TV series consist of?
- 3 What do poets write?
- 4 What do we call the story in a book or a film?
- 5 What do we call the music in a film?

—/5

- 3) Choose the correct option to complete the text.



I really love going to concerts, so when I heard my favourite ¹**band / gig** was coming to play in my town I was ²**excited / exciting**. I went to get the tickets, but the lady in the ticket office told me they had already sold ³**out / off**. I was really ⁴**disappointing / disappointed**. But then something ⁵**amazing / amazed** happened. It turned ⁶**out / up** that a friend of mine had tickets but couldn't go. That was bad luck for him, but ⁷**excellent / moving** news for me. I was so happy to see my favourite musicians playing ⁸**live / alive** a week later.

—/8

- 4) Complete the text with appropriate prepositions.

I was so tired that I went ¹ sleep. When I woke up ² an hour, I felt much better. I didn't know what to do ³ a minute but then I decided to go ⁴ a walk. Unfortunately, it started raining, so ⁵ the end I had to go back ⁶ my hotel. It wasn't a good day. ☹️

—/6

- 5) Complete the sentences with the correct form of the words in brackets. Use *will* or *going to*.

- 1 Next weekend (*we / take part*) in the talent show.
- 2 A lot of people believe that (*cinemas / disappear*) in the future.
- 3 What (*you / do*) after your classes today?
- 4 I'm sure (*I / not / become*) a famous singer in the future. I'm just not good enough.
- 5 I (*not / go out*) at the weekend. I have too much homework to do.
- 6 (*people / read*) books in twenty years' time? I don't think I can answer this question.

—/6

- 6) Translate the Polish parts of the sentences into English. Use the correct forms of *must* or *have to*.

- 1 (*Nie wolno rozmawiać*) at the cinema.
- 2 (*Czy musisz mieć*) tickets for this photo exhibition or is it free?
- 3 (*Mary musi iść spać*) early – she's got an exam tomorrow morning.
- 4 (*Nie muszą robić*) any homework for tomorrow, so I can watch a film tonight.
- 5 (*Czy musicie czytać*) many set books at school?
- 6 (*Nie wolno pobierać muzyki*) without paying for it.
- 7 (*Czy możesz mi pomóc przy*) this art project?
- 8 (*Nie dam rady przystąpić do*) this competition because I'm too young.

—/8

- 7) Complete the dialogue with appropriate words.

- Fleur** Are you ¹ tonight?
Jim I'm ² I'm not, but I'm not ³ anything on Saturday evening. Why are you asking?
Fleur I'd ⁴ to go to a dance festival with you. Saturday is fine, too.
Jim Where is it ⁵?
Fleur At the Grand Theatre. It starts ⁶ seven o'clock. Would you like to ⁷?
Jim Sure. ⁸ meet at 6.30 ⁹ front of the theatre.
Fleur ¹⁰ about meeting inside the theatre? It's a bit cold outside now.
Jim OK. Good ¹¹.

—/11

- 8) Choose the correct option to complete the text.

I've always been good ¹ *in / at* taking photographs, ² *so / because* I've decided to take part in a photography competition. My mum says I will win and, ³ *what's more, / firstly*, become a famous photographer one day because I'm so ⁴ *gifted / interested*. I hope she's right, ⁵ *but / and* I've never won any ⁶ *prizes / prices* in any competitions so far.

—/6

- 9) Work in pairs and test each other.

Student A: go to page 120.
 Student B: go to page 125.

Participating in culture / Udział w wydarzeniach kulturalnych

abstract /'æbstrækt/ abstrakcyjny
actor /'æktə(r)/ aktor
album /'ælbəm/ album, płyta
art exhibition /,ɑ:(r)t 'eksi'bjʃ(ə)n/ wystawa sztuki
award-winning film /ə'wɔ:(r)d ,wɪnɪŋ 'fɪlm/ nagrodzony film
band /bænd/ zespół muzyczny
classic play /,klæsɪk 'pleɪ/ sztuka klasyczna
costumes /'kɒstjʊ:mz/ kostiumy
crime thriller /,kraɪm 'θrɪlə(r)/ kryminał
episode /'epɪsəʊd/ odcinek (serialu)
film director /,fɪlm daɪ'rektə(r)/ reżyser filmowy/ reżyserka filmowa
go to a museum/gallery /,gəʊ tə ə 'mju:zɪ:əm, 'gæləri/ chodzić do muzeum/galerii
go to the cinema/theatre /,gəʊɪŋ tə ðə 'sɪnəmə, ðə 'θɪətə(r)/ chodzić do kina/teatru
open-air music festival /'əʊpən,eə(r) 'mju:zɪk 'festɪv(ə)l/ plenerowy festiwal muzyczny
painting /'peɪntɪŋ/ obraz
performance /pə'fɔ:(r)məns/ występ, przedstawienie
play live /,pleɪ 'laɪv/ występować na żywo
plot /plɒt/ fabuła
soundtrack /'saʊn(d),træk/ ścieżka dźwiękowa
special effects /,speʃ(ə)l 'ɪfekts/ efekty specjalne
TV series /,ti: 'vi: 'sɪəri:z/ serial telewizyjny

Adjectives and phrases / Przymiotniki i zwroty

amazing /ə'meɪzɪŋ/ niezwykły
brilliant /'brɪljənt/ znakomity, fantastyczny
entertaining /,entə(r)'teɪnɪŋ/ rozrywkowy, zajmujący
excellent /'eksələnt/ doskonały
find sth disappointing /,faɪnd ,sʌmθɪŋ ,dɪsə'pɔɪntɪŋ/ rozczarować się czymś
It really makes you think. /ɪt ,ri:li ,meɪks jʊ 'θɪŋk/ To zmusza/daje do myślenia.
moving /'mu:viŋ/ wzruszający, poruszający
rubbish /'rʌbɪʃ/ tandeta; bzdura

Phrasal verbs / Czasowniki złożone

be on /bi 'ɒn/ mieć miejsce, odbywać się
find out /faɪnd 'aʊt/ dowiedzieć się
go round /gəʊ 'raʊnd/ zwiadać
sell out /sel 'aʊt/ wyprzedzić
turn out /tɜ:(r)n 'aʊt/ okazać się (czymś)

Literature and reading / Literatura i czytelnictwo

can't put sth down /'kɑ:n't ,pʊt ,sʌmθɪŋ 'daʊn/ nie móc czegoś odłożyć, nie móc się od czegoś oderwać

drama /'drɑ:mə/ dramat
fairy tale /'feəri ,teɪl/ bajka
funny /'fʌni/ zabawny
graphic novel /,græfɪk 'nɒv(ə)l/ komiks
hero /'hɪərəʊ/ bohater
main character /,meɪn 'kærɪktə(r)/ główna postać
novel /'nɒv(ə)l/ powieść
playwright /'pleɪ,rɪt/ dramatopisarz/ dramatopisarka
poem /'pəʊɪm/ wiersz
poetry /'pəʊtri/ poezja
scary /'skeəri/ przerażający
serious /'sɪəriəs/ poważny
short story /'ʃɔ:(r)t ,stɔ:ri/ opowiadanie
spy story /'spai ,stɔ:ri/ historia szpiegowska

-ed/-ing adjectives / Przymiotniki zakończone końcówką -ed/-ing

bored/boring /bɔ:(r)d, 'bɔ:ɪŋ/ nudny/znudzony
depressed/depressing /di'prest, dɪ'presɪŋ/ przygnębiony/przygnębiający
excited/exciting /ɪk'saɪtɪd, ɪk'saɪtɪŋ/ podekscytowany/ekscytujący
interested/interesting /'ɪntərəstɪd, 'ɪntərəstɪŋ/ zainteresowany/zainteresujący
surprised/surprising /sə(r)'praɪzd, sə(r)'praɪzɪŋ/ zdziwiony/zadziwiający

