

# 4 Food for thought

Żywnienie ▶ artykuły spożywcze, przygotowywanie posiłków

## ► Vocabulary

### Food

- 1 Look at these photos. What food and drink can you see?



- 2 Work with a partner. Copy the table into your notebook. Put these words in the correct column.

bread chewing gum chicken chips corn doughnut oil pea  
pie plum semi-skimmed milk strawberry tuna turkey

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

- 3 Work with your partner. Within five minutes add as many words as possible to the different columns. When you finish, compare the words with another pair of students and add any new words.

- 4a Read these two lists. Decide which word is the odd one out in each list. Why?

1 *milk, butter, bread, yoghurt*

2 *lemon, strawberry, banana, corn*

- 4b Work with a partner and prepare your own odd one out activity with food and drink.

- 4c See if other students can do your activity.

- 5a Read the questions and check that you understand the words in *italics*.

- What do you usually have for *breakfast*?
- Which is usually bigger for you, *lunch* or *dinner*?
- What is a typical *starter* in a restaurant in your country?
- What is a popular *main course*?
- What is your favourite national *dish*?
- What is your favourite *dessert*?
- Do you usually have a *snack* in the morning or afternoon? What do you have?

- 5b **SPEAKING** Use the questions to interview your partner.

### Describing food

- 6 Match these words with the definitions. Write the answers in your notebook.

fresh fried frozen healthy junk raw  
spicy stale sweet tasty vegetarian

- with a hot, strong flavour
- good, with lots of flavour
- not cooked
- for people who don't eat meat or fish
- good for your body
- preserved by making it very cold
- cooked in hot oil
- recently picked, caught or prepared
- not good for you because it has a lot of salt, sugar or fat
- with a lot of sugar
- old and bad, not fresh

- 7 Choose two types of food that go with each of the words in 6. Does your partner agree with you?

*fresh – fresh fish, fresh strawberries*

- 8 Listen. For each dialogue, choose a word from 6 to describe the food. Write the answers in your notebook.

1

3

2

4

- 9 **SPEAKING** Work with a partner. Describe a type of food or drink and see if your partner can identify it.

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

*Turkey!*

# The future of food



1 When you eat your dinner tonight, will you really know what you're eating? Yes, it certainly looks like fried chicken, chips and peas, but do you know what's hiding inside? Be careful because soon not everything is going to be what it seems, thanks to nanotechnology. The word 'nano' simply means 'small'. Nanotechnology is the name we give to an area of science which studies how to control matter on a tiny, molecular scale. So, how is nanotechnology going to affect the food of the future? One example is a new product that the big multinational company Kraft are working on. It's a transparent drink with no taste. It doesn't sound very exciting, does it? But the idea is that you, the consumer, will decide what colour and flavour you want when you get home. You can even decide what nutrients it will have in it. When you arrive at your house, you'll put your drink in a special microwave transmitter. This will activate nanocapsules. Each nanocapsule is about 2,000 times smaller than the width of a hair. These nanocapsules will contain the necessary chemicals for the drink which you choose. So you can make a blue drink, tasting of strawberry, with some Omega-3

oil in it. The other nanocapsules will stay in the drink but will pass through your body unused. Does this sound like science fiction? Well, already in Australia one of the most popular types of bread, Tip-Top, contains nanocapsules of tuna oil. The nanocapsules contain the oil but they keep the taste inside so that the bread doesn't taste of fish. Kids who hate fish get the health benefits of Omega-3 but without suffering! And the good news for older eaters is that it will be possible to use nanocapsules to take away the cholesterol from meat. Nanofilm will be able to cover food so that it will take longer before it goes stale. And soon a new type of chewing gum is coming. It will contain chemicals that will actively clean your teeth. Not everybody is happy, though. One of the main problems is precisely that we won't know what our food, or even an innocent bottle of water, actually

contains. And, anyway, if humans have managed to live so long eating natural, fresh food, do we really need to turn everything, from an apple to a glass of milk, into some complicated, scientific experiment? Some scientists say that nanotechnology is completely safe and natural. It uses only the same old natural substances, but it makes them smaller. But others disagree. They say that matter doesn't act in the same way when it gets much bigger or much smaller. There are different risks associated with nanotechnology and nobody knows what the risks are yet. As one top scientist says: 'We are giving very toxic chemicals the ability to go where they've never gone before. Where will they end up? We have to ask ourselves if it's a good idea.' Tomorrow I'm having lunch at my favourite restaurant. I just hope the 'chicken surprise' doesn't contain too many surprises!

## 1 Within three minutes read this text about nanotechnology and food. Answer these two questions.

- 1 What is nanotechnology?
- 2 Is the text in favour of nanotechnology in the world of food, is it against it, or is it undecided?

## 2 Read the text again and decide if the statements are true (T) or false (F). Write the answers in your notebook, adding the number(s) of the line(s) where you found the answer.

- 1 Nanotechnology has already made a big change to the food we eat. T/F
- 2 Kraft's new drink can taste of different things, depending on what you want. T/F
- 3 You will need a special gadget to create your Kraft drink. T/F
- 4 Tip-Top bread is good for people who don't like the taste of fish. T/F
- 5 All the benefits of nanotechnology in food are for children. T/F
- 6 Nanotechnology can help food to stay fresh for longer. T/F

- 7 There are scientists who are in favour of nanotechnology and scientists who are against it. T/F
- 8 One problem with nanotechnology is that, because it is new, it is difficult to know exactly what effects it will bring. T/F

## 3 What is the meaning of these words in the text? Read the words in context and then use a dictionary to check your ideas. Write the definitions in your notebook.

- |             |           |
|-------------|-----------|
| 1 hiding    | 5 width   |
| 2 matter    | 6 managed |
| 3 scale     | 7 risks   |
| 4 nutrients |           |

## 4 SPEAKING What about you?

- 1 What do you think about nanotechnology in food?
- 2 Which of the products in the text do you think is the most interesting? Why?

*I think nanotechnology will be a good thing.*

*Maybe, but I prefer natural food.*



## GRAMMAR GUIDE

### *Will, be going to, present simple and present continuous for future*

#### 1a In your notebook, match sentences 1–4 with explanations a–d.

- 1 Tomorrow I'm **having** lunch at my favourite restaurant.
  - 2 When you **eat** your dinner tonight, will you really know what you're eating?
  - 3 It **will** contain chemicals to clean your teeth.
  - 4 From what we can see, nanotechnology **is going to** affect the food of the future.
- a We use present simple with time expressions like *when, after, before, as soon as* to talk about the future.
  - b We use present continuous to talk about fixed, confirmed future arrangements.
  - c We use *will* to make general predictions.
  - d We use *be going to* to make predictions based on some sort of evidence.

#### 1b Read the sentences. In your notebook, complete rules a–d with *will, be going to* or *present simple*.

- 1 The conference **begins** at ten o'clock tomorrow.
  - 2 I'm **going to** attend the conference.
  - 3 It **will** be the second annual conference.
  - 4 Hey! I know. I'll invite Scott.
- a We use ..... for decisions that we make at the moment of speaking.
  - b We use ..... to talk about an objective truth, a fact.
  - c We use ..... to talk about a future event that is part of a timetable or routine.
  - d We use ..... to talk about plans or intentions.

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

- 1 When the waiter ..... (come), we ..... (order) our food.
- 2 My dad ..... (call) you as soon as he ..... (finish) his dinner.
- 3 I ..... (do) my homework before the lesson ..... (start).
- 4 When you ..... (go) to the shops tomorrow, you ..... (buy) some bread?
- 5 Before my mum ..... (get) home tonight, I ..... (clean) the kitchen.
- 6 When Christmas ..... (come), she ..... (have) enough money to buy a present.
- 7 I ..... (not take) the pie out of the oven until it ..... (be) ready.
- 8 As soon as the adverts ..... (come) on, we ..... (make) the coffee.

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

burn cut drop fall

1



2



3



4



- 4 Read this poster for an event. How many sentences in present continuous can you make? Write them in your notebook.

**The future of food**

**Next Monday! A talk by two experts!**

Where? Town Hall

Start: 6pm

**First speaker:** Film director Stephanie Brand talks about her new film *What Is in Our Food?*

**7pm** Watch a preview of the film

**8pm Second speaker:** Scientist Oliver Reeves explains the dangers of nanotechnology

**8.30pm** Drinks

**9pm** Prize-giving ceremony for school projects

TV cameras will be there to make a programme about the talk.

*Two experts are talking next Monday. The event is taking place at the town hall.*

- 5 Read these pairs of sentences. Choose the correct sentence in each pair and write it in your notebook. You can decide that both are correct, but be ready to explain any difference in meaning.

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

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

clothes entertainment music sport technology  
your city your country

- 6b **SPEAKING** Compare your predictions with your partner. Are they similar or different?

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

*I don't know, but I think it'll be an English team.*

## Prefixes

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

overcooked precooked recooked undercooked

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

- 1b The parts of the words in bold are prefixes. What do prefixes do? Do they change the meaning of the word or do they change the type of word (noun, verb, adjective, etc.)?

- 2 In your notebook, match these prefixes and their meaning.

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

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

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

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

- 1 Have you ever **something** that somebody said to you in English? When?
- 2 Forget the good things. What do you think are the **of** the new technology?
- 3 Do you ever eat **meals** or do you always eat freshly prepared meals?
- 4 Have you ever had to **an exam**? Why?
- 5 What do you think is the problem people **most** at the moment? Which countries does it affect?
- 6 When you work in a team, do you think that you **well**?

- 4b **SPEAKING** Now interview your partner, using the questions from 4a.



- 1 **SPEAKING** Work with a partner. Look at the imaginary scene of life in the future. Take it in turns to describe what you can see.



- 2 Listen to four people talking about their predictions for life in the year 2050. Decide if each speaker is generally optimistic or pessimistic about the future. Write the answers in your notebook.

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

- 3 Listen again. Match the speakers with their opinions. Write the answers in your notebook.

- |   |   |  |
|---|---|--|
| a | We won't be destroying the atmosphere when we use transport.              |  |
| b | Some serious health problems will have stopped existing.                  |  |
| c | The planet will have become too dry.                                      |  |
| d | It won't be easy for everybody to get medical treatment.                  |  |
| e | People in poorer countries will be eating more.                           |  |
| f | Everybody will be able to send emails and communicate all over the world. |  |
| g | Our food will come from laboratories.                                     |  |
| h | Life won't be very different.   |  |
| i | Doctors won't be able to save everyone.                                   |  |

- 4 **SPEAKING** What about you?

Which of the opinions about the future do you agree with? Share your ideas with the rest of the class.

*I think it'll be hotter and drier in the future.*

## GRAMMAR GUIDE

### Future continuous and future perfect

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

- 1 They **will have found** a cure for cancer by the year 2050.
- 2 In the year 2050, **we will be using** new types of transport.
- 3 We **'ll be living** in more comfortable homes in 2050.
- 4 Most of the planet **will have turned** into desert by the year 2050.

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

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

- 1c Complete the rules in your notebook.

- 1 To form the future  we use **will/won't + be +**
- 2 To form the future  we use **will/won't + have +**

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

do eat have live not drive not grow  
speak work

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

- 2b Which predictions do you agree with?

**3** Complete these predictions about the year 2050 with the future perfect form of the verbs. Write the answers in your notebook. Make the sentences affirmative or negative, depending on your own opinion.

- By 2050, we ..... (find) a cure for all illnesses.
- We ..... (use) all the world's petrol.
- Polar bears ..... (become) extinct.
- The North Pole ..... (disappear).
- Astronauts ..... (land) on Mars.
- They ..... (invent) clothes that can make you invisible.
- Temperatures ..... (get) much higher.
- Coasts ..... (change) because of the rising water level.

**4** Compare your answers in 3 with a partner. How many predictions are similar?

**5** Read the schedule of the US President for next Monday.

Calendar	
14 January	
07 <sup>00</sup>	Get up
07 <sup>30</sup>	Run
08 <sup>15</sup>	Breakfast
08 <sup>45</sup>	Talk to experts before conference about the future of the world
09 <sup>00</sup>	Speak at conference
12 <sup>00</sup>	Leave conference
13 <sup>15</sup>	Lunch with Vice-President
14 <sup>30</sup>	Meet Egyptian ambassador
16 <sup>00</sup>	Appear at press conference
17 <sup>00</sup>	Drive to airport
18 <sup>00</sup>	Fly to Los Angeles in Air Force One
21 <sup>00</sup>	Arrive in Los Angeles



**6** In your notebook, complete each sentence with either the future continuous or future perfect form of the verb.

- At half past seven next Monday, the President ..... (get up).
- At quarter to eight, he ..... (run).
- At twenty past eight, he ..... (have) breakfast.
- At quarter to nine, he ..... (have) breakfast.
- At ten to nine, he ..... (talk) to experts.
- By twelve o'clock, he ..... (speak) at a conference.
- By half past two, he ..... (eat) with the Vice-President.
- At half past two, he ..... (meet) the Egyptian ambassador.