Other words / Inne wyrazy

a work of art /ə 'wɜ:(r)k ɒv ,ɑ:(r)t/ dzieło sztuki
act /ækt/ grać, występować w filmie/sztuce
admire /əd'maɪə(r)/ podziwiać
announcement /ə'naʊnsmənt/ ogłoszenie, komunikat
artist /'ɑ:(r)tɪst/ artysta/artystka
arts festival /,ɑ:(r)ts 'festɪv(ə)l/ festiwal sztuki
arts project /,ɑ:(r)ts 'prɒdʒekt/ projekt artystyczny
attend a theatre group /ə'tend ə 'θɪətə(r) ,gru:p/ być członkiem grupy teatralnej
audition /ɔ:'dɪʃ(ə)n/ przesłuchanie (aktora, piosenkarza)
blood /blʌd/ krew
classical literature /,klæsɪk(ə)l 'lɪtərətʃə(r)/ literatura klasyczna
dance show /'dɑ:ns ʃəʊ/ występ taneczny
design costumes /dɪ,zəɪn 'kɒstjʊ:mz/ projektować kostiumy
diary /'daɪəri/ dziennik, pamiętnik
download /,daʊn'ləʊd/ pobierać z internetu
draw /drɔ:/ rysować
enter a competition /,entə(r) ə ,kɒmpə'tɪʃ(ə)n/ brać udział w konkursie
entertain people /,entə(r)'teɪn ,pi:p(ə)l/ zabawiać ludzi

entertainment /,entə(r)'teɪnmənt/ rozrywka
enthusiastic /ɪn,θju:zɪ'æstɪk/ entuzjastyczny
escape /ɪ'skeɪp/ uciekać
event /ɪ'vent/ wydarzenie, impreza
exhibit /ɪg'zɪbɪt/ ekspozycja
experience /ɪk'spɪəriəns/ doświadczać czegoś
experiment /ɪk'spɛrɪmənt/ eksperyment
fake /feɪk/ fałszywy
financial problems /faɪ,nænʃ(ə)l 'prɒbləmz/ kłopoty finansowe
gifted /'gɪftɪd/ utalentowany
gig /gɪg/ występ, koncert
go for a walk in the park /,gəʊ fə(r) ə 'wɔ:k ɪn ðə pɑ:(r)k/ iść na spacer do parku
guide /gaɪd/ przewodnik
have a comic talent /həv ə ,kɒmɪk 'tælənt/ mieć talent komediowy
invisible /ɪn'vɪzəb(ə)l/ niewidzialny
invite /ɪn'vaɪt/ zapraszać
judge /dʒʌdʒ/ juror/jurorka
landlord /'lænd(ə)lɔ:(r)d/ właściciel/właścicielka mieszkania
look closely /lʊk 'kləʊsli/ przyglądać się z bliska
lyrics /'lɪŋks/ tekst piosenki
make sb famous /,meɪk ,sʌmbədi 'feɪməs/ rozślawić kogoś
musician /'mjʊzɪʃ(ə)n/ muzyk
perform on stage /pə'fɔ:(r)m ɒn ,steɪdʒ/ występować na scenie
persuade /pə'sweɪd/ przekonywać kogoś, namawiać
play the piano /,pleɪ ðə pi'ænəʊ/ grać na pianinie
pop culture /'pɒp ,kʌltʃə(r)/ popkultura
popular /'pɒpjələ(r)/ popularny
practice /'præktɪs/ trening, próba
prize /praɪz/ nagroda
recommend /,rekə'mend/ polecać, rekomendować
refuse /rɪ'fju:z/ odmawiać
review /rɪ'vju:z/ recenzować
sculpture /'skʌlptʃə(r)/ rzeźba
seat /si:t/ miejsce (w kinie, teatrze)
talent show /'tælənt ʃəʊ/ konkurs talentów
talented /'tæləntɪd/ utalentowany
topic /'tɒpɪk/ temat
win awards /wɪn ə 'wɔ:(r)dz/ zdobywać nagrody

Challenge!

after an hour /,ɑ:ftə(r) ən 'aʊə(r)/ po godzinie
antique /æn'ti:k/ antyk
audience /ɔ:diəns/ publiczność
big screen /bɪg 'skri:n/ duży ekran
blockbuster /'blɒk,bʌstə(r)/ hit kinowy
channel /'tʃæn(ə)l/ kanał telewizyjny
chapter /'tʃæptə(r)/ rozdział (książki)
documentary /,dɒkjʊ'ment(ə)ri/ film dokumentalny
exhibits /ɪg'zɪbɪts/ ekspozycje

for a minute /fə(r) ə 'mɪnɪt/ przez minutę
front cover /,frʌnt 'kʌvə(r)/ okładka
go for a walk /,gəʊ fə(r) ə 'wɔ:k/ iść na spacer
go to sleep /,gəʊ tə 'sli:p/ iść spać
in the end /ɪn ðɪ 'end/ w końcu
look after sth /lʊk 'ɑ:ftə(r) ,sʌmθɪŋ/ opiekować się, zajmować się czymś
look at sth /'lʊk ət ,sʌmθɪŋ/ patrzeć na coś
look in the mirror /'lʊk ɪn ðə 'mɪrə(r)/ patrzeć w lustro
opera /'ɒp(ə)rə/ opera

phone-in programme /,fəʊnɪn 'prəʊgræm/ program z telefonicznym udziałem słuchaczy, widzów
reality show /rɪ'æləti ʃəʊ/ reality show
romcom /'rɒm,kɒm/ komedia romantyczna
shout at sb /'ʃaʊt ət sʌmbədi/ krzyczeć na kogoś
stage /steɪdʒ/ scena, estrada
station /'steɪʃ(ə)n/ stacja (telewizyjna, radiowa)
statue /'stætʃu:/ posąg

6

To spend or not to spend?

VOCABULARY shops and services • products • buying and selling

1) Work in pairs and discuss the questions.

- How often do you go shopping in shopping centres?
- What do you usually buy online?
- Do you prefer to go shopping with a friend or by yourself? Why?

2) Look at the pictures. Which shops below do they show?

newsagent's sports shop jeweller's butcher's
baker's chemist's shoe shop clothes shop
toy shop flower shop bookshop DIY shop



3) CD 2.11 Listen and repeat the names of the shops in exercise 2.

4) Read the shopping list. Which shops does Keira need to go to?

SHOPPING LIST	
1	chocolate cake
2	roses (for Mum's birthday)
3	football shirt
4	a chicken (for Sunday dinner)
5	shampoo
6	silver earrings (for my best friend's birthday)
7	novel
8	T-shirt (for me!)
9	pair of summer shoes (for me)
10	doll (for Katy's baby sister)
11	magazine
12	white paint (for Dad)

5) Cover the shops in exercise 2. Choose a product from the shopping list. Ask your partner to name the shop where you can buy it.

6) Read the email. Then complete sentences 1-6 below with the highlighted words and phrases in your notebook.

Hi Denny,

I had a great day at **the sales!** Pam and I got some **real bargains**. Nearly everything in the sports shop was **half price**, so if you want anything, go soon – I think they'll sell out before the weekend. I spent all my **cash** in fifteen minutes so then I had to use my **credit card**. It's easier to spend a lot of money when you're paying by card! But I **can't afford** to spend any more money for a month!