**7 SPEAKING** In pairs, ask and answer questions about what you will be doing or will have done at different times.

*What will you be doing at seven o'clock this evening?*

*I think I'll be watching TV. And you?*

**8a** Think about your life when you're thirty years old. What will you be doing? What will you have done? Think about these ideas and events.

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

**8b SPEAKING** Ask your partner questions about how they imagine their life when they are thirty.

*Do you think you'll be studying when you're thirty?*

*No, I think I'll have finished.*





- 1 SPEAKING** Look at the pictures of different things you need to do when you organise a party. Work with a partner and explain what each one is. Have you ever done any of these things?
- 2** Listen to a conversation between Toby and Amy. Toby is having a party on Saturday. What jobs in 1 does Amy offer to help Toby with?
- 3** Now read and listen to the conversation. Which two jobs isn't Amy going to help with? Why not?

**TOBY:** Hi, Amy. Listen. What are you doing on Saturday?

**AMY:** Nothing much.

**TOBY:** I'm having a party at my place in the evening. Do you fancy coming?

**AMY:** Yes, I'd love to. Would you like any help getting things ready for the party?

**TOBY:** That would be great.

**AMY:** How can I help?

**TOBY:** Would you mind helping to prepare some food?

**AMY:** Hmm. I'm sorry but I'm not a very good cook.

**TOBY:** Well, could you give me a hand buying some food and drink?

**AMY:** OK. When are you going shopping?

**TOBY:** How about tomorrow afternoon?

**AMY:** OK, why not?

**TOBY:** Thanks! And would you mind helping me to get the room ready on Saturday?

**AMY:** OK. Why don't we have lunch together on Saturday and then get the room ready in the afternoon?

**TOBY:** Great! Could you help me to tidy up on Sunday too?

**AMY:** Sorry, I can't. I'm going out for the day with my parents.

**TOBY:** That's OK. I'll ask Dylan to help me.

- 4** In your notebook, complete the Speaking Bank with the expressions from the dialogue.

- That would be great!
- Yes, I'd love to.
- How can I help?
- How about (going tomorrow afternoon)?
- Would you mind (helping to prepare some food)?

- 5a PRONUNCIATION** Listen and check your answers to 4. What do you notice about the intonation in each sentence?

- 5b** Listen and repeat the sentences with the correct intonation.

## ► Speaking Bank

### Useful expressions for making suggestions

#### Making suggestions

Do you fancy (coming)?

Why don't we (have lunch together)?

(1)

#### Accepting suggestions

(2)

Great! OK. Why not?

#### Rejecting suggestions

Sorry, I can't.

### Useful expressions for offering help

#### Asking for help

(3)

Could you give me a hand (buying some food)?

Could you help me to (tidy up)?

#### Offering to help

Would you like any help?

(4)

#### Accepting offers of help

Thanks!

(5)

## Practice makes perfect

- 6a** Work with a partner. One of you is going to invite a group of friends for a meal. The other person offers to help with some (but not all) of the preparations. Prepare the dialogue. Use the dialogue in 3 and the expressions in the Speaking Bank to help you.

- 6b SPEAKING** Practise the dialogue and then act it out for other students.

- 1 Read these two invitations (1 and 2). What is the special occasion in each invitation?

1

Dear Mr and Mrs Pearson

Mr and Mrs George Smith request the pleasure of your company at the wedding of their daughter Lily to Mr Thomas Derby on Saturday 27th August.

The ceremony will be held at seven o'clock at Mount Olive Church, Chester.

There will be a dinner reception at Chester Golf Club immediately following the ceremony.

RSVP

2

Dear Luke,

I'm having a BBQ in my garden next Sunday. There'll be lots of food (for vegetarians too!) so you only need to bring your own drinks. I'll be serving the first sausages at 12.30. I hope you can come. If it rains, we'll have the BBQ the following Sunday. Hope you can make it! Matt

- 2 Read these replies (a and b). Which invitations are they responding to? Complete the spaces with the correct information. Write the answers in your notebook.

a

Dear (1) \_\_\_\_\_,  
Thanks for the invitation. I'm really sorry but I won't be able to come. On (2) \_\_\_\_\_ it's my parents' wedding anniversary and they're taking us out for the day. I hope you have a great time and that the weather's fine. Don't eat too many burgers!  
from (3) \_\_\_\_\_

b

Dear (4) \_\_\_\_\_,  
Thank you very much for your kind invitation. We regret to say that we will be unable to attend the (5) \_\_\_\_\_ since we will be out of the country at that time. We wish the happy couple all the best and will be thinking of you all.  
Best wishes,

(6) \_\_\_\_\_

- 3 Read again the invitations and replies. In your notebook, complete the examples in the Writing Bank.

## ► Writing Bank

### Useful expressions for invitations and replies

#### In informal invitations we:

- use contractions like (1) \_\_\_\_\_
- use (2) \_\_\_\_\_ or I'd love to see you there to invite people.
- finish the invitation with Hope to see you there or (3) \_\_\_\_\_

#### In formal invitations we:

- do not use contractions.
- use We (4) \_\_\_\_\_ of your company to invite people.
- often finish the invitation with the letters (5) \_\_\_\_\_ (French: Répondez S'il Vous Plait), which means that we want people to confirm if they are accepting the invitation or not.

#### In informal replies we:

- use contractions.
- thank the person who has invited us with (6) \_\_\_\_\_ for the invitation.
- use I'm really (7) \_\_\_\_\_ but I/we won't be able to come if we cannot accept the invitation.
- explain why we can't accept the invitation if this is the case.

#### In formal replies we:

- do not use contractions.
- thank the person who has invited us with (8) \_\_\_\_\_ you very much for your (9) \_\_\_\_\_ invitation.
- use We (10) \_\_\_\_\_ to say that we will be unable to attend if we cannot accept the invitation.
- explain why we can't accept the invitation if this is the case.

## Practice makes perfect

- 4a Read the task and write the invitation.

You are having a party next Saturday. Write an invitation to an English friend. Include this information:

- why you are having the party,
- what day, date and time the party is,
- where the party is, and why you decided on that place,
- how to get to the place,
- which other people are coming,
- what food, drink, music or other entertainment there will be,
- what time the party will end.

- 4b Swap invitations with another student. Write replies to each other's invitations, explaining why you cannot go.



## Be going to and will

Konstrukcji **be going to** używamy, gdy mówimy o planach i zamiarach na przyszłość – tych, co do których już podjęliśmy decyzję, że je zrealizujemy.

*We've decided that we're going to order a pizza.*

Możemy też użyć **be going to** do przewidywania przyszłości, zwłaszcza wtedy, gdy mamy realne przesłanki, że jakieś wydarzenie nastąpi.

*The waiter isn't very strong. I think he's going to drop all those plates.*

**Will** i **won't** używamy do ogólnych przewidywań. Często, aby wyrazić nasze zdanie odnośnie przyszłości, z **will** i **won't** używamy czasowników **think, hope, expect** itp.

*I think the future will be amazing.*

**Will** i **won't** używamy także do oznajmiania właśnie podjętych decyzji.

*A: I can't do this exercise. B: I'll help you.*

**Will** i **won't** używamy do mówienia o wydarzeniach z przyszłości, które – obiektywnie rzecz ujmując – są prawdziwe.

*It's her birthday next month. She'll be sixteen.*

Aby pokazać, w jakim stopniu jesteśmy pewni tego, co się wydarzy, z **will** używamy **definitely, probably, perhaps** i **it's possible**.

Przysłówki **definitely** i **probably** w zdaniu stawiamy bezpośrednio po **will**, ale przed **won't**.

*We'll definitely like the food. The food definitely won't be bad.*

## Present continuous and present simple for future

Czasu **present continuous** używamy, gdy mówimy o ustaleniach lub planach dotyczących przyszłych wydarzeń, które zostały potwierdzone.

*Tomorrow I'm flying to London. I bought the tickets last month.*

Czasu **present simple** używamy z następującymi określeniami czasu: **when, as soon as, until, after** i **before**. Z tymi określeniami czasu nie używamy **will**.

*When I see him, I'll give him the note.*

Czasu **present simple** używamy także, gdy mówimy o wydarzeniach z przyszłości, które stanowią część jakiegoś rozkładu lub planu.

*My plane leaves at 8am tomorrow.*

*Tomorrow I have my English class at two o'clock.*

## Future continuous

### Forma

Affirmative	podmiot + <b>will + be + -ing</b> <i>She will be having lunch at one o'clock tomorrow.</i>
Negative	podmiot + <b>will not/won't + be + -ing</b> <i>We won't be having dinner at 6pm tomorrow.</i>
Question	<b>will + podmiot + be + -ing</b> <i>Will you be having breakfast at 9 o'clock tomorrow?</i>
Short answers	Yes, podmiot + <b>will</b> . No, podmiot + <b>won't</b> . <i>Yes, I will. No, they won't.</i>

### Użycie

Czasu **future continuous** używamy, gdy mówimy o czynnościach, które będą trwały (nie będą ukończone) w danym momencie w przyszłości.

*This time tomorrow, I'll be watching a film at the cinema.*

## Future perfect

### Forma

Affirmative	podmiot + <b>will + have + past participle</b> <i>She will have had lunch by 3pm.</i>
Negative	podmiot + <b>will not/won't + have + past participle</b> <i>We won't have finished the exam by half past nine.</i>
Question	<b>will + podmiot + have + past participle</b> <i>Will you have done your homework by 9pm tonight?</i>
Short answers	Yes, podmiot + <b>will</b> . No, podmiot + <b>won't</b> . <i>Yes, I will. No, they won't.</i>

### Użycie

Czasu **future perfect** używamy, gdy mówimy o czynnościach, które będą ukończone przed określonym momentem w przyszłości.

*I will have read this book by Saturday.*

Z czasem **future perfect** często używamy przyimka **by**, który oznacza „do pewnego momentu”.

# Self-check Unit 4

## ► Grammar revision

### Present simple for future

#### 1 Complete the dialogue with *will* or the present simple form of the verb. Write the answers in your notebook.

Alex: What time (a)  your train  (leave) tomorrow?

Liam: I don't know. When I (b)  (arrive) at the station tomorrow, I (c)  (look) at the information board.

Alex: (d)  you  (remember) to call me as soon as you (e)  (get) to the conference?

Liam: Don't worry. I (f)  (call) you.

/ 6 points

### Will, be going to, present continuous for future

#### 2 Choose the best alternative and write it in your notebook.

1 A: What are you going to do this weekend?  
B: I !l have/m having a party at my house. I've invited fifty people!

2 A: What are you going to do this weekend?  
B: I haven't made any plans. I know! I !l call/m calling my friends. We can go out together.

3 A: Look at those black clouds.  
B: Yes. It's raining/going to rain this afternoon.

4 In my opinion, temperatures will get/are getting higher in the next twenty years.

5 Tomorrow my sister will be/is being twenty-one.

6 I'm sure that Johnson will win/is winning the elections next year.

7 I can't go out with you on Saturday. I !l go/m going to my grandmother's house.

/ 7 points

### Future continuous and future perfect

#### 3 Read the situations and complete the sentences with the future continuous or future perfect form of the verb. Write the answers in your notebook.

- I'll do my homework between 6pm and 8pm.  
By 9pm  (do my homework)
- She's going to study English for one month next August.  
On 15th August,  (study English)
- Tomorrow I'll get up at 11am.  
At 10am  (sleep)
- Tomorrow I have an appointment with the dentist from 4 o'clock to 4.30. By 5pm  (leave the dentist)

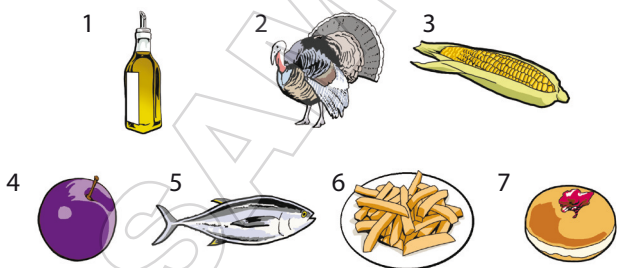
- We have to give our teacher the project before Thursday.  
By Friday  (give our teacher the project)
- I'm going for a run tomorrow between 5 and 6pm.  
Tomorrow at 5.15pm,  (run)
- He's reading the last chapter of the book right now.  
By tomorrow  (read the book)

/ 7 points

## ► Vocabulary revision

### Food

#### 1 Write the names of the food in your notebook.



/ 7 points

### Describing food

#### 2 Complete the sentences with these words. Write the answers in your notebook. There are two words you don't need.

fresh fried frozen junk raw spicy stale  
sweet tasty

- 1 Waiter! This fish isn't . It smells terrible.