See you soon
Mia

- These shoes were only £20 – a .
- Do you fancy coming to the with me later today? There are some great special offers.
- Can you pay for the coffees? I haven't got any on me. Thanks.
- I'd love to buy that jacket but I really it.
- My dad pays by card for anything that's very expensive.
- You must get those jeans – they're 50% off – .

7) CD 2.12 Listen to three dialogues in different shops and answer the questions. Write the answers in your notebook.

- Which shop are they in?
- Do they buy anything? If yes, what?
- How do they pay?

» Vocabulary challenge! Unit 6, page 111, exercise 1

8) Work in pairs. Ask and answer the questions.

- Do you like shopping? Why?/Why not?
- What do you most like buying?
- What do you least like buying?
- What's your favourite shop?
- How often do you buy things you can't afford?
- How do you usually pay for things in shops?

- 1> What are the advantages and disadvantages of buying things online? In your notebook, copy and complete the table with your own ideas.

Advantages	Disadvantages
<i>It's easy.</i>	<i>You can't try things.</i>



- 2> Would you buy the things below online? Why? / Why not?

shoes a coat a car a bicycle a book music
a magazine a plane ticket a dog a tennis racket
a language course food

- 3> Choose the correct option to complete the comment. Write the answers in your notebook.



I have an online ¹account / bank with a big bookshop. I ²paid / ordered an expensive book last week and they ³delivered / sent it on Thursday. However, it was the wrong book so I ⁴resent / returned it immediately and they ⁵refunded / transferred my money.

Like • Share 👍 1 💬 2

- 4> CD 2.13 Listen to four speakers talking about online shopping. Who is each speaker talking to? Write the answers in your notebook. There is one extra answer.

- a people in a supermarket
- b television viewers
- c an older person
- d the manager of an online shop
- e listeners to a radio station

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

- 5> CD 2.13 Listen again and match statements a–e with speakers 1–4 in your notebook. There is one extra statement.

This speaker

- a wants people to give their opinions about shopping online.
- b makes an announcement about shopping online.
- c gives instructions how to shop online.
- d complains about something he/she bought online.
- e explains why shopping online is very useful.

- 6> In your notebook, complete the sentences with the prepositions below.

for (x2) by (x2) on to about

- 1 The store sent me the wrong books and I had to complain it.
- 2 Is it safe to pay things online credit card?
- 3 My brother spends loads of money bicycle equipment. Big boxes arrive post every week!
- 4 The shirt had a hole in it and I returned it the shop the next day.
- 5 I'm saving a new coat so I must stop buying things online!

- 7> Work in pairs and discuss the questions.

- 1 Do you prefer to complain about something by email, on the phone or in person? Why?
- 2 Are you saving for anything at the moment? If yes, what is it?
- 3 If you are not saving for anything at the moment, what would you like to save for?
- 4 Have you ever returned something to a shop? Why? What was it? How did you feel?

- 8> CD 2.14 Listen to a conversation between two friends. Do they agree [A] or disagree [D] with each other on the opinions below? Write the answers in your notebook.

- a Looking for special offers in physical shops is enjoyable.
- b People will prefer to shop online in the future.
- c Physical shops will probably no longer exist in the future.
- d Doing shopping online saves you time.

- 9> CD 2.14 Listen again and order the statements in exercise 8 as they appear in the recording.

- 10> WHAT DO YOU THINK? Work in pairs. Discuss the question, using the prompts below.

Do you agree that in the future we'll do all our shopping online and there will be no shops?

Yes: no time to go shopping • be quick and easy

No: want to look at things in shops • go with friends

Comparatives and superlatives; *as ... as, too, enough*

1) Work in pairs and answer the questions.

- Do you know any online auction sites? Have you ever bought or sold something there? Did you pay more or get less for it than you wanted to?
- If you haven't used an auction site, would you like to? Why?/Why not?

2) LANGUAGE IN CONTEXT Read the article and answer the questions.

In the article

- Which is the most expensive thing?
- Which is the biggest thing?
- Which is the most unusual thing?

I DON'T BELIEVE IT!

Can you believe some of the things people buy and sell online? Prices online are **cheaper** than in the shops (although the quality is sometimes **worse**) but some things are just really crazy! One of **the strangest** things recently for sale was – no, I'm not joking – a whale! But luckily the animal swam off before anyone was silly enough to buy it! Something that was **bigger** than the whale and even **more expensive** was a whole town in the USA! Someone actually bought Bridgeville in California in 2002 for \$1.7 million. Another auction sale was a person's life! Ian Usher's wife left him and he wanted a **better** life so he sold everything he owned! He got £192,000 and is now living a **happier** life on a tropical island. **The most expensive** thing someone has ever sold online is a very big boat – it cost \$140 million in 2005. I'm sure something stranger, bigger and **more unusual** will be on an auction site soon!

3) ANALYSE Copy and complete the table with the highlighted adjectives from the article. How do we form comparative and superlative forms when an adjective ends in -y? When do we double the consonant?

	Comparative adjective	Superlative adjective
Short adjectives: + -er, -est		
cheap	1 <input type="text"/>	the cheapest
big	2 <input type="text"/>	the biggest
strange	stranger	3 <input type="text"/>
happy	4 <input type="text"/>	the happiest
Long adjectives: more, most		
expensive	5 <input type="text"/>	6 <input type="text"/>
unusual	7 <input type="text"/>	the most unusual
Irregular adjectives		
good	8 <input type="text"/>	the best
bad	9 <input type="text"/>	the worst

4) Find examples of comparative and superlative adjectives in the article in exercise 2. Choose the correct option to complete the rules. Write the answers in your notebook.

- We use *than / then* when we compare two things.
- We usually use *a / the* with a superlative adjective.

- We usually use a *comparative / superlative* adjective to compare two things or people.
- We use a *superlative / comparative* adjective to compare more than two things or people.

5) PRACTISE Write the comparative and superlative forms of the adjectives below in your notebook.

fat scary comfortable angry intelligent nice
interesting healthy

6) In your notebook, complete the sentences with the correct form of the adjectives below.

talented good cheap long difficult tasty

- I bought the perfume in the shop. It only cost £25!
- The meal today was a lot than the one we had yesterday!
- Janine got an A – the grade in the class.
- I think the question in the test was number 14.
- The second film was than the first. It was four hours!
- I'm sure Tim will win the competition. He's than all the other people.

» Grammar challenge! Unit 6, page 111, exercise 1

Tip

- To say that two things are equal, we use:
as + adjective + as, e.g.:
This pink T-shirt is as pretty as the blue one.
- To say that two things are different, we use:
not as + adjective + as, e.g.:
Their second album is not as good as the first one.
- To say that there is more of something than we need, we use:
too + adjective, e.g.:
The price of poster was too high for me.
- To say that there is less of something than we need, we use *not + adjective + enough*, e.g.:
The offer was not interesting enough for me to accept.

7) Rewrite the sentences in your notebook, using (not) *as ... as, too* or *enough* and the words in bold.

- Both Paris and London are interesting. **AS** Paris .
- The first shop was smaller than the second one. **NOT AS** The second shop .
- The book was very long and I couldn't read it. **TOO** The book was .
- Learning English is easier than learning French. **DIFFICULT** Learning English .
- John has got more books than me. **MANY** I .
- My mum and dad both have exciting jobs. **AS** My mum's job .

8) In your notebook, complete the second sentence so that it means the same as the first. Use *enough* or *too*.

- 1 I'm too short to reach that shelf. I'm not .
- 2 It's too expensive for me to buy. It isn't .
- 3 It's warm enough to go out without a coat. It isn't .
- 4 It's near enough to walk there. It isn't .
- 5 I'm too impatient to wait in this queue. I'm not .

9) **NOW YOU DO IT** Work in pairs. Compare the things below, using adjectives below and other adjectives of your choice. Use *(not) as ... as*.

**big expensive popular good difficult easy
old tall short unusual near**

- | | |
|--------------------------|--|
| 1 two shops in your town | 4 two capital cities or towns you know |
| 2 two bands | |
| 3 two school subjects | 5 two of your friends |

Relative clauses

1) Work in pairs and answer the questions.

- 1 What is an influencer? What do they do? Why are companies interested in hiring them?
- 2 Do you know any influencers? Why have they become so popular?

2) **CD 2.15 LANGUAGE IN CONTEXT** Read and listen to the dialogue. What does Joe want to do? How does Alice feel about Joe's idea?

Joe: I finally know what I want to do in life! At last!

Alice: Wow! What is it?

Joe: I want to become an influencer.

Alice: A what?

Joe: An influencer is a person who is, for example, a very popular blogger and whose opinions people value. As a result, when the influencer says that something is worth having, people get it. Sounds brilliant, doesn't it?

Alice: But you don't even blog! How do you want to become one?

Joe: I've got in touch with a company which wants to employ young people to look after their online presence and keep a blog for them. They produce trendy clothes that sell worldwide. I could start like that, and then become a real star, you know!

Alice: But you aren't into fashion?!

Joe: Well, I can always try, can't I? Although the blog I would really like to write would be about cars ...

Alice: So why don't you contact a company that sells cars?

Joe: That's a thought! Anyway, do you think it's a good idea? I mean, to become an influencer?

Alice: If it's a place where you will be happy, I guess you could try ...

3) **ANALYSE** Read the underlined sentences with relative pronouns. Complete the rules with *which*, *who*, *where*, *whose*, and *that*. Write the answers in your notebook.

We use relative clauses to specify what we are talking about and give additional information about people, things and places.

- 1 We use / *that* to talk about people.
- 2 We use / to talk about things and places.
- 3 We use to talk about places.
- 4 We use to show that someone/something belongs to someone.

! Watch out!

You can omit the relative pronoun if it comes **before** another noun or a pronoun, e.g.:

The company (which/that) I contacted a month ago, offered me a job.

4) In your notebook, complete the sentences with the correct relative pronoun where necessary.

- 1 The commercial we made won the 2nd place in the competition.
- 2 I'd like to work at a place I could do creative things.
- 3 The students ideas will win will get a special prize.
- 4 A copywriter is a person creates adverts.
- 5 What's the name of the girl book you borrowed?

5) **Connect the two sentences using relative pronouns.**

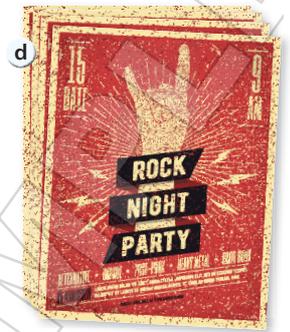
- 1 A young man won the competition. He got a prize.
- 2 Extra Ten is an advertising company. A lot of creative people work there.
- 3 There is a competition. Its rules are on the school website.
- 4 Jack found the keys. He had lost the keys.
- 5 You are looking at the billboard. My father created the billboard.
- 6 We bought the shoes. The shoes were half-price.

6)  **Correct one mistake in each of the sentences below. Make any necessary changes.**

- 1 The man lives next door is a copywriter.
- 2 We are looking for people which are creative.
- 3 I like working with people who ideas inspire me.
- 4 The dress what I bought was good value for money.

7) **NOW YOU DO IT** Complete the statements with ideas which are true for you. Work in pairs and exchange your ideas. Justify your opinions.

- 1 The person (who) I admire is ...
- 2 I often buy clothes which ...
- 3 The place where I like going shopping is ...
- 4 The person whose achievements I am proud of is ...



1) Work in pairs. Think of some products or services you can buy in Poland, their logos and advertising slogans. Then answer the questions below.

- 1 What do the logos and slogans tell the customers about the product/service?
- 2 Which one appeals to you the most? Why?

2) Match comments 1–5 with pictures a–e in your notebook. Which comments do you agree with and which do you disagree with? Why?

- 1 I love watching commercials on TV. Some are really funny.
- 2 Giving out flyers in the street does not make much sense. Nobody reads them!
- 3 Selling products with a free gift is a good idea. I always buy magazines with free DVDs in them.
- 4 Pop-up adverts on the Internet are really annoying. I can't stand them!
- 5 I don't think people pay much attention to billboards in the street. I don't, anyway.

3) Read the text on the right and answer the question.

What would be a good title for the text?

- a The most successful advertising campaign ever
- b The success of amateur advertising
- c The most creative man on Earth
- d Favourite teenage brands

Is it possible to earn a lot of money using just a cheap video camera and YouTube or Facebook? The answer is yes if you know how to interest young people. Youngsters are hard to please, so companies must use **marketing tricks** to make them notice their **brand**, like it and talk about it.

A competition for a fan-made commercial is an example of such a trick – you simply ask young **consumers** to come up with cool and original ads for one of your products. One of the most well-known companies which have used this idea is Tesla – a U.S. car company run by Elon Musk. In March 2017, Tesla launched a competition for the best home-made advertisement of its latest car model. The idea **appealed** to young people who entered the contest in large numbers. Two months later, when the results were announced, it turned out that the most **catchy** commercial was made by a well-known tech blogger – Marques Brownlee.

Marques made a spot which was not only humorous and surprising, but also held the viewers' attention until the last second. Although the successful blogger did not get to keep the car, he was invited to attend its launch party. I wouldn't mind that, would you? Of course, the commercial **went viral**, and attracted a lot of attention.

Wouldn't you say that it was a successful **advertising campaign**? I certainly would. No money was invested and so much interest was created!

4) 📖 Read the text in exercise 3 again. Choose the correct answers and write them in your notebook.

- 1 Where do you think this text would appear?
 - a in a speech
 - b in a teenage magazine
 - c in an encyclopedia
 - d on a company website
- 2 Organising competitions for fan-made commercials is a method companies use to
 - a attract young people's attention.
 - b teach young people how to use social media.
 - c spend a lot of money.
 - d please young people.
- 3 Which piece of information was stated last?
 - a The video was chosen by the general public.
 - b A lot of people watched the winning video.
 - c The video cost the company nothing.
 - d The video made the viewers laugh.
- 4 Which conclusion could you draw from the text?
 - a The winning video was interesting from beginning to end.
 - b The young person who made the winning clip is one of the most successful bloggers ever.
 - c Companies do their best to make young people advertise their products for free.
 - d Young people love watching commercials.

5) 📖 In your notebook, complete the summary of the text.

Hello everyone

I've just read an article about a ¹ [] organised a competition for the best fan-made commercial. The firm is called Tesla, and as you may know it's run by Elon Musk. His company encouraged young people to ² [] for its latest car model. The idea proved ³ [] as many people entered the contest. The ⁴ [], a famous tech blogger, was announced on Twitter. The prize was ⁵ [] to the car's launch party. This homemade commercial was so popular it went viral, and ⁶ [] the car better than any professionally-made commercial would do.

It made me think about our school. Could we make a funny commercial that would advertise our school? Something original, surprising and humorous?

I'm attaching the link to the article. Read it and let me know what you think of it.

Yours,
Eve

6) Work in pairs and answer the questions.