- This bread is . It's at least a week old!
- I don't like eating too much  food because a lot of oil can be bad for you.
- food is really convenient. We buy lots, keep it all in the freezer and then get it out when we need it.
- This coffee is too . How much sugar did you put in it?
- I don't think it's fair to call all hamburgers  food because in some restaurants, they make them with top quality ingredients.
- Sashimi is a Japanese dish with  fish. They don't cook it.

/ 7 points

### Prefixes

#### 3 Find the prefix in each word and write its meaning in your notebook.

- disadvantage
- recook
- cooperate
- underestimate
- international
- misunderstand

/ 6 points

**Total**

/ 40 points



## Wypowiedź pisemna – artykuł

### 1a Read the task and find the instructions. What do you need to include in the task?

Niedawno w Twojej szkole zorganizowano warsztaty dotyczące zdrowego żywienia. Według Ciebie, wzięła w nich udział zbyt mała liczba uczniów. Napisz artykuł do internetowej gazетки szkolnej, w którym opisziesz przebieg warsztatów. Przedstaw ponadto w tym artykule swoje stanowisko dotyczące uczestnictwa uczniów w kolejnych warsztatach, i uzasadnij je.

**TIP** Remember to address all the features stated in the instruction and use the appropriate structures for the written form you've chosen.

### 1b In your notebook, write which of the following features of structure that you should include in the task above.

Title	Paragraph 2	Greetings
Introduction	Paragraph 3	
Paragraph 1	Summary	

### 2a Read the suggested titles for the task from exercise 1. Why are they all inappropriate?

- People should eat healthy food.
- Is healthy food really healthy?
- Healthy food begins at home.

### 2b In pairs, discuss what title you would use for the article.

### 3 Read the three possible introductions for the task from exercise 1. Which one would you choose as the best and why?

1.

I am convinced that schools do not do enough to promote healthy food among students. Something must be done about this or our whole society will end up being obese and unhappy.

2.

We all complain that school is boring. Is it not a pity that when something interesting and valuable does happen, we choose not to attend it?

3.

You do not have to do much to learn about living a healthy lifestyle. Just come to our school and take part in our workshop on healthy food. The first part was a huge success, so why not join us for the second one?

### 4 Read the first paragraph of an article written on the above topic. In your notebook, write down all the words which appear more than once.

#### BLOG

Last week, our school organised a workshop on healthy food. It was organised on Friday afternoon. It was organised by two young chefs promoting healthy food. First, we tried some strange dishes. Some ingredients were strange, but others were normal. Then we made some

dishes together. The chefs told us what to do and what the ingredients were.

It was very interesting. They also told us what the most healthy food is. The chefs were very nice. At the end, we ate what we had made. It was really good. We had a good time and we learned a lot. All in all, it was an interesting experience.



**TIP** Use a wide range of grammatical structures and vocabulary items in your writing. Avoid common adjectives such as *nice* or *interesting*.

### 5 Replace the underlined words in the text with less common synonyms. Write the answers in your notebook.

Last week, our school organised a workshop on healthy food.

It (1.) was organised on Friday afternoon. It was (2.) organised by two young chefs promoting healthy food. First, we tried some strange dishes. Some ingredients were (3.) strange, but others were (4.) normal. Then we (5.) made some dishes together. The (6.) chefs told us what to do and what the ingredients were. It was (7.) very interesting. They also told us what the most healthy food is. The (8.) chefs were very (9.) nice. At the end, we ate what we had (10.) made. It was really (11.) good. We (12.) had a good time and we learned a lot. All in all, it was (13.) an interesting experience.

### 6 In every example below, there is a problem with cohesion of the text. Add linkers, use pronouns and combine short clauses to make them more coherent. Write the corrected text in your notebook.

- I came home. I had lunch. I was tired. I took a nap.
- I didn't have any breakfast in the morning. I felt dizzy in class.
- My sister has great clothes. I often take them without asking her. My sister gets angry with me for doing this.
- I haven't thought about my final exam yet. This will change soon.
- Drinking some coffee is actually good for you. You must have heard that.
- Being a couch potato may be enjoyable. Being a couch potato makes you overweight and lazy.

### 7 Read the second paragraph of the article on the topic from exercise 1. Then make the text more coherent.

**TIP** Remember that your text must be logical and coherent. Use linking words, pronouns and other cohesive devices to make it flow well.

What a shame that so few people came to the *Eat Healthy, Be Healthy* workshop. The workshop showed that you do not need a lot of time to eat well. You do not need a lot of money to eat well. Maybe the low turnout was because we do not care so much about our health while we are young. It will change when we grow older. The food we eat influences how we look and how we think. We have to realise that. We do not want to admit it. It is true. We all need to take care of our own well-being. I am convinced of this. The next opportunity will be in December. Do not miss it.

### 8 Write an appropriate ending for the article from exercise 1 so that it logically ties in with the introduction and two paragraphs from the above exercises. Use the prompts below.

- ask a rhetorical question
- make a strong point
- present your view
- give advice or make a suggestion
- give a fact or statistics

#### Zadanie testujące

- 9 Od przyszłego miesiąca w Twojej szkole ma zacząć działać nowy sklepik szkolny. Razem z kolegami przeprowadziłeś/ przeprowadziłaś ankietę na ten temat wśród uczniów. Wraz z dużą grupą osób martwisz się, że w sklepiu nie będzie zdrowej żywności, dlatego chcesz się w tej sprawie wypowiedzieć. Napisz artykuł na stronę internetową szkoły, w którym opisziesz, jakie wyniki przyniosła Wasza ankieta, przedstawisz opinię swoją i kolegów, i zachęcisz uczniów do wspierania tej akcji.



► Mówienie – zestaw zadań

► Zadanie 1. (4 minuty)

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

**Uczeń A**

Razem z kolegami i koleżankami z klasy organizujecie wieczór brytyjski. Jesteś odpowiedzialny/odpowiedzialna za kulinarną stronę przedsięwzięcia. Rozmawiasz z kolegą/koleżanką z Wielkiej Brytanii o swoich pomysłach. Przedstaw je i poproś o radę, co jeszcze zrobić, aby spotkanie to odzwierciedlało brytyjskie zwyczaje żywieniowe. Poniżej podane są cztery kwestie, które musisz omówić z uczniem B.

Typowe potrawy

Miejsce i czas spotkania

Zakupy

Przygotowanie potraw

**Uczeń B**

Kolega/Koleżanka z Polski rozmawia z Tobą o wieczorze brytyjskim, organizowanym wraz z kolegami i koleżankami z klasy. Twój rozmówca jest odpowiedzialny za kulinarną stronę przedsięwzięcia. Przedstawia Ci swoje pomysły i prosi o radę, co jeszcze zrobić, aby to spotkanie odzwierciedlało brytyjskie zwyczaje żywieniowe. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- zasugeruj uczniowi A, żeby przygotować typowy brytyjski posiłek,
- grzecznie nie zgódź się z uczniem A, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
- zaproponuj uczniowi A pomoc w przygotowywaniu potraw,
- wyraż wątpliwość, czy uczniowi A uda się kupić wszystkie składniki posiłku typowe dla kuchni brytyjskiej.

► Zadanie 2. (3 minuty)

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

**Uczeń A**

1. What is the man probably telling the viewers?
2. Do you ever watch cooking programmes and competitions on TV? Why?/Why not?
3. Describe the kind of foods you didn't like when you were a child.



**Uczeń B**



1. How are the people feeling and why?
2. Do you like eating meals by yourself? Why?/Why not?
3. Describe the last time you ate something for the first time.

► Zadanie 3. (5 minut)

Pracujcie w parach. Popatrzcie na zdjęcia i wykonajcie poniższe zadanie. Następnie odpowiedzcie na dwa pytania.

Uczniowie Twojej klasy mają wybrać zajęcia na temat zdrowego odżywiania. Macie do wyboru trzy propozycje.

- Wybierz zdjęcie przedstawiające tę propozycję, która Twoim zdaniem byłaby najatrakcyjniejsza dla całej klasy, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



1. Some people say that *you are what you eat*. How far do you agree with that?
2. Does your diet change when you are angry, sad or stressed out? Why?/Why not?



► Znajomość środków językowych

Minidialogi – wybór wielokrotny

1 Complete the dialogues with the best option (A–C). Write the answers in your notebook.

- X: Who do you think will win Wimbledon this year?  
Y: I don't really know.   
A. Nadal must win.  
B. I hope it's Nadal.  
C. Nadal is winning.
- X: Do you fancy coming to my party next Saturday?  
Y:   
X: That would be great.  
A. Yes, I love to. I'm free on Saturday.  
B. Thanks!  
C. I'd love to. Would you like any help?
- X: I can't do these exercises. They're too difficult.  
Y:   
X: But you said you were leaving in a moment?  
A. I'm going to help you.  
B. I'll help you.  
C. I was going to help you.
- X: Could you help me prepare for my maths test tomorrow?  
Y: Sorry!   
X: Lucky you!  
A. Tomorrow I'll be flying to Greece.  
B. Tomorrow I have to help my grandad tidy up the garden.  
C. I'm not feeling very well.
- X: Why are you sweating so much?  
Y:   
A. I was jogging in the park.  
B. I've just been jogging in the park.  
C. I'm going jogging in the park.
- X: So, how long have you known each other?  
Y:   
X: Really? And you're getting married already?

- Since we were little kids.
- For 3 months.
- Since we met at primary school.

Tłumaczenie fragmentów zdań

2 Translate the fragments in brackets into English. Write the answers in your notebook. You are allowed to use a maximum of six words.

- I hope (skończą naprawiać) our street by the time we get back from our holiday.
- X: What are we having for dinner?  
Y: I don't know. Mum will make dinner (kiedy przyjdzie do domu) .
- Why (może pójdziemy do) cinema on Saturday? I've heard that *Gravity* is really good.
- I (mieszkałem w Londynie przez) two years with my parents. We came back to Poland last year.
- I've seen Paris and Rome, but I (jeszcze nigdy nie byłem w) Bieszczady.
- I finished preparing dinner while my mum (rozmawiała przez) the phone. She can talk for hours!



► Vocabulary plus

1 Match the words from line A with those from line B to make compound adjectives. Then use them to complete the sentences below. Write the answers in your notebook.

A home- low- mouth- off- ready- well-

B balanced calorie made (x 2) putting watering

- X: Is this cake ?  
Y: Yes, my grandma makes it with apples from her garden.
- I'm going to lose some weight this summer. I hope this diet helps me; basically, you can't eat more than 1,000 calories a day.
- This book is full of pictures of desserts, so I can't look at them when I'm hungry!
- A lot of people live on meals as they are quick and easy to prepare.
- I like garlic, but the smell can be to people.
- My teacher always says that we should have a diet as it's good not just for our bodies, but also for our brains.

2 Copy the table into your notebook. Put the adjectives from the box into the correct columns.

appetising baked bitter bland delicious disgusting edible fried frozen grilled mild raw roast sharp sour spicy strong tasty tasteless weak yucky yummy

Flavour/ Taste	Ways of preparing/ storing food	Opinion/ Review of food

# Wordlist Unit 4

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

(phr) = phrase – wyrażenie  
(prep) = preposition – przymiek  
(pron) = pronoun – zaimek  
(v) = verb – czasownik

\*\*\* = słowo bardzo często używane

\*\* = często używane

\* = dość często używane

## Żywność – artykuły spożywcze

bakery products (n)	/ˈbeɪkəri ˌprɒdʌkts/	wyroby piekarnicze
bread (n) ***	/bred/	chleb
chewing gum (n)	/ˈtʃuːɪŋ ˌɡʌm/	guma do żucia
chicken (n) **	/ˈtʃɪkɪn/	kurczak
chips (n) **	/tʃɪps/	frytki
corn (n) **	/kɔːn/	kukurydza
dairy products (n)	/ˈdeəri ˌprɒdʌkts/	produkty mleczne, nabiał
dessert (n) *	/dɪˈzɜːt/	deser
doughnut (n)	/ˈdɔːnʌt/	pączek
fish (n) ***	/fɪʃ/	ryba
fruit (n) ***	/fru:t/	owoc
meat (n) ***	/mi:t/	mięso
oil (n) ***	/ɔɪl/	olej
pea (n) *	/pi:/	grosek
pie (n) *	/paɪ/	placek, ciasto
plum (n) *	/plʌm/	śliwka
seafood (n)	/ˈsiː fuːd/	owoce morza
semi-skimmed milk (n)	/ˌsemi skɪmd ˈmɪlk/	mleko półtłuste
strawberry (n) *	/ˈstrɔːb(ə)ri/	truskawka
sweets (n) *	/swi:ts/	słodycze
tuna (n)	/ˈtjuːnə/	tuńczyk
turkey (n) *	/ˈtɜːki/	indyk
vegetable (n) ***	/ˌvedʒtəb(ə)l/	warzywo