- 1 Do you like watching adverts online? Why?/Why not?
- 2 Would you like to create a commercial for a well-known company? Which company? Why?/Why not?

Vocabulary development

7) Match the highlighted words and expressions from the text with the definitions below. Write the answers in your notebook.

- 1 someone who buys and uses a product []
- 2 methods used to promote and sell a product []
- 3 a type of product made by a particular company []
- 4 easy to remember when you hear it []
- 5 actions taken by a company to advertise a product []
- 6 be attractive or interesting to someone []
- 7 become popular very quickly on the Internet []

8) 📖 In your notebook, complete the sentences with the correct words and expressions from exercise 7.

- 1 Teenage [] like shopping, so they are important to advertisers.
- 2 Most young people have their favourite [] of clothes.
- 3 I can hear people singing [] music they've heard on the radio all the time.
- 4 Some [] are just brilliant but they take a lot of time to prepare and cost the companies a lot of money.
- 5 A good advertisement should [] many people.
- 6 Companies use a lot of [] to make people buy their products.
- 7 Really funny memes [] the moment they appear on the net.

» Vocabulary challenge! Unit 6, page 111, exercises 2 and 3

9) Work in pairs. Think of a TV commercial that you both know. How effective is it? Present your ideas to the class. Use the questions below to help you.

- 1 What does it advertise?
- 2 Who is it for? Who does it appeal to?
- 3 What does it show? Is it interesting to watch?
- 4 Is the slogan catchy? What does it communicate to the customer?
- 5 Does it make you want to buy the product?

- 1) **CD 2.16** Read and listen to the conversation in a shop and answer the questions.

- 1 What does the girl buy? What size and colour?
- 2 Why is this item perfect for her?
- 3 How much does she pay? Is it a good price?

Shop assistant Good afternoon. How can I help you?
Customer Good afternoon. I'm looking for a summer dress to wear to a party.
Shop assistant Are you looking for any particular colour or style?
Customer I'm not sure. Something that would suit me. I like most colours.
Shop assistant OK. What size are you?
Customer I'm a 38.
Shop assistant How about this one? Flowery dresses are in at the moment, and we have some on sale.
Customer Oh, I'm sorry but I don't really like flowery clothes. Is there anything else?
Shop assistant Maybe this blue one. I'm sure it'll suit you.
Customer It's lovely. Could I try it on, please?
Shop assistant Yes, of course. The fitting room is over there.

* * *

Shop assistant And is it OK? Does it fit you?
Customer Yes, it's perfect. It'll go with my shoes. How much is it, please?
Shop assistant Actually, it's on sale. It's £17.99.
Customer Oh, great. It's a real bargain! Can I pay by credit card?
Shop assistant Of course.

- 2) Match the parts of the sentences from the box in your notebook.

Phrase Bank

► Buying clothes

Shop assistant:

- | | |
|-----------------------|-----------------------------------|
| 1 How can I | a any particular colour or style? |
| 2 We have some | b on sale. |
| 3 It'll | c fit you? |
| 4 Are you looking for | d are you? |
| 5 Does it | e help you? |
| 6 What size | f suit you. |

Customer:

- | | |
|--------------------------|-----------------------|
| 1 I'm | a for a summer dress. |
| 2 How much | b with my shoes. |
| 3 Can I pay | c try it on, please? |
| 4 I am looking | d is it, please? |
| 5 It's perfect. It'll go | e by credit card? |
| 6 Could I | f a 38. |

- 3) Work in pairs. Practise reading the dialogue, changing the words in red.

- 4) **CD 2.17** Listen to two dialogues in shops. Choose the correct answers and write them in your notebook.

Dialogue 1

- 1 The person wants to buy a new phone / a new phone accessory.
- 2 The person *doesn't like* / *likes* the items shown by the shop assistant.
- 3 The customer *buys* / *doesn't buy* the item he wants in the shop.

Dialogue 2

- 1 The conversation takes place in a shoe shop / a sports shop.
- 2 The customer *is* / *isn't* interested in buying a particular product.
- 3 The shop assistant is trying to encourage the customer to buy *two* / *three* products.

- 5) **CD 2.17** Listen again. Complete the sentences from the dialogues with the correct words in your notebook.

- 1 Hello, would you like any h___?
- 2 Have you got a ___ with football on it?
- 3 I'm afraid we've r___ out of those.
- 4 You could o___ them from our online shop.
- 5 You're w___.
- 6 I'm just l___.
- 7 They're on special o___.
- 8 They're h___ now.

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

- 1 A Zapytaj sprzedawcę o koszt jakiegoś produktu.
B Podaj cenę i powiedz, że to prawdziwa okazja.
- 2 A Zapytaj, czy możesz przymierzyć spodnie.
B Potwierdź i powiedz, gdzie jest przymierzalnia.
- 3 A Zapytaj o model MP4 w innych kolorach.
B Powiedz, że modele w tym kolorze zostały sprzedane i zaproponuj zakup w sklepie internetowym.
- 4 A Zapytaj klienta, jaki rozmiar ubrań nosi.
B Podaj rozmiar i zapytaj, czy ten sweter jest w wyprzedży.
- 5 A Zapytaj, w czym możesz pomóc.
B Powiedz, że tylko się rozglądasz.

- 7) Work in pairs. Read the instructions and prepare a dialogue. Use the expressions from the Phrase Bank.

Uczeń A

Pracujesz w drogim sklepie odzieżowym w Londynie. Obsłuż klienta/klientkę w uprzejmy sposób. Postaraj się, aby wydał/wydała jak najwięcej pieniędzy.

- Poinformuj, że ubrania w rozmiarze/kolorze/fasonie, o które pyta klient/klientka, nie są dostępne.
- Zachęć klienta/klientkę do obejrzenia innych produktów znajdujących się w ofercie sklepu.

Uczeń B

Jesteś w dość drogim sklepie odzieżowym w Londynie. Szukasz ubrań na przyjęcie urodzinowe, ale nie chcesz wydać zbyt dużo pieniędzy.

- Powiedz sprzedawcy, jakich ubrań szukasz.
- Zapytaj o inny kolor/fason/rozmiar.
- Zapytaj, gdzie jest przymierzalnia.

1) Work in pairs. Which of these things are the most important to you when you choose a new phone or a computer? Why?

- 1 It's cheaper than other products.
- 2 It's the trendiest model on the market.
- 3 It's good quality.
- 4 It's the best I can afford.
- 5 It has fantastic reviews on the Net.
- 6 It's a model which all my friends have got.

2) Read the forum entry and answer the questions.

- 1 Why has Frank bought the phone?
- 2 What does he like and dislike about it?



Frank C11
😊 ✉️ +

You've asked for opinions about the newest Peach X phones, so here is mine.

I love technology, and I buy new gadgets all the time. I just want to stay up-to-date and have the best quality stuff.

So, I decided to buy the Peach X.

Well, it isn't the cheapest phone and it only comes in black, but it's faster and easier to use than my previous phone.

What I like about this model is that there are lots of useful apps and games on it and they are great. The screen is not as big as it should be in a modern phone but it's not such a problem. The biggest disadvantage is the battery. I have to charge my phone twice a day or it goes dead. It's very disappointing.

It may be suitable for people who don't play games on their phones, but for me it's not good enough. Sorry 😞



4) Write your sentences to review the products below. Use the prompts and the expressions from the Phrase Bank.