## Żywność – posiłki i ich przygotowanie

fresh (adj) ***	/frefʃ/	świeży
fried (adj) **	/fraɪd/	smażony
frozen (adj) *	/ˈfrəʊz(ə)n/	mrożony
healthy (adj) ***	/ˈhelθi/	zdrowy
junk (food) (adj) *	/dʒʌŋk/ (/fu:d/)	niezdrowe, śmieciowe (jedzenie)
main course (n)	/meɪn ˈkɔːs/	danie główne
raw (adj) **	/rɔː/	surowy
snack (n) *	/snaek/	przekąska
spicy (adj)	/ˈspeɪsi/	ostry, pikantny
stale (adj) *	/steɪl/	czerstwy
starter (n) *	/ˈstɑːtə/	przystawka
sweet (adj) ***	/swi:t/	słodki
tasty (adj) *	/ˈteɪsti/	smaczny
vegetarian (adj)	/ˌvedʒəˈteəriən/	wegetariański

## Inne

activate (v) *	/ˈæktɪˌveɪt/	aktywować
astronaut (n) *	/ˈæstrɔːnɔːt/	astronauta
atmosphere (n) **	/ˈætmoːsfiə/	atmosfera
burn (v) ***	/bɜːn/	palić
canteen (n) *	/ˈkæn tiːn/	stołówka, bufet
century (n) ***	/ˈsentʃəri/	wiek, stulecie
ceremony (n) **	/ˈserəməni/	ceremonia, uroczystość
channel (TV) (n) ***	/ˈtʃænl(ə)l/	kanal (telewizyjny)
cooperate (v) *	/kəʊˈpəˌreɪt/	współpracować
crop (n) **	/krɒp/	zbiór, uprawa
cure (n) **	/kjʊə/	lekarstwo
custom (n) **	/ˈkʌstəm/	zwyczaj
department store (n) **	/dɪˈpɑːtmənt stɔː/	dom towarowy
disadvantage (n) **	/ˌdɪsədˈvɑːntɪdʒ/	wada
dry (adj) ***	/draɪ/	suchy
economic growth (n)	/ˌiːkənɒmɪk ˈgrəʊθ/	wzrost ekonomiczny
election (n) ***	/ɪˈlekʃ(ə)n/	wybory
fancy (v) **	/ˈfænsi/	mieć ochotę
flavour (n) **	/ˈfleɪvə/	smak
harvest (n) *	/ˈhɑːvɪst/	zbiór, żniwa
illness (n) ***	/ˈɪlnəs/	choroba
improve (v) ***	/ɪmˈpruːv/	poprawiać, udoskonalać
innocent (adj) **	/ˈɪnəs(ə)nt/	niewinny
international (adj) ***	/ˌɪntəˈnæʃ(ə)nəl/	międzynarodowy
manage (v) (to do something) ***	/ˈmænɪdʒ/	dawać radę

matter (n) ***	/ˈmætə/	materia
microwave (n) *	/ˈmaɪkrəweɪv/	kuchenka mikrofalowa
misunderstand (v)	/ˌmɪsʌndəˈstænd/	nie zrozumieć, źle zrozumieć
molecular (adj) **	/məˈlekjʊlə/	molekularny
multinational (adj) *	/ˌmʌltiˈnæʃ(ə)nəl/	międzynarodowy
nanotechnology (n)	/ˈnænəʊtɛk nɒlədʒi/	nanotechnologia
nutrient (n)	/ˈnjuːtriənt/	składnik odżywczy
obese (adj)	/əʊˈbiːs/	otyły
optimistic (adj) **	/ˌɒptɪˈmɪstɪk/	optymistyczny
order (v) ***	/ˈɔːdə/	zamawiać
oven (n) **	/ˈʌv(ə)n/	piekarnik
overbook (v)	/ˌəʊvə(r)ˈbʊk/	przyjmować zbyt wiele rezerwacji
overcooked (adj)	/ˌəʊvə(r)ˈkʊkt/	rozgotowany
parade (n) *	/pəˈreɪd/	pochód, parada
pessimistic (adj) *	/ˌpesɪˈmɪstɪk/	pesymistyczny
pick (v) ***	/pɪk/	zbierać
powder (n) **	/ˈpaʊdə/	proszek
precooked (adj)	/ˌpriːˈkʊkt/	podgotowany, uprzednio przygotowany
present (adj) ***	/ˈprez(ə)nt/	obecny
present (n) ***	/ˈprez(ə)nt/	prezent
preserved (adj) ***	/ˌpriːˈzɜːvd/	zakonserwowany
pumpkin (n)	/ˈpʌmpkɪn/	dynia
reception (n) **	/ˈriːsepʃ(ə)n/	przyjęcie
recooked (adj)	/ˌriːˈkʊkt/	odgrzany
redo (v)	/ˌriːˈduː/	powtórzyć, przerobić
risk (n) ***	/rɪsk/	ryzyko
role (n) ***	/rəʊl/	rola
scale (n) ***	/skeɪl/	skala
share (v) ***	/ʃeə/	dzielić (się)
stripe (n) *	/straɪp/	pasek
substance (n) ***	/ˈsʌbstəns/	substancja
taste (n) ***	/teɪst/	smak
tiny (adj) ***	/ˈtaɪni/	mały
transmitter (n)	/ˈtrænzˌmɪtə/	nadajnik, przekaźnik
transparent (adj) *	/ˈtrænsˌpærənt/	przezroczysty
undercooked (adj)	/ˌʌndə(r)ˈkʊkt/	niedogotowany
underestimate (v) *	/ˌʌndəˈestɪmənt/	nie doceniać
waiter (n) *	/ˈweɪtə/	kelner
wedding (n) ***	/ˈwedɪŋ/	ślub
width (n) **	/wɪdθ/	szerokość

## Vocabulary plus

appetising (adj)	/ˈæpəˌtaɪzɪŋ/	smakowity
bitter (adj) **	/ˈbɪtə(r)/	gorzki
bland (adj)	/blænd/	mdły
delicious (adj) *	/dɪˈlɪʃəs/	pyszny
disgusting (adj) *	/dɪsˈɡʌstɪŋ/	obrzydliwy
edible (adj)	/ˈedɪb(ə)l/	jadalny, zjadliwy
home-made (adj)	/ˌhəʊmˈmeɪd/	robiony w domu
low-calorie (adj)	/ˌləʊ ˈkæləri/	niskokaloryczny
mild (adj) **	/maɪld/	łagodny
mouth-watering (adj)	/ˈmaʊθ ˌwɔːtərɪŋ/	smakowity
off-putting (adj)	/ˌɒfˈpʊtɪŋ/	odstrasżający
ready-made (adj)	/ˌrediˈmeɪd/	gotowy
roast (v)	/rəʊst/	piec
sharp (adj) ***	/ʃɑː(r)p/	ostry
sour (adj) *	/ˈsaʊə(r)/	kwaśny
tasteless (adj)	/ˈteɪs(t)ləs/	bez smaku
well-balanced (adj)	/ˌwelˈbælənst/	zrównoważony
yucky (adj)	/ˈjʌki/	ohydny
yummy (adj)	/ˈjʌmi/	pyszny



# ▶ Test checkpoint Units 3–4

## ▶ Rozumienie tekstów pisanych

### ▶ Pointer



Read the answer options carefully. The incorrect ones may contain false information, or be only partly true. Remember that some questions will focus on detailed information in the text, while others may test your understanding of the gist of the text or facts and opinions presented in it.

### Zadanie 1.

Przeczytaj dwa teksty związane z miejscem zamieszkania. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zapisz w zeszyte literę A, B, C albo D.

#### THERE ONCE WAS A MAN WHO MOVED TO IRAQ



When you are a tall, blonde American boy wearing nerdy glasses, you stand out in Thailand. When I was staying there, I was often insensitive: I pointed my feet at people, didn't give up my seat to the monks on the metro, and did quite a lot of other things that travellers from the West do but are inappropriate there. In response, the Thais just smiled so the Man – that is me, Matt – didn't learn my lesson. But then I moved to Iraq, and everything changed.

I've been travelling around Iraq for two years now and I've learned a lot, often the hard way. Iraq is one of the most challenging countries on earth. Two years of travelling throughout the region, among countless tribes, and in several tense cities like Tikrit and Fallujah has helped me see that Thailand was like a walk in a park in comparison. Even if you've travelled a lot before, it's a totally new experience. So, if you want to travel to the Middle East, think about some of the lessons I've learned here.

First of all, I've learned that when you live in the Middle East, you have to 'sloooooow doooooown'. Most of the Middle East moves at a slower pace. In many traditional shops, you don't simply just buy something, as the local people sit, drink tea, chat about whatever is on TV, and discuss their families. Then, once you've got tired of sitting there, you talk a bit more and eventually get down to business. However, there's nothing you can do to fight against these routines. You'll simply never win and waste a lot of time and energy feeling frustrated with the local people – and they might think they've done something wrong once they notice that you're upset. Indeed, my Iraqi friends are often surprised at how fast I walk, talk and eat: why all the rush?

I've also learned that you shouldn't expect to find Western food here: for example, the chicken nuggets can actually be worse here; cakes are much sweeter than back home and pizza sauce is just cheap ketchup. Of course, you will find better-quality Western food in Tel Aviv, Cairo, Istanbul, and plenty of other big cities. But, really, who cares? Here, you have access to some of the best food on the planet, so why not try an *iskender* kebab in Turkey or *munsaf* in Jordan? It's a good idea to ask the local people what they like to eat and then try the same.

You might also need to think about the concept of modesty. There are huge differences between different parts of the Middle East, but even in the more liberal parts you should be careful about how you behave towards the opposite sex and what you wear. We are all guests here, so we're not free to act the way we want to. Thus, it's a good idea to look for photos of the place you're going to visit and to see what the local people are wearing, and then to pack accordingly.

If you have any doubts, it's often enough to look around and observe what other people are doing and wearing. However, based on my own experience, what I've learned here can be applied to almost anywhere. Slowing down; being sensitive in how you relate to others and dress; eating local food – all these things are worth considering regardless of the place you visit.

- 1.1. When the author was in Thailand, he learned
  - A. that Thais are tolerant of foreigners.
  - B. how to behave in the Middle East.
  - C. that Thais don't wear trendy glasses.
  - D. that Thais laugh at foreigners a lot.
- 1.2. The author claims that
  - A. life in the Middle East is too fast for him.
  - B. the local people are amazed by his pace of life.
  - C. the local people often feel insulted by his pace of life.
  - D. he always feels frustrated with the slow pace of life in the Middle East.
- 1.3. The author believes that
  - A. foreigners always make mistakes abroad.
  - B. you must show sensitivity only in the Middle East.
  - C. we should be sensitive to all the local cultures that we visit.
  - D. living in Iraq is similar to living in other countries.

#### IN SEARCH OF COMFORT

According to the results of a study conducted by the Economist Intelligence Unit, a division of The Economist, the most well-known magazine on economic issues, the most comfortable city to live in is Melbourne in Australia. The EIU rates cities on a 100-point scale, and the criteria for evaluating the quality of the cities include social stability, sense of personal security, climate, health and culture, social infrastructure, and the availability of services and goods. It may be difficult to believe that any city might get as many as 98 points, but Melbourne does. Just out of interest, Vienna comes second, followed by Vancouver in third place.

However, the EIU ranking does not take the cost of living into consideration. It has also been criticised for choosing English speaking countries as ideal destinations, as eight out of ten first places are occupied by one city in New Zealand, three in Canada and four in Australia.

Two different but also important ranking lists for cities are published by Mercer, an American human resource company, and the lifestyle magazine Monocle. Important criteria for these two publications include safety, climate, tolerance, architecture, and urban design amongst many other things. Thus, some of the criteria used is different from that used by the EIU. For Monocle, first place is occupied by Copenhagen, followed by Melbourne and Helsinki respectively. In contrast, the winner on the Mercer list is Vienna, with Melbourne only coming in 17th position. It may come as no surprise, then, that although 'liveability' rankings are widely discussed in the media, they often evoke controversy and attract criticism.

- 1.4. The EIU ranking does not consider
  - A. the price of accommodation and food.
  - B. medical institutions.
  - C. the weather.
  - D. easy access to shops.
- 1.5. Which of the following is stated in the text as a fact, not an opinion?
  - A. Liveability rankings differ in their choice of criteria.
  - B. Melbourne is the most comfortable city in the world.
  - C. No city deserves as many as 98 points.
  - D. Liveability rankings are not very reliable.



## ► Rozumienie ze słuchu

### ► Pointer



Remember that the speakers in the recording may use different words and phrases to express the same ideas as the ones stated in the answers. The correct answers are generally accurate summaries of what the speakers say, so don't just listen for specific facts, but also for feelings and intentions. Also listen out for information referring to the context of each situation.