- 1 **laptop**: light to carry • keeps breaking down all the time
What I like about this model of laptop is that it's light to carry. A big disadvantage is that it keeps breaking down all the time.
- 2 **rollerblades**: good quality • fast • strange colour
- 3 **school bag**: trendy • lots of pockets • for people who do not want to spend too much money
- 4 **top**: nice and soft • great colours and patterns • only small sizes
- 5 **tablet**: not easy to use • not many apps • comes in different colours

5) Translate the product reviews below, using the words and phrases from exercises 2, 3 and 4.

- 1 Kupiłam ten tablet miesiąc temu i jestem z niego bardzo zadowolona. Jest szybki i łatwy w użyciu. Był tańszy niż inne, ale jest dobrej jakości. Wygląda fajnie i działa dobrze.
- 2 Mam tę deskorolkę (*skateboard*) od trzech miesięcy, ale nie jest taka dobra, jak myślałem. Największą wadą jest to, że ma za małe koła (*wheels*). Nie jest wystarczająco dobra.
- 3 Kupiłem ten czytnik książek elektronicznych (*e-reader*), ponieważ lubię nowe gadzety. Jego największą zaletą jest duży ekran. Nie polecam tego produktu, bo często się zawiesza (*go dead*).

6) Read the writing task in exercise 7. Choose a product and make a list of words and phrases in your notebook for each point of the task. Use the plan below to help you.

- | | |
|----------------------|---------------------------|
| • Product | • The best feature |
| • Reasons for buying | • Other people's opinions |
| • Advantages | |

7) Read the instructions and do the writing task.

Na forum internetowym chciałbyś/chciałabyś podzielić się opinią na temat jakiegoś produktu, który niedawno kupiłeś/kupiłaś. Zredaguj wpis (100–150 słów) i:

- wyjaśnij, dlaczego kupiłeś/kupiłaś ten produkt i jak długo go masz,
- wymień zalety produktu,
- opisz te cechy produktu, z których nie jesteś zadowolony/zadowolona,
- napisz, co o tym produkcie sądzą inni jego użytkownicy.

3) Which of the phrases below are used in the text? Translate them into your own language.

Phrase Bank

► Reviewing a product

What I like about this model ...

Another good thing is that ...

The biggest advantage/disadvantage is that ...

It may be suitable for people who ...

For me it's not good enough.

It's not as good as I hoped.

I'm really pleased/happy with it.

I recommend this product to everyone.

1) Choose the correct English translation of the sentences below. Write the answers in your notebook.

- 1 *Kupiłam tę torebkę na wyprzedaży.*
I bought this bag **at the sales / at a discount.**
- 2 *Te spodnie nie są na mnie dobre.*
These trousers don't **fit / suit** me.
- 3 *Wyprzedaliśmy już ten model laptopa.*
This model of laptop has **run out / sold out.**
- 4 *Te trampki nie są zbyt wygodne.*
These trainers **aren't too comfortable / aren't uncomfortable.**
- 5 *Gdzie mogę to przymierzyć?*
Where can I **try it on / put it on?**

2) In your notebook, match sentences 1–3 with explanations a–c.

- | | |
|------------------------------------|-------------------------------|
| 1 These trousers fit me perfectly. | a I look good in it. |
| 2 This red top suits me. | b The two things go together. |
| 3 This bag matches my shoes. | c The size is just right. |

3) Choose the answer a, b or c which means the same as the Polish parts of the sentences in brackets. Write the answers in your notebook.

- 1 The person (*której pomysły*) are the best will represent the school in the art competition.
 - a whose ideas
 - b which ideas
 - c who has ideas
- 2 I (*nie jestem wystarczająco bogata*) to shop in this department store. Everything here is so expensive.
 - a am not too rich
 - b am not very rich
 - c am not rich enough
- 3 I bought these shoes half price. (*Ale okazja!*)
 - a What an occasion!
 - b What a bargain!
 - c What a chance!
- 4 (*Jaki jest Pani rozmiar?*) We have these tops in small and medium only.
 - a What size are you?
 - b What size would you like?
 - c What size are they?
- 5 Do you think this dress (*pasuje*) me? I don't think I look good in red.
 - a suits
 - b fits
 - c matches

4) Complete the mini-dialogues in your notebook.

- 1 X Can I help you?
Y . I'm just looking.
- 2 X Why don't you get this bag?
Y .
X I could lend you some if you want.
- 3 X ?
Y Absolutely not! I prefer comfortable, casual clothes like jeans and T-shirts.
- 4 X Can I try this skirt on?
Y Yes. ?
X I'm a 38.

5) In your notebook, copy and complete the table with the correct form of the adjectives. Write the adjectives with the opposite meaning where possible.

Noun	Adjective	Opposite
fashion	<input type="checkbox"/>	<input type="checkbox"/>
pleasure	<input type="checkbox"/>	<input type="checkbox"/>
expense	<input type="checkbox"/>	<input type="checkbox"/>
comfort	<input type="checkbox"/>	<input type="checkbox"/>

6) In your notebook, complete the text with the correct forms of the words in brackets.



Escape rooms ¹ (**be**) around for some time now. They are popular with people of all ages. When they began, they were just places where people had fun ² (**solve**) puzzles. Over the years, however, companies have realised that they could set up their own escape rooms where they could still offer ³ (**entertain**) to people but at the same time also advertise their products to them. One example could be an installation which was created to draw people's ⁴ (**attend**) to one of a TV channel's series. The idea was to let people experience what the characters from the series went through. Most experts agree that it's a brilliant ⁵ (**market**) trick as the escape room goers are not fully aware of the ⁶ (**commerce**) side of their adventure. Advertising at its best!

1> Work in pairs and answer the questions.

- 1 Do you ever buy things you don't later need or use? Why do you think that is?
- 2 How often do you buy things because of the adverts you have watched?



Tip

Kiedy zadanie polega na uzupełnieniu rozmowy na podstawie kilku krótszych tekstów różnego typu, najpierw dokładnie przeczytaj wszystkie teksty, a następnie dokładnie je przeanalizuj. Zwróć uwagę na to, że aby poprawnie uzupełnić lukę, należy nie tylko znaleźć potrzebną informację, ale również odpowiednio ją przetworzyć, np. zmienić część mowy, albo zastosować synonim.

2> Read the texts below. In which text (A or B) do you find the information below?

- 1 why teenagers feel the pressure to buy things
- 2 how shopaholics feel
- 3 possible reasons for shopping addiction
- 4 who most shopaholics are

A Hi, I'd like to offer my voice in this discussion too. I'm very sorry for all these teenagers who are addicted to anything, shopping included, but don't you think that it isn't just their fault? I mean, we live in times where we are bombarded with TV adverts, encouraged to be trendy, to spend, spend, spend. Teens buy things because adults buy them too. Shouldn't we first ask adults to give a good example before we put all the blame on young people? And one more thing, who on earth gives all these credit cards to teenagers???

B Do you know anyone addicted to shopping? Do you know how to spot a shopaholic? Use the advice below.

People with CBD:

- often go shopping on their own,
- are excited before going to the shops and very low when they come back home,
- are mainly female,
- have messy rooms full of stuff they don't use,
- often borrow money to finance their shopping.

3> Read the texts in exercise 2 again. Then complete the sentences below.

- 1 Adults should not blame teenagers for .
- 2 Teenagers often buy a lot of things because they watch shown on TV.
- 3 People addicted to shopping often alone.
- 4 Shopaholics don't keep tidy.

4> TEST IT! Przeczytaj teksty A–C. Uzupełnij luki 1–5 w czacie zgodnie z treścią tekstu. Luki należy uzupełnić w języku angielskim.

A Tom, help please! My younger sister is a shopaholic! I always knew she loved shopping, but now it's become an addiction. For the last six months or so, she has spent all her free time in the shops and buys stuff that she doesn't need. She doesn't want anybody to know she's been shopping. When I ask her about these shopping trips, she isn't interested in a conversation about it. I don't want to tell our parents in order not to worry them, but I think I need some help. What shall I do? Any ideas? Love, Helen

B Psychologists say that people with compulsive shopping problems, like all other addicts, suffer from some mental problems. Shopaholics often have other problems in their lives, and use shopping as a way of relaxing. However, after they buy lots of stuff, they feel guilty, which makes them even unhappier. People with such an addiction should probably undergo some form of therapy.

C Dear Students

We've just set up a support group for anyone who feels they need help with any problem they may have with themselves, a member of their family or a friend. All you need to do is to contact us and we'll find you a specialist to help you deal with your problem. If you want, please come to our meeting this Wednesday. We're going to discuss addictions and how to help people who suffer from them.

Alex, SUPER SCHOOL SUPPORT

Hi Helen, thanks for getting in touch. I'm sorry to hear about your sister. When did it all start?

Hi Tom. Thanks for getting back so soon. It began ¹ .

I think you should ² , don't you?

Not really. My mum would be very upset, and my dad would probably be angry with her.

Well, it's up to you, but I'd do it if it was my sister. I read that people with a shopping addiction often feel ³ for some other reason and that's why they shop like crazy. Ask your sister if she has a problem.

I have, but she does not want ⁴ about it. Can you think of any other solution?

Yes, I've just remembered. On our school board, there is ⁵ about a support group opening up in our school. Do you want me to find out more about it?

Why not? Anything to help my sister. Thanks.

🏠 Complete all the exercises on this page in your notebook.

1) Where could you buy the items below?

a pair of swimming goggles some meat
some roses white paint a silver ring
some bread a magazine Lego blocks

—/8

2) Choose the correct answer.

- I couldn't afford this camera because .
 - I could only order it online
 - it was too expensive
- The shoes were a real bargain because .
 - they were half price
 - the shop refunded the money
- This advert is catchy because .
 - it's easy to remember
 - it advertises a famous brand
- This product appeals to young people, so .
 - don't buy it
 - they buy it
- I don't like myself in red because it .
 - simply doesn't fit me
 - doesn't suit me at all
- I don't like buying things online because there are too many .
 - pop-up adverts
 - free gifts

—/6

3) Complete the sentences with the correct prepositions.

- The customer complained the quality of the phone and returned it the shop.
- My brother never spends his pocket money anything. He's just saving it a new bike.
- The shop had run of the books I wanted, but the shop assistant said I could order them online and they would arrive post.
- Giving flyers in the streets doesn't make people buy the products.

—/4

4) Complete the second sentence so that it means the same as the first. Use the word given.

- I'm not old enough to drive a car. **TOO**
I'm .
- Tom's jokes are not as funny as Jack's. **THAN**
Jack's jokes .
- There is no worse place to do shopping than this one. **WORST**
This is .
- This computer is too slow for this software. **ENOUGH**
This computer .
- This advertising slogan isn't as clever as the other one. **MORE**
The other advertising slogan is .
- Both pairs of shoes are really comfortable. **AS**
These shoes the other ones.

—/6

5) Translate the sentences into English.

- Karen jest osobą, która dużo wie o marketingu.
- Uczniowie, których projekty będą ciekawe, otrzymają najwyższe oceny.
- Chciałabym pracować w miejscu, w którym jest dużo młodych ludzi.
- Nie lubię reklam, które są nudne i nieoryginalne.
- Reklama, o której Ci mówiłem, jest właśnie w telewizji.

—/5

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

- This model of car (*jest najtańszy*).
- This sofa (*wygląda na mniej wygodną*) than that one.
- Spending money (*jest łatwiejsze niż*) saving it.
- Purple (*jest najmniej modnym*) colour at the moment.

—/4

7) Complete the text with the missing words.



I've just bought a new camera and I must say I'm really ¹pd with it. It's good ²qy and it takes really great photos. Another good ³tg about it was the price as it was only £100. What I also ⁴le about it is its colour. It's bright green and it looks very trendy! I ⁵rd it to everyone who loves photography.

—/5



8) Complete the dialogue in a clothes shop with appropriate words or phrases.

- Shop assistant** Hello, how ¹ you?
Customer I'm ² a nice top to match this skirt.
Shop assistant OK. What size ³?
Customer Medium.
Shop assistant ⁴ this one?
Customer It looks perfect. Can I ⁵?
Shop assistant Of course. The ⁶ room is over there.

—/6

9) Work in pairs and test each other.

- Student A:** go to page 120.
Student B: go to page 125.

Shops and services / Sklepy i usługi

baker's /'beɪkə(r)z/ piekarnia
bank /bæŋk/ bank
bookshop /'bʊkʃɒp/ księgarnia
butcher's /'bʊtʃə(r)z/ sklep mięsny
chemist's /'kemɪsts/ apteka
clothes shop /'kləʊðz ʃɒp/ sklep odzieżowy
DIY shop /,di: ai 'wai ʃɒp/ sklep dla majsterkowiczów
flower shop /'flaʊə(r) ʃɒp/ kwaciarnia
hairdresser's /'heə(r),dresə(r)z/ fryzjer
jeweller's /'dʒu:ələ(r)z/ jubiler
newsagent's /'nju:z,eɪdʒ(ə)nts/ kiosk
optician's /'ɒp'tɪʃ(ə)nz/ optyk
plumber /'plʌmə(r)/ hydraulik
post office /'pəʊst ɒfɪs/ poczta
shoe shop /'ʃu: ʃɒp/ sklep obuwniczy
shopping centre /'ʃɒpɪŋ ,sentə(r)/ centrum handlowe
sports shop /'spɔ:t(s) ʃɒp/ sklep sportowy
toy shop /'tɔɪ ʃɒp/ sklep z zabawkami
travel agent's /'træv(ə)l 'eɪdʒ(ə)nts/ biuro podróży

Goods / Towary

boots /bu:ts/ buty, kozaki
chocolate cake /'tʃɒklət ,keɪk/ ciasto czekoladowe
coat /kəʊt/ płaszcz, kurtka
doll /dɒl/ lalka
football shirt /'fʊt,bɔ:l ʃɜ:(r)t/ koszulka piłkarska
jacket /'dʒækɪt/ kurtka, marynarka, żakiet
Lego blocks /'legəʊ ,blɒks/ klocki Lego
magazine /,mægə'zi:n/ czasopismo
necklace /'nekləs/ naszyjnik
(a) pair of summer shoes /ə 'peə(r) əv ,sʌmə(r) 'ʃu:z/ para letnich butów
phone cover /'fəʊn ,kʌvə(r)/ etui na telefon
ring /rɪŋ/ pierścionek
rose /rəʊz/ róża
shampoo /ʃæm'pu: / szampon
silver earrings /,sɪlvə(r) 'iəriŋz/ srebrne kolczyki
trainers /'treɪnə(r)z/ buty sportowe
white paint /,waɪt 'peɪnt/ biała farba

Buying and selling / Kupowanie i sprzedawanie

at the sales /ət ðə 'seɪlz/ na wyprzedaży
can't afford /,kɑ:nt ə'fɔ:(r)d/ nie móc sobie na coś pozwolić
cash /kæʃ/ gotówka
cheap /tʃi:p/ tani
expensive /ɪk'spensɪv/ drogi
half price /hɑ:f 'praɪs/ za połowę ceny
pay by credit card/in cash /,peɪ baɪ 'kredɪt ,kɑ:(r)d, ɪn 'kæʃ/ płacić kartą kredytową/ gotówką
real bargain /,ri:əl 'bɑ:(r)gɪn/ prawdziwa okazja
shopping list /'ʃɒpɪŋ ,lɪst/ lista zakupów