### Zadanie 2.

Usłyszysz dwukrotnie cztery wypowiedzi związane z jedzeniem. Do każdej wypowiedzi (2.1.–2.4.) dopasuj odpowiadające jej zdanie (A–E). Zapisz odpowiedzi w zeszyty. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

- |   |      |
|---|------|
| A. The speaker describes why he/she hates spinach.                      | 2.1. |
| B. You can learn about the origin of a popular dish.                    | 2.2. |
| C. The speaker explains why he/she wants to educate food consumers.     | 2.3. |
| D. The speaker is giving a talk on a well-balanced diet.                | 2.4. |
| E. The speaker talks about his/her feelings connected with his/her job. |      |



## ► Znajomość środków językowych

### Zadanie 3.

Uzupełnij każde zdanie podanymi wyrazami, tak aby zachować znaczenie zdania wyjściowego. Nie zmieniaj podanych fragmentów i formy podanych wyrazów. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie sześć wyrazów. Zapisz odpowiedzi w zeszyty.

- 3.1. Maybe I'll read the whole book tomorrow, maybe on Saturday, but not later than Sunday.

**BY**

I will Sunday.

- 3.2. Look at these clouds! It looks like rain.

**TO**

Look at these clouds! I think it .

- 3.3. Could you help me tidy up after the party?

**HELPING**

Would you tidy up after the party?

- 3.4. I'm off to bed now, I have a plane at 6:00 am.

**MY**

I'm off to bed now, at 6:00 am.

- 3.5. Do you fancy going out for lunch on Saturday?

**WE**

Why for lunch on Saturday?

- 3.6. I've known Harry since my childhood.

**I**

I've known Harry a child.

## ► Wypowiedź pisemna

### ► Pointer



Remember that for your written work you are usually marked, amongst other things, for the quality of vocabulary and grammatical structures that you use. At the same time, you are marked for the correctness of anything you write, so make sure that you only use structures that you are sure of and check your work for any spelling mistakes before you hand it in.

### Zadanie 4.

W ścisłym centrum Twojego miasta zniesiono ciszę nocną, w związku z czym mieszkańcy zorganizowali akcję protestacyjną. Napisz artykuł na stronę internetową miasta, w którym zrelacjonujesz przebieg akcji oraz przedstawisz i uzasadnisz swoje stanowisko w tej kwestii. Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi dla formy wskazanej w poleceniu.

## ► 'Can Do' Progress Check



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

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

- a I can talk about routines and what's happening now using the present simple and present continuous.
- b I can ask for and give basic personal information.
- c I can make nouns using the suffixes *-ment*, *-ion*, *-ence*.
- d I can understand conversations about families and family life.
- e I can write a basic informal email about myself or somebody I know well.
- f I can report past events using the past simple and past continuous.
- g I can explain sequences of events in the past using expressions of sequence and time.
- h I can understand written and spoken texts about crimes and the police.
- i I can talk about different crimes and investigations.
- j I can write a basic informal letter about a past event.

- 2 Decide what you need to do to improve.**

- 1 Look again at my book/notes.
- 2 Do more practice exercises.
- 3 Other?



## ► Vocabulary

### School and university subjects

- 1** Work with a partner. How many of these subjects do you know? Decide which book cover corresponds to which subject.

art biology business studies chemistry drama  
engineering English geography history  
information and communication technology (ICT) law  
literature maths media studies medicine music  
physical education (PE) physics psychology



- 2** When do you usually start studying these subjects – at nursery school (3–4 years old), primary school (5–10), secondary school (11–18) or at university (18+)? Complete the table in your notebook.

Nursery	Primary	Secondary	University
art,	English,	biology,	business studies,

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

1 2 3 4

- 4** **SPEAKING** Find out your partner's opinion of the different subjects. Do they like studying the subjects? Would they like to study them one day?

Do you like studying physics?

No, I don't like physics much. I prefer biology.

### Words connected with school and university

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

mark/grade essay about the Roman Empire  
fail pass certificate coursework  
cheat terms timetable resit it

- Last week in history, I wrote an .
- 9 out of 10 is a really good .
- I didn't do the exam very well so next week I'm going to .
- I don't know what lesson we have now because I didn't bring my .
- Usually you need to get more than 50% in an exam to .
- When you don't get more than 50% in an exam, you usually .
- Usually the school year is divided into two .
- When I finished my karate course, they gave me a .
- The teachers watch us during our exams so that we can't .
- The teachers evaluate us by looking at our exams and the work we do all year, our .

- 6a** **SPEAKING** Work with a partner. Ask and answer the questions. Make a note of your partner's answers.

- What is your school timetable for Friday? Do you like it?
- Which is your favourite term and why?
- What's your best mark in an exam this year?
- Did you have to resit any exams last year? Which one(s)?
- Have you got any certificates? What are they for?
- What was the last essay that you wrote?

- 6b** **SPEAKING** Report back to the class with information about your partner.

What is your school timetable for Friday?

My first lesson is maths, then I have ...

**1 SPEAKING** Within two minutes write down in your notebook any words you associate with university. Compare your words with the rest of the class. Explain your choices if necessary.

**2 SPEAKING** Work with a partner. Discuss these questions.

- 1 Do you want to go to university when you finish school? Why?/Why not?
- 2 What do you think are the biggest differences between studying at school and university?

**3** Within three minutes read the text and answer these questions.

- 1 What type of people do you think are asking the questions?
- 2 What type of people do you think are answering the questions?
- 3 Where do you think this text is from, and what do you think its purpose is?

## FORUM

**Mandy writes** I've heard that studying at uni is very different from studying at school? Is that true? And if so, in what way or ways?

**Answered by Carol 7 hours ago** Hi Mandy. For a start, it maybe depends a little bit on what subject you're studying. But basically, I'd agree that it is quite different. At school, your teachers usually guide you and check what you're doing all the time. At university, you have to organise yourself much more. Of course, you'll have lectures and tutorials, but you don't have to attend as many classes as at school. That means you have more freedom, but you had better plan ahead and organise your time well for reading and assignments or you can suddenly find yourself in real trouble. Don't panic though. Apart from your professors, tutors and lecturers, most universities have specialists (in our uni, librarians) who can help offer advice about making the best use of your time.

**Mark writes** How difficult is it to cope with all the day-to-day things like shopping, cooking or washing your clothes when you have to study hard too?

**Answered by Jim 2 days ago** Good point, Mark! One of the biggest differences between life at university and being at school is that when you live away from home, you suddenly have to do all those everyday jobs that many of us don't have to do when we live at home with our parents. My advice is simple. First, you should check your teaching timetable to find out the times of your lectures, tutorials, etc. Then you ought to choose the best day and time to do chores and try to keep to that schedule. When you plan ahead, you can always find time for everything, even your dirty socks!

**Richard writes** Is it difficult to make friends in the first few weeks of university?

**Answered by Robert 12 hours ago** Although you're going to be busy in the first few weeks, you must find time to get out and meet people. The good news is that everyone is in the same position as you. In the first week, you can see all the different clubs and societies that your university has to offer, and when you join one, you're bound to meet other people with similar interests. In general, in my opinion, extracurricular activities are a really important part of life at university. You can't study 24 hours a day. Anyway, I reckon most employers will want their employees to have interests outside their studies too, and to be sociable.

**Francine writes** Are there lots of exams like at school, or is assessment different at university?

**Answered by Penny one day ago** Hi Francine. I suppose it depends what subject you're studying, but I'd say that in general, at university, you don't have to do as many exams as at school. Personally, I only have to do exams at the end of the year. On the other hand, I do have to hand in lots of coursework throughout the year - projects, essays, assignments and practical tasks. You mustn't underestimate the importance of this coursework as it will all contribute to your final mark or grade.

**4** Read the text again and answer the questions.

- 1 According to Carol, what is the main difference between studying at school and at university?
- 2 According to Carol, which different people can help you to adjust to this different style of studying?
- 3 According to Jim, how is life at university different from studying at home?
- 4 According to Jim, how can you find time to do everything at university?
- 5 According to Robert, what is a good way to make new friends at university?
- 6 According to Robert, why is it important to make friends and do other things apart from studying at university?
- 7 According to Penny, how is evaluation at university different from evaluation at school?

**5** Match the underlined words in the text with the explanations. Write the answers in your notebook.

- 1 teaching staff at a university
- 2 people who work in a library
- 3 to deal successfully with
- 4 sure or certain to
- 5 an informal way of saying 'university'
- 6 things that you do at school or university that are not part of your course
- 7 small classes at university
- 8 talks given at university to large groups of students

**6 SPEAKING** What about you?

- 1 Do you think the information in the text is useful? Why?/Why not?
- 2 What do you imagine are the best and worst things about studying at university?



## GRAMMAR GUIDE

### Modal verbs of obligation, prohibition, advice and permission

#### 1a Read the sentences. In your notebook, complete the rules with the words in bold.

- You **should** check your timetable.
  - You **must** find time to meet people.
  - I **have to** do exams at the end of the year.
  - You **mustn't** underestimate the importance of coursework.
  - You **can't** hand in work late.
  - You **ought to** keep to a schedule.
  - You **had better** plan ahead and choose the best day and time.
  - You **can** find time for everything.
  - You **don't have to** do as many exams as at school.
- We use **must** and **have to** for obligation.
  - We use **can't** when there is no obligation.
  - We use **mustn't** and **don't have to** for prohibitions or when there is no permission to do something.

- We use **should** and **ought to** for advice and recommendations.
- We use **can** to give permission.

#### 1b Are these sentences true (T) or false (F)? Write the answers in your notebook.

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

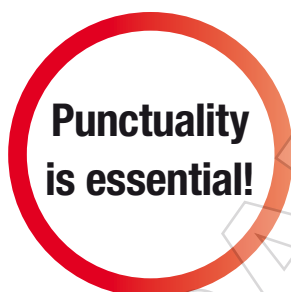
**GRAMMAR REFERENCE** ▶ str. 74

#### 2 Read these school rules and choose the correct alternative. Write the answers in your notebook.

- You must/mustn't/don't have to smoke.
- You have to/don't have to /mustn't wear a school uniform if you're 17.



- You must/mustn't/can't arrive on time.
- You have to/don't have to /mustn't wear a school uniform if you're 15.



- You can/can't/don't have to wear make-up.
- Students must/mustn't /don't have to use mobile phones in class.



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

arrive early   carry ID   cheat in tests   eat or drink in class  
participate in class   wear special shoes and clothes for PE

#### 4a Read the information about legal ages in Britain. Complete the second sentence, using the correct form of the modal verbs and any other words. Write the answers in your notebook.

- It is obligatory to go to school until you are at least 16.  
You have to go to school until you are at least 16. (have to)
- You have permission to go into a pub when you're 14 but you don't have permission to drink or buy alcohol.  
You can go into a pub when you're 14 but you can't buy alcohol. (can)
- Voting in a general election is prohibited until the age of 18.  
You mustn't vote in a general election until you are 18. (must)
- It is obligatory to be at least 17 to drive a car.  
You have to be at least 17 to drive a car. (have to)
- It is possible to ride a moped when you're 16.  
You can ride a moped at 16. (have to)
- It is obligatory to be 18 before you can get married without your parents' permission.  
You must be 18 before you can get married without your parents' permission. (must)
- It is impossible to change your name until you are 16.  
You can't change your name until you're 16. (can)
- It is possible to buy a ticket for the National Lottery when you are 16.  
You can buy a ticket for the National Lottery at 16. (have to)

#### 4b What are the legal ages for these things in your country? Do you know?

- 5 In your notebook, complete the text by filling in each gap with one word.



You (a)  better be careful if you drive (b)  fast near a school in Lancashire in England. Everybody knows you (c)  pay attention to speed limits (in the UK, the legal speed limit in cities is 50 km/h). But it's even more important to respect speed limits where (d)  are many children crossing the road. So, the police have decided to punish drivers (e)  a very original way. The police think that drivers ought (f)  realise what they are doing when they are driving fast in areas near schools. They have decided that the best punishment is to make the bad drivers sit at school and answer (g)  from schoolchildren. The students ask (h)  drivers to think about what they (i)  done. The result is that the drivers quickly change the way they think about driving. (j)  it isn't only the drivers who think about the consequences of dangerous driving. One of the 15-year-old students at the school said that it would help her to be a good driver when she was (k)  enough to drive. So you (l)  not have to be a driver already to learn about the rules of the road!

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

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



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

## Noun suffixes -er, -or, -ist, -ian, -ee

- 1 Read these words. They all have suffixes which make nouns. Are they nouns for people or things?

employee    lecturer    scientist  
professor    employer    librarian

- 2 In your notebook, match these words with the definitions.

director    electrician    historian  
trainee    instructor    journalist  
photographer    physicist    technician

- somebody who studies physics as their job
- somebody who teaches you a particular skill, e.g. to ski or play a sport
- somebody who writes about or studies events in history
- somebody who pays someone to work for them
- somebody with technical training who works with special equipment or machines
- somebody whose job is to report the news
- somebody who is training for a job
- somebody whose job is to repair electrical systems or equipment
- somebody whose job is to take pictures

- 3a **PRONUNCIATION** Listen to the words in 1. Which is the only noun suffix which we stress?