Shopping online / Zakupy przez internet

browse websites /,braʊz 'web,sajts/ przeglądać strony internetowe
click on sth /'kɪk ɒn ,sʌmθɪŋ/ klikać na coś

Challenge!

book a holiday /,bʊk ə 'hɒlɪdeɪ/ rezerwować wakacje
change your glasses /,tʃeɪndʒ jə(r) 'glɑ:sɪz/ zmieniać okulary

deliver /dɪ'lɪvə(r)/ dostarczać
have an online account /,hæv ən ,ɒnlaɪn ə'kaʊnt/ mieć konto internetowe
order /'ɔ:(r)də(r)/ zamawiać
refund your money /rɪ'fʌnd jə(r) 'mʌni/ zwracać pieniądze
shop online /ʃɒp 'ɒnlaɪn/ robić zakupy przez internet
shopping website /'ʃɒpɪŋ ,web,sajt/ sklep internetowy

Verbs and prepositions / Czasowniki i przyimki

arrive by post /ə'raɪv baɪ 'pəʊst/ przyjść pocztą
complain about sth /kəm'pleɪn ə'baut ,sʌmθɪŋ/ składać na coś reklamację
pay by card /,peɪ baɪ 'kɑ:(r)d/ płacić kartą
pay for sth /'peɪ fə(r) ,sʌmθɪŋ/ płacić za coś
return sth to a shop /rɪ'tʉ:(r)n ,sʌmθɪŋ tə ə 'ʃɒp/ zwracać coś do sklepu
save for sth /'seɪv fə(r) ,sʌmθɪŋ/ oszczędzać na coś
spend money on sth /,spend 'mʌni ɒn ,sʌmθɪŋ/ wydawać na coś pieniądze

Advertising / Reklama

advert/advertisement /'ædvɜ:(r)ɪt, 'ædvɜ:(r),taɪzɪŋ/ reklama
advertise /'ædvə(r)taɪz/ reklamować
advertising campaign /'ædvə(r),taɪzɪŋ kæm'peɪn/ kampania reklamowa
advertising slogan /'ædvə(r),taɪzɪŋ 'sləʊgən/ hasło reklamowe
appeal to sb /ə'pi:l tə ,sʌmbədi/ podobać się komuś (przemawiać do kogoś)
billboard /'bɪl,bɔ:(r)d/ billboard
brand /brænd/ marka
catchy /'kætʃi/ chwytliwy, wpadający w ucho
commercial /kə'mɜ:(r)ʃ(ə)l/ reklama, spot reklamowy
consumer /kən'sju:mə(r) konsument/ konsumentka
free gift /,fri: 'gɪft/ bezpłatny dodatek, upominek reklamowy
give out flyers /gɪv ,aʊt 'flaɪə(r)s/ rozdawać ulotki
go viral /gəʊ 'vaɪə(r)əl/ stać się bardzo popularnym
marketing tricks /'mɑ:(r)kɪtɪŋ ,trɪks/ chwyt marketingowe
pop-up adverts /'pɒp,ʌp 'ædvɜ:(r)ts/ reklamy w formie wyskakujących okienek w sieci

Shopping for clothes / Kupowanie ubrań

fit /fɪt/ pasować
fitting room /'fɪtɪŋ ,ru:m/ przymierzalnia
go with sth /'gəʊ wɪθ ,sʌmθɪŋ/ pasować do czegoś
match /mætʃ/ pasować (o doborze ubrań); łączyć
on sale /ɒn 'seɪl/ w przecenie; w sprzedaży
on special offer /ɒn ,speʃ(ə)l 'ɒfə(r)/ w promocji
run out of sth /,rʌn 'aʊt əv ,sʌmθɪŋ/ wyprzedać coś, skończyć się

shop assistant /'ʃɒp ə'sɪst(ə)nt/ ekspedient/ ekspedientka
size /saɪz/ rozmiar
suit /su:t/ pasować komuś
try something on /,traɪ ,sʌmθɪŋ 'ɒn/ przymierzać coś

Other words / Inne wyrazy

addiction /ə'dɪkʃən/ uzależnienie
announce the results /ə'naʊns ðə rɪ'zʌltz/ ogłosić wyniki
attract attention /ə'trækt ə'tenʃən/ przykuwać uwagę
battery /'bæt(ə)ri/ bateria
carry shopping bags /,kæri 'ʃɒpɪŋ ,bægz/ nosić torby z zakupami
charge your phone /,tʃɑ:(r)dʒ jə(r) 'fəʊn/ ładować telefon
charity auction /'tʃærəti ,ɔ:kʃ(ə)n/ aukcja charytatywna
comfortable /'kʌmfɔ:tə(ə)l/ wygodny
compulsive /kəm'pʌlsɪv/ nałogowy
crazy /'kreɪzi/ szalony
feature /'fi:tʃə(r)/ funkcja; cecha
go dead /gəʊ 'ded/ przestać działać
go to the checkout /,gəʊ tə ðə 'tʃekʌʊt/ iść do kasy
home-made /,həʊm'meɪd/ przygotowany w domu, zrobiony samodzielnie
hold attention /həʊld ə'tenʃ(ə)n/ przykuwać uwagę
launch party /'lɔ:ntʃ ,pɑ:ti/ przyjęcie z okazji wypuszczenia produktu na rynek
model /'mɒd(ə)l/ model
own /əʊn/ posiadać
please /pli:z/ dogadzać komuś, zadowalać kogoś
pleased /pli:zd/ zadowolony
pocket money /'pɒkɪt ,mʌni/ kieszonkowe
product review /,prɒdʌkt rɪ'vi:jə:/ ocena produktu
quality /'kwɒləti/ jakość
seller /'selə(r)/ sprzedawca
set up your computer /,set 'ʌp jə(r) kəm'pjy:tə(r)/ konfigurować komputer
share sth with sb /'ʃeə(r) ,sʌmθɪŋ wɪθ ,sʌmbədi/ dzielić coś z kimś
shopaholic /'ʃɒpə'hɒlɪk/ osoba uzależniona od zakupów
store /stɔ:(r)/ sklep
successful /sək'sesf(ə)l/ udany, odnoszący sukcesy
to spend or not to spend? /tə 'spend ɔ:(r) 'nɒt tə ,spend/ wydawać czy nie wydawać?
support group /sə'pɔ:t ,gru:p/ grupa wsparcia
trendy /'trendi/ modny, na czasie
tropical island /'trɒpɪk(ə)l 'aɪlənd/ wyspa tropikalna
undergo therapy /,ʌndə'gəʊ 'θerəpi/ poddawać się terapii
unwanted /ʌn'wɒntɪd/ niechciany
wardrobe /'wɔ:(r)d'rəʊb/ szafa
whale /weɪl/ wieloryb

clip /klɪp/ teledysk; spinka (do włosów)
company /'kʌmp(ə)ni/ firma; towarzystwo
fix your pipes /,fɪks jə(r) 'paɪps/ naprawiać rury
get a haircut /,get ə 'heə(r),kʌt/ obcinać włosy
gift /gɪft/ upominek; talent

open an account /,əʊpən ən ə'kaʊnt/ otwierać rachunek
market /'mɑ:(r)kɪt/ targ; rynek
post a parcel /,pəʊst ə 'pɑ:(r)l(ə)l/ nadawać paczkę