- 3b Listen to the words in 2. Copy them into your notebook and underline the stress.

journalist

- 3c Practise saying the words with the correct stress.

- 4 Complete the sentences with words from 1 and 2. Write the answers in your notebook.

- I don't want to be a professional  but I enjoy taking pictures.
- I'd like to be a swimming  because I love swimming and I'd like to teach other people how to do it.
- I'd like to be a  or a  because I'm good at science, especially physics.
- I'd prefer to have my own company and be an  not an  working for somebody else.
- I wouldn't like to be the  of a company because you're responsible for everything.

- 5 **SPEAKING** Work with a partner. Ask and answer questions about the sentences in 4. Then you can ask more questions to find out more details.

*Do you want to be a professional ... ?*



**1a** Work with a partner. Look at these photos. They show different extracurricular activities that you can do at school or university. Name the activities.



**1b** Make a list of any other extracurricular activities that are typical in schools or universities in your country.

**2** Listen to four people talking about extracurricular activities. What clubs or societies do you think they are talking about? Write the answers in your notebook.

- 1
- 2 Octo
- 3  and
- 4

**3** Listen again and complete the sentences in your notebook.

- 1 This society is organising a  at Christmas. They need people who can .
- 2 The boy doesn't want to join this club because  and .
- 3 The girl's mother likes the first club because . The girl's mother thinks the second club isn't a good idea because .
- 4 The boy doesn't have time to join this club because he . The girl thinks that the boy should .

**4 SPEAKING** What about you?

- 1 What extracurricular activities do you do, or would you like to do?
- 2 Do you think extracurricular activities are good or bad for your studies?

## GRAMMAR GUIDE

### First and second conditionals

**1a** Read the sentences. Which are first conditionals and which are second conditionals?

- 1 If I had time, I'd join the team, but I just don't have the time.
- 2 If you join now, you'll be able to take part in our Christmas show.
- 3 If I were you, I'd do one course and play tennis.
- 4 You won't have time to study if you go climbing every weekend.
- 5 If I could swim, maybe I would join.

**1b** Copy the rules into your notebook. After each rule, write: first conditional, second conditional or both.

- 1 It describes an improbable or imaginary situation in the present or future, and its consequence.
- 2 It describes a possible situation in the present or future and its consequence.
- 3 We use the present simple in the half of the sentence with *if*, and *will/won't* + infinitive in the other half.
- 4 We use the past simple in the half of the sentence with *if*, and *would/wouldn't* + infinitive in the other half.
- 5 The half of the sentence with *if* can come after the other half, but we don't use a comma then.
- 6 We can use it to give advice when we have *If I were you* in one half of the sentence.

**GRAMMAR REFERENCE** ▶ str. 74

**2** Put the verbs in the correct form to make first conditional sentences. Write the answers in your notebook.

- 1 My friend Omar wasn't at school yesterday. If he  (not come) today, I  (ring) him to find out how he is.
- 2 Don't worry. If the exam  (be) tomorrow, I  (lend) you my notes.
- 3 If they  (have) a party for new students tonight, I  (go).
- 4 You  (not like) the Drama Club if you  (not enjoy) acting.
- 5 She  (learn) Italian if there  (be) free Italian classes.
- 6 If you  (not know) some of the answers, the teacher  (help) you.
- 7 If we  (arrive) late today, the teacher  (get) angry.

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

be do get have not work spend study

1 **BEN:** What (a) ..... you ..... to improve the world if you (b) ..... a world leader?

**BETHANY:** I (c) ..... more money on schools and universities.

2 **EMMA:** You never do any schoolwork at the weekend. If you (d) ..... more, you (e) ..... higher marks in your exams.

**MEGAN:** I know, but I have to work at my dad's shop. If I (f) ..... there, I (g) ..... time to study.

### 4 In your notebook, complete the text with the verbs in the correct form of the first or second conditional.

My name's Lizzy. I'm 18 and I've just started university. There are hundreds of extracurricular activities at my university but right now I can't decide which ones I want to do.

The problem is that I'm not very good at sport. If I (a) ..... (be) good at sport,

I (b) ..... (play) tennis or basketball or something like that. I love singing but

I haven't found a choir yet. It can't be difficult to find one. If I (c) ..... (find)

a choir, I (d) ..... (join). I imagine it's free. I haven't got much money.

If I (e) ..... (have) more money, I (f) ..... (think) about joining

the Snow Club. They organise lots of trips to the mountains. The thing is, if we

(g) ..... (be) closer to the mountains, it (h) ..... (not be)

so expensive but we're about 200 kilometres away! Anyway, I'm going to make

my final decisions in the next three or four days. If I (i) ..... (have)

problems deciding, I (j) ..... (talk) to my older sister, but I don't think

that'll be necessary in the end.



### 5 In your notebook, complete the sentences with true information about yourself.

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

2 If I pass all my exams, ...

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

4 If I have time this weekend, ...

5 If I had enough money, ...

6 If I met my favourite film star, ...

7 If I was a superhero, ...

8 If I go out with my friends this weekend, ...

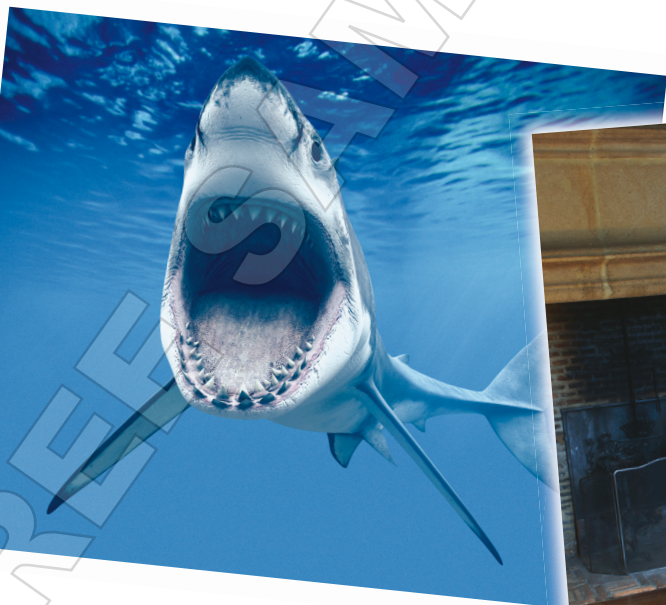
### 6 Work with a partner. Compare your sentences from 5 and choose the three best ones.

#### 7a SPEAKING Write six questions, three questions beginning with *What will you do if ...?* and three beginning with *What would you do if ...?* Look at these photos for ideas.

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

*What would you do if you met Kate Moss at a party?*

#### 7b SPEAKING Interview different people with your questions. Choose the best answers and report them to the class.





- 1 SPEAKING** Look at this photo. Work with a partner and write six words which you could use to describe it.



- 2** Listen to somebody talking about the photo in 1. Tick any of the words on your list that you hear.

- 3** Are the statements true (T) or false (F)? Write the answers in your notebook.

- 1 The speaker thinks the man is the director of the university. T/F
- 2 He thinks the photo shows the students' final graduation. T/F
- 3 He thinks the students have just received books. T/F
- 4 He has been in a similar situation in his life. T/F
- 5 He thinks it's strange that all the people look serious. T/F

- 4** Listen to the speaker again. Decide which of the expressions from the Speaking Bank are used in the recording.

### ► Speaking Bank

- In the photo I can see, ...
- The photo shows, ...
- In the foreground, ...
- In the background, ...
- At the top of the photo, ...
- At the bottom of the photo, ...
- In the middle of the photo, ...
- On the right, ...
- On the left, ...
- In the top/bottom right/left corner, ...
- It looks/doesn't look like, ...

- 5** Look at this photo and complete the sentences with the words from the Speaking Bank. Write the answers in your notebook.



- 1  three students in a classroom.
- 2  a science lesson.
- 3 In the , there's a student wearing a white coat.
- 4 On the , there's a boy with short brown hair.
- 5 On the , there's a girl wearing a blue shirt.
- 6 , there's a large window.
- 7 It  they are doing an experiment.

### Practice makes perfect

- 6a SPEAKING** Look at the photo and prepare the task.

Describe the photo. Then talk about:

- what it makes you think of,
- if you have had a similar personal experience.



- 6b SPEAKING** Work with a partner. Each person should choose one of the photos on this page. Take it in turns to describe your photo. Remember to use the expressions from the Speaking Bank.

- 1 Read this information about a scholarship at a university. Find the qualities that an ideal candidate should have. Do you think *you* would be a good candidate for the scholarship? Why?/Why not?

## St George's College

STUDENTS & APPLICANTS

### Society Scholarship

A number of annual scholarships are given to students of English who have a special interest in British history and/or who would like to study in Britain in the future. Applicants must have good grades and should be active in extracurricular activities such as sports (emphasis on swimming, tennis, football and hockey) and social activities. Please send a letter of application to this address.

- 2 Read the letter of application for this scholarship. Do you think this person is a good candidate or not? Why? Make a list of reasons for your answer.

Dear Sir or Madam,

I am writing to apply for the St George's Society Scholarship, which I saw advertised on the university website.

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

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

I would be very grateful to receive the chance to study at your university with a St George's Scholarship and I am sure that I could make a valuable contribution to the English department.

I look forward to receiving your reply.

Yours faithfully








Marcus Reeves

Marcus Reeves

- 3 Read again the letter in 2. In your notebook, complete the information in the Writing Bank.

### ► Writing Bank

#### Useful expressions and conventions for formal letters

- If we know the name of the person we are writing to, we begin *Dear Mr/Mrs/Ms* and their surname. We finish *Yours sincerely*.
- If we don't know the name of the person we are writing to, we begin *Dear* (1)  or (2) . We finish *Yours* (3) .
- In formal letters, we do not use (4)  eg we write *I would*, not *I'd*.
- We often use more formal words and expressions, e.g. (5)  instead of *I'd be really happy to get the chance*.
- We often start formal letters with *I am writing to ...* and then explain why we are writing.
- We often end formal letters with expressions like *I* (6)   *to receiving your reply*.

### Practice makes perfect

- 4a Read the task and write the letter. Use the expressions and conventions in the Writing Bank to help you.

Read the information below about a scholarship. Write a letter of application. Include information to make yourself an ideal candidate. Write between 200 and 250 words.



#### STUDENTS & APPLICANTS

### Combined English Scholarship

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

- 4b When you finish your letter, exchange it with a partner. Prepare seven questions to ask them in an interview for the scholarship.

*In your letter, you say that your marks are usually high. Which are your best and worst subjects?*

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



## Have to, don't have to

### Forma

Affirmative	<i>You have to go to school until you are 16.</i>
Negative	<i>You don't have to wait until you're 20 to vote.</i>
Question	<i>Do you have to be 18 to vote?</i>
Short answers	<i>Yes, you do./No, you don't.</i>

### Użycie

**Have to** używamy, gdy mówimy o rzeczach koniecznych, nieuniknionych lub obowiązkowych. **Have to** często opisuje obowiązki nałożone na nas przez innych ludzi lub władze, np.: *You have to have a passport to check in.*

**Don't have to** używamy, gdy mówimy o rzeczach, które nie są obowiązkowe czy niezbędne. *Students don't have to pay tax.*

## Must, mustn't

Affirmative	<i>You must listen to what the teacher says.</i>
Negative	<i>You mustn't copy in exams.</i>

**Must** zazwyczaj nie stosuje się w pytaniach. Bardziej powszechne jest **have to**.

**Must** używamy, gdy mówimy o przymusie narzuconym sobie lub innym przez osobę mówiącą.

*I must remember to get my passport.*

**Mustn't** używamy, gdy mówimy o zakazach. *You mustn't smoke here.*

## Can, can't

**Can** używamy, aby dać pozwolenie, a **can't** – aby go nie udzielić.

*You can use the computers but you can't eat in the classroom.*

## Should, shouldn't, ought to, had ('d) better

Affirmative	<i>You should/ought to/had better respect others.</i>
Negative	<i>You shouldn't study too late at night.</i>
Question	<i>Should I stop now?</i>
Short answers	<i>Yes, you should./No, you shouldn't.</i>

**Should, shouldn't, ought to, had ('d) better** używamy, aby coś doradzić czy podpowiedzieć lub żeby poprosić o poradę.

*You should read this book.*

**Ought to i had ('d) better** są nieco rzadziej stosowane w zdaniach przeczących i pytających.

## First conditional

**If + present simple, ... will/won't + bezokolicznik**

*If you study more, you will get better marks.*

*If we don't do the exam, we won't get a certificate.*

W części zdania z **if** stosujemy czas **present simple**.

Pierwszego trybu warunkowego (**first conditional**) używamy, gdy mówimy o możliwych i prawdopodobnych sytuacjach w przyszłości oraz o ich następstwach.

*If you aren't careful (możliwa sytuacja w przyszłości), you will have an accident (możliwy skutek tej sytuacji).*

## Second conditional

**If + past simple, ... would/wouldn't + bezokolicznik**

*If I had a million pounds, I'd travel around the world.*

*If we didn't revise, we wouldn't remember much.*

Część zdania z **if** możemy umieścić na początku lub na końcu.

Jeżeli umieścimy ją na początku zdania, musimy postawić przecinek przed drugą częścią wypowiedzi.

*If we had more free time, we'd do more sport.*

W części zdania z **if** stosujemy czas **past simple**.

Po **if** możemy użyć **were** zamiast **was**.

*If I were/was a teacher, I would make my students work hard.*

Drugiego trybu warunkowego (**second conditional**) używamy, gdy mówimy o hipotetycznych lub nieprawdopodobnych sytuacjach i o ich następstwach.

*If I made films I would live in Hollywood.*

Aby coś komuś poradzić, używamy konstrukcji **If I were you, I'd ...**

# Self-check Unit 5

## ► Grammar revision

### *Must, mustn't, have to, don't have to, can, can't*

#### 1 In your notebook, rewrite the sentences with *must, mustn't, have to, don't have to, can or can't*.

- I haven't got permission to go to the party.  
I
- It isn't necessary for students to wear a uniform here.  
Students
- Making a loud noise is prohibited here.  
You
- It is obligatory to wear a seat belt.  
You
- Copying is not allowed in exams.  
You
- It's essential for me to get a new passport.  
I
- My little brother has permission to ride his bike alone.  
My little brother

/ 7 points

### *Should, shouldn't, ought to, 'd better*

#### 2 Are the sentences correct? If not, correct them in your notebook.

- My friends and I shouldn't to go out at the weekend.
- You would better walk to school.
- I think you ought go to the dentist.
- What should I say when I see the headmaster?
- We'd better leave now if we want to arrive on time.

/ 5 points

### *First and second conditional*

#### 3 Complete the sentences with the verbs in the correct tense. Write the answers in your notebook.

- If I were you, I  (tell) Alex the truth.
- Lewis  (buy) me a souvenir if he goes to New York.
- What  you  (say) if I told you I love you?
- My mum will be angry if she  (find) out where I was.
- Connor wouldn't be angry if you  (ask) him a favour.
- If I  (be) rich, I wouldn't have more than one car.
- Where will your parents go on holiday if you  (not go) with them?
- If I  (have) the time, I'd learn to play the guitar.

/ 8 points

## ► Vocabulary revision

### *School and university subjects*

#### 1 In your notebook, write the answers to the following questions. In which school or university subject do you learn about ...

- the theories of Isaac Newton and Albert Einstein?
- computers and the Internet?
- TV, newspapers, magazines and radio?
- different sports and games?
- a country's legal system?
- designing and building structures and machines?
- stories, poems and plays?

/ 7 points

### *Words connected with school and university*

#### 2 Complete the sentences with words connected with school or university. Write the answers in your notebook.

- It's not right to  in an exam.
- After the course finished, they sent me a  through the post.
- She didn't  the exam – she got 80%.
- Next week for my history class, I have to write an  about the industrial revolution.
- He only got 25% in the exam so he has to  it.
- Have you got your ? Can you tell me what we have after maths on Friday morning?
- I prefer . It's not as stressful as doing an exam.

/ 7 points

### *Noun suffixes -er, -or, -ist, -ian, -ee*

#### 3 Make nouns for people by adding the suffixes -er, -or, -ist, -ian, -ee to these words in your notebook.

- scient
- technic
- employ
- instruct
- employ
- electric

/ 6 points

**Total**

/ 40 points



## ► Znajomość środków językowych – słowotwórstwo

- 1** Read the text below. Decide what part of speech each of the missing words is. For each gap (1–5), choose the correct answer from the two options. Then, try to think of specific words to fill the gaps. Write the answers in your notebook.

**TIP** You will have to fill the gaps with words derived from the words given in the task. So make sure that you are aware of which parts of speech need to be used for each gap.

Each person's learning style is (1.) \_\_\_\_\_ on his/her natural way of acquiring and (2.) \_\_\_\_\_ information. Indeed, learning style theory is based on the idea that we all differ in how we learn things. The concept of learning styles (3.) \_\_\_\_\_ in the 1970s. Since then, it has had a (4.) \_\_\_\_\_ influence on education. Proponents of the idea suggest that teachers should recognise their students' learning styles and try to adopt a wide (5.) \_\_\_\_\_ of different teaching methods to fit all their students' needs.

- 1 *adverb/verb*      3 *adverb/verb*      5 *adjective/noun*  
2 *adjective/verb*      4 *adjective/adverb*

- 2** Copy the table into your notebook. Put the basic forms of the words below into the required form.

Basic word	Derived word	
history	noun (a person):	_____
free	abstract noun:	_____
mature	abstract noun:	_____
fair	opposite adjective:	_____
sensible	adverb:	_____

- 3** For 1–7 below, choose the correct word. Write the answers in your notebook.

**TIP** Remember that sometimes you will have to form a collocation, fixed phrase or an idiom.

- to stand on your own two *feet/knees/legs*
- a *beginning/first/starting* point
- to look *ahead/before/forward* to hearing from someone
- a good way to *establish/make/start* friends
- to *complete/finish/graduate* from university
- to *attend/go/be present* classes
- to *be/create/make* a contribution

- 4** Use the words in brackets to help you complete the sentences below. Write the answers in your notebook. In some cases, you will have to use more than one word.

**TIP** Pay attention to the grammatical structures used in the text (e.g. tense, active or passive voice, etc.), as you have to complete some of the gaps with the correct grammatical form of the words given. Remember to read the text both before and after the gap.

- You don't look very fit. If I \_\_\_\_\_ (be) you, I'd take up some kind of sport or start going to the gym.
- There are some significant differences between \_\_\_\_\_ (study) at school and university.
- I \_\_\_\_\_ (hear) that if I study ICT, I'll find a job after I've graduated. Is that true?
- In the \_\_\_\_\_ (one) week of college or university education, you have to choose some optional lectures.
- When you become a student, a lot of work must \_\_\_\_\_ (do) at home, not in class.
- If you spend all your free time resting, you \_\_\_\_\_ (fail) the exams at the end of the term.

- 5a** For each question below, decide which of the words given (A–C) might complete the phrases in a grammatically correct way. More than one answer is possible for each question. Write the answers in your notebook.

- \_\_\_\_\_ at swimming  
A. good      B. hopeless      C. active
- \_\_\_\_\_ than Mark  
A. better      B. good      C. worse
- \_\_\_\_\_ to take the exam again  
A. will have      B. have      C. would have
- \_\_\_\_\_ being late  
A. kept      B. insisted      C. disapproved of
- \_\_\_\_\_ the test  
A. passed      B. took      C. failed

- 5b** Read the gapped sentences below paying special attention to the context given. Then decide which of the words from exercise 5a complete the sentences in a logical way. Write the answers in your notebook.

**TIP** Before you fill in the gaps, read the whole text again to make sure that all the words you are going to use are not only grammatically correct, but complete the text in a logical way.

- I'm completely \_\_\_\_\_ at swimming, so I don't like going to the swimming pool.
- She is \_\_\_\_\_ than Mark at physics – in fact, she's the best at school at physics.
- I \_\_\_\_\_ to take the exam again if I failed it in June.
- He \_\_\_\_\_ being late, which made his English teacher really angry.
- She was really happy because she eventually \_\_\_\_\_ the test.

### ► Zadanie testujące

- 6** Przeczytaj tekst. Uzupełnij każdą lukę (6.1.–6.4.), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Zapisz odpowiedzi w zeszycie. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

be complete give graduate propose value

Dear Sir or Madam,

I am writing to apply for the St Mary's Society Scholarship, which I saw advertised on the college website.

I am convinced that I would be a perfect candidate for this scholarship.

My favourite subject at school has always been history. After

(6.1.) \_\_\_\_\_, I would like to work as a historian and study the relationships between Poland and the United Kingdom in the 19th and 20th centuries. My grades this year (6.2.) \_\_\_\_\_ very good, with an average of 85% in my exams.

I am also a member of my school's historical society and I am responsible for organising our discussion club meetings, where one person presents a historic person or event, and then we discuss its relevance and consequences. I have already organised seven meetings for our club.

Thus, I would be very grateful if I (6.3.) \_\_\_\_\_ the chance to study at your university. I really believe that I would make a (6.4.) \_\_\_\_\_ contribution to your history department.

I look forward to hearing from you,

Yours faithfully,

Tomasz Żanecki



► Mówienie – zestaw zadań

► Zadanie 1. (4 minuty)

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

**Uczeń A**

Twój kuzyn/Twoja kuzynka z Anglii rozważa możliwość studiowania w Polsce i chce uzyskać od Ciebie kilka informacji na ten temat. Poniżej podane są cztery kwestie, które musisz omówić z uczniem B.

Rekrutacja  
do szkół wyższych

Możliwość  
studiowania  
po angielsku

Koszty  
studiowania

Rodzaje  
szkół wyższych

**Uczeń B**

Jesteś Anglikiem/Angielką polskiego pochodzenia, który/ która rozważa podjęcie studiów w Polsce. Rozmawiasz ze swoim kuzynem/kuzynką z Polski na ten temat. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- dowiedz się od ucznia A, czy trudno jest dostać się na studia medyczne,
- grzecznie nie zgódź się z uczniem A, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
- dowiedz się od ucznia A, czy na uczelniach publicznych są jakieś dodatkowe koszty studiów,
- zapytaj ucznia A, jakie są różnice między uczelniami państwowymi i prywatnymi.

► Zadanie 2. (3 minuty)

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

**Uczeń A**



1. What different things is the girl doing while studying?
2. What kind of things can you do at the same time, and what things you couldn't? Why?
3. Describe the last time you weren't able to concentrate on studying.

**Uczeń B**



1. How do you think the people are feeling and why?
2. What are the advantages and disadvantages of written exams?
3. Tell us about the last time you were taking an exam.

► Zadanie 3. (5 minut)

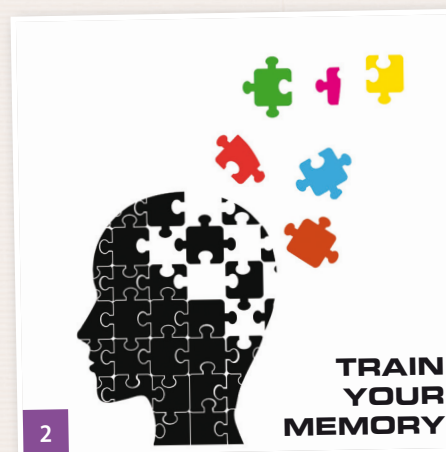
Pracujcie w parach. Popatrzcie na zdjęcia i wykonajcie poniższe zadanie. Następnie odpowiedzcie na dwa pytania.

Bierzesz udział w ankiecie na temat tego, jakie zajęcia pozaszkolne byłyby najbardziej przydatne dla uczniów szkół ponadgimnazjalnych i studentów.

- Wybierz plakat reklamujący te zajęcia, które Twoim zdaniem byłyby najbardziej przydatne, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



**SPEED-READING COURSE  
FOR STUDENTS OF ALL AGES**



**THE ART OF PUBLIC  
PRESENTATIONS**



1. What should schools give their students: knowledge or skills?
2. Some people say that school does not promote creativity. How far would you agree with that?



► Znajomość środków językowych

**Tłumaczenie fragmentów zdań – wybór wielokrotny**

**1** Complete the sentences with one of the options (A–C), which is the correct translation of the text in brackets. Write the answers in your notebook.

- We (**nie wolno nam**) copy each other's work in school tests.  
A. may not  
B. ought not to  
C. mustn't
- If I didn't have to study chemistry, (**byłbym**) really happy ...  
A. I will be  
B. I were  
C. I would be
- You (**nie musisz nosić**) wear a school uniform here.  
A. mustn't  
B. don't have to  
C. have to
- This time next week, I (**będę siedzieć**) on the beach.  
A. I will sit  
B. I am going to sit  
C. I will be sitting
- Could you (**pomóc mi**) buy some decorations for the party?  
A. give me a hand  
B. give me a hand to  
C. help me
- (**Lepiej sprzątnę**) the room before my mum comes back home.  
A. I'd tidy up  
B. I'd better tidy up  
C. I'll tidy up

**Układanie fragmentów zdań**

**2** Put the fragments in *italics* in their correct form. Make any other necessary changes. Use a maximum of six words, including the words given. Write the answers in your notebook.

- You (*have/better/read/book*) if you want to pass the final exam.
- If I (*not/have/study*) lot, I would have more time to meet my friends and do some sport.
- My teacher says that we (*ought/keep/schedule*) or we won't get any good grades.
- I (*not/mind/help/you*) prepare some food for the party. I could come on Saturday morning if that's OK with you.
- If I (*be/famous/journalist*) , I would like to meet my favourite sportsmen like Roger Federer and Kobe Bryant.
- I'm afraid I (*not/finish*) reading the book by tomorrow.

► Vocabulary plus

**1** Copy the table into your notebook. Use the words below to make nouns with -or or -er suffixes. Then put them in the correct columns. Three nouns can go in both columns.

act bake calculate clean compute cook direct  
London own paint play pay radiate read sail  
sharpen thrill trumpet write

People	Objects/Things

**2a** In your notebook, match the verbs given with the correct words/phrases (1–9) to make collocations connected with education and school life. In some places, more than one verb can be used.

attend do get give hand in join make miss take

- a gap year/the register
- a club/a society
- a mistake/progress
- an essay/some homework
- research/an assignment
- a presentation/a lecture
- a course/high school
- a lesson/a test
- a certificate/a degree

**2b** Complete the dialogue below with words from the collocations in exercise 2a in the correct form. Write the answers in your notebook.

- X: I'm so fed up with preparing projects and (1.) assignments; I think I'll take a (2.) and travel around Europe.
- Y: That's a great idea. I wish I could do that, too, but I'm going to start (3.) college from October onwards.
- X: Oh, what are you studying?
- Y: Well, it's an undergraduate (4.) . I'll get a (5.) and become a Bachelor of Information Technology.
- X: Wow! That sounds like you will have to make good (6.) in your maths!
- Y: Well, you know, I don't mind hard work as long as it's something I like doing. They say that we'll have to (7.) presentations to other students and that's something I'm a little worried about.
- X: Well, I can't say that I ever worried about school or (8.) lessons, or speaking in public. But (9.) research and all those homework assignments you have to (10.) to meet the deadline, well that's really scary! But good luck with your studying.
- Y: Thanks. Enjoy your freedom.

# Wordlist Unit 5

(adj) = adjective – przymiotnik

(adv) = adverb – przysłówek

(conj) = conjunction – spójnik

(det) = determiner – określnik (np.: a, an, the, that itp.)

(n) = noun – rzeczownik

(phr) = phrase – wyrażenie

(prep) = preposition – przyimek

(pron) = pronoun – zaimek

(v) = verb – czasownik

\*\*\* = słowo bardzo często używane

\*\* = często używane

\* = dość często używane

## Szkola – przedmioty nauczania

art (n) ***	/ɑ:t/	sztuka, plastyka
biology (n) *	/baɪˈɒlədʒi/	biologia
business studies (n)	/ˈbɪznɪs stʌdiz/	zarządzanie
chemistry (n) **	/ˈkemɪstri/	chemia
drama (n) ***	/ˈdrɑ:mə/	zajęcia teatralne
engineering (n) ***	/ˌendʒɪˈnɪərɪŋ/	inżynieria, mechanika
English (n)	/ˈɪŋɡlɪʃ/	język angielski
geography (n) **	/dʒɪˈɒɡrəfi/	geografia
history (n) ***	/ˈhɪst(ə)ri/	historia
information and communication technology (ICT) (n)	/ˌaɪ siː ˈtiː/	informatyka
law (n) ***	/lɔ:/	prawo
literature (n) ***	/ˈlɪtrətʃə/	literatura
maths (n) *	/mæθs/	matematyka
media studies (n)	/ˈmiːdiə stʌdiz/	medioznawstwo
medicine (n) **	/ˈmed(ə)s(ə)n/	medycyna
music (n) ***	/ˈmjuːzɪk/	muzyka
physical education (PE) (n)	/ˌpiː ˈiː/	wychowanie fizyczne (WF)
physics (n) **	/ˈfɪzɪks/	fizyka
psychology (n) **	/saɪˈkɒlədʒi/	psychologia

## Szkola – życie szkoły

certificate (n) **	/səˈtɪfɪkət/	świadcstwo
cheat (v) *	/tʃiːt/	ściągać
coursework (n)	/ˈkɔːs.wɜ:k/	praca na zajęciach szkolnych
director (n) ***	/daˈrektə, daɪˈrektə/	dyrektor
essay (n) **	/ˈeseɪ/	wypracowanie
fail (v) ***	/feɪl/	nie zdać, oblać
grade (n) **	/ɡreɪd/	stopień, ocena
historian (n) **	/hɪˈstɔːrɪən/	historyk
lecturer (n) **	/ˈlektʃərə/	wykładowca
mark (n) ***	/mɑ:k/	stopień, ocena
pass (v) ***	/pɑ:s/	zdać, zaliczyć
physicist (n)	/ˈfɪzɪsɪst/	fizyk
professor (n) **	/prəˈfesa/	profesor, nauczyciel
resit (v)	/ˈriː sɪt/	zdawać ponownie
scientist (n) ***	/ˈsaɪəntɪst/	naukowiec
term (n) ***	/tɜ:m/	semestr
timetable (n) **	/ˈtaɪm.teɪb(ə)l/	plan zajęć

## Inne

according to (prep) ***	/əˈkɔːdɪŋ tuː/	zgodnie z, według
applicant (n) *	/ˈæplɪkənt/	kandydat, aplikant
application (n) *	/ˌæplɪˈkeɪʃ(ə)n/	podanie
attend (v) ***	/əˈtend/	uczęszczać
average (adj) ***	/ˈæv(ə)rɪdʒ/	średni
candidate (n) ***	/ˈkændɪdət/	kandydat
career (n) ***	/kəˈrɪə/	kariera
childcare (n)	/ˈtʃaɪld.keə/	opieka nad dzieckiem
choir (n) *	/kwaɪə/	chór
come up (v)	/ˌkʌm ˈʌp/	pojawiać się, wyniknąć
course (n) ***	/kɔːs/	kurs
dedicated to (adj) **	/ˈdedɪkətɪd tə/	przeznaczony do
disability (n) **	/ˌdɪsəˈbɪləti/	niezdolność do pracy
discrimination (n) **	/dɪˈskrɪmɪˈneɪʃ(ə)n/	dyskryminacja
electrician (n)	/ɪˈlekˈtrɪʃ(ə)n/	elektryk
emphasis (n) ***	/ˈemfəsɪs/	nacisk
employee (n) ***	/ˌemˈplɔɪː, ˈemplɔɪːi/	pracownik
employer (n) ***	/ˌemˈplɔɪə/	pracodawca
empty (adj) ***	/ˈempti/	pusty
evaluate (v) **	/ɪˈvælju,eɪt/	oceniać
extracurricular activities (n)	/ˌekstrəkʊˈrɪkjələ(r) ˌækˈtɪvətɪz/	zajęcia dodatkowe
foreground (n)	/ˈfɔːɡraʊnd/	pierwszy plan

freedom (n) ***	/ˈfriːdəm/	wolność
graduation (n)	/ˌɡrædʒuˈeɪʃ(ə)n/	ukończenie studiów
grateful (adj) **	/ˈɡreɪtʃ(ə)l/	wdzięczny
hand in (v)	/ˌhænd ˈɪn/	wręczyć
health care (n) **	/ˈhelθ ˌkeə(r)/	opieka zdrowotna
ID (n)	/aɪˈdiː/	dowód tożsamości
independence (n) ***	/ˌɪndɪˈpendəns/	niezależność
instructor (n)	/ɪnˈstrʌktə/	instruktor
journalist (n) **	/ˈdʒɜːnəlɪst/	dziennikarz
leader (n) ***	/ˈliːdə/	lider
lesson (n) ***	/ˈles(ə)n/	lekcja
letter of application (n)	/ˈletə(r) əv ˌæplɪˈkeɪʃ(ə)n/	podanie
look after (v)	/lʊk ˈɑːftə/	opiekować się, dbać o
make-up (n) *	/ˈmeɪkʌp/	makijaż
Martian (n)	/ˈmɑːʃ(ə)n/	Marsjanin
maturity (n) *	/məˈtʃʊərəti/	dojrzałość
moped (n)	/ˈməʊ.ped/	motorynka, motorower
nervous (adj) **	/ˈnɜːvəs/	zdenerwowany
nursery school (n)	/ˈnɜːs(ə)ri ˌsku:l/	przedszkole
participate (v) **	/pɑːˈtɪs.pɪt/	uczestniczyć, brać udział
photographer (n) **	/fəˈtɒɡrəfə/	fotograf
primary school (n) *	/ˈpraɪməri ˌsku:l/	szkoła podstawowa
psychological (adj) **	/ˌsaɪkəˈlɒdʒɪk(ə)l/	psychologiczny
raise (v) ***	/reɪz/	zbierać (pieniądze)
reasonable (adj) ***	/ˈriːz(ə)nəb(ə)l/	rozsądny
regulation (n) ***	/ˌregjʊˈleɪʃ(ə)n/	przepis, rozporządzenie
responsibility (n) ***	/rɪˈspɒnsəˈbɪləti/	odpowiedzialność
scholarship (n) *	/ˈskɒləʃɪp/	stypendium
seat belt (n)	/ˈsiːtbel/	pas bezpieczeństwa
secondary school (n)	/ˈsekənd(ə)ri ˌsku:l/	szkoła ponadpodstawowa
self-motivation (n)	/ˌselfməʊtəˈveɪʃ(ə)n/	motywacja wewnętrzna
sensible (adj) **	/ˈsensəb(ə)l/	rozsądny
spare time (n) *	/ˌspeə(r) ˈtaɪm/	czas wolny
speed limit (n)	/ˈspiːd ˌlɪmɪt/	ograniczenie prędkości
stand on your own two feet (phr)	/ˌstænd ɒn jɔː(r) əʊn tuː ˈfiːt/	stać na własne nogi
starting point (n)	/ˈstɑːtɪŋ ˌpɔɪnt/	punkt wyjścia
successfully (adv) ***	/səkˈsesfʊli/	pomyślnie
technician (n) *	/tekˈnɪʃ(ə)n/	fachowiec, technik
time management (n)	/ˈtaɪm ˌmænɪdʒmənt/	zarządzanie czasem
trainee (n)	/ˈtreɪˈniː/	stażysta
unfair (adj) **	/ʌnˈfeə/	nie fair
unfit (adj) *	/ʌnˈfɪt/	nieodpowiedni
uniform (n) **	/ˈjuːnɪˌfɔːm/	mundurek

## Vocabulary plus

calculate (v) **	/ˈkælkjʊleɪt/	liczyć
cooker (n) *	/ˈkʊkə(r)/	kuchienka
degree (n) ***	/diˈɡriː/	tytuł naukowy
director (n) ***	/daˈrektə(r), daɪˈrektə(r)/	reżyser
gap year (n)	/ˌɡæp ˌjɪə(r)/	roczna przerwa w pracy lub nauce
get a degree (phr)	/ˌɡet ə diˈɡriː/	otrzymać tytuł naukowy
give a lecture (phr)	/ˌɡɪv ə ˈlektʃər/	przewodzić wykład
lecture (n) **	/ˈlektʃə(r)/	wykład
make progress (phr)	/ˌmeɪk ˈprɒɡres/	robić postępy
miss (v) ***	/mɪs/	opuścić
own (v) ***	/əʊn/	posiadać
owner (n) ***	/ˈəʊnə(r)/	właściciel
payer (n)	/ˈpeɪə(r)/	płatnik
progress (n) ***	/ˈprɒɡres/	postęp
radiate (v)	/ˈreɪdiət/	promieniować
radiator (n) *	/ˈreɪdi.eɪtə(r)/	kaloryfer
sharpen (v) *	/ˈʃɑː(r)pən/	naostrzyć
sharpener (n)	/ˈʃɑː(r)p(ə)nə(r)/	temperówka
trumpet (n) *	/ˈtrʌmpɪt/	trąbka
trumpeter (n)	/ˈtrʌmpətə(r)/	trębacz



# 6 Appliance of science

Nauka i technika ▶ obsługa i korzystanie z podstawowych urządzeń technicznych, technologie informacyjno-komunikacyjne

## ► Vocabulary

### Everyday inventions

- 1 Work with a partner. Decide which word matches which photo. Check that you understand the meaning of the other words.

camcorder    digital camera    dishwasher  
DVD player    home cinema system  
laptop    microwave oven    mobile phone  
MP3 player    remote control    satnav  
vacuum cleaner    washing machine



- 2 Write the answers in your notebook. What is the invention you use to ...

- 1 wash clothes?
- 2 clean the carpet?
- 3 listen to music, especially when you are on the move?
- 4 find the best way to get from one place to another?
- 5 watch films at home? and

- 3 **SPEAKING** Work with a partner. Write definitions for the other words from 1. Can your partner identify the words?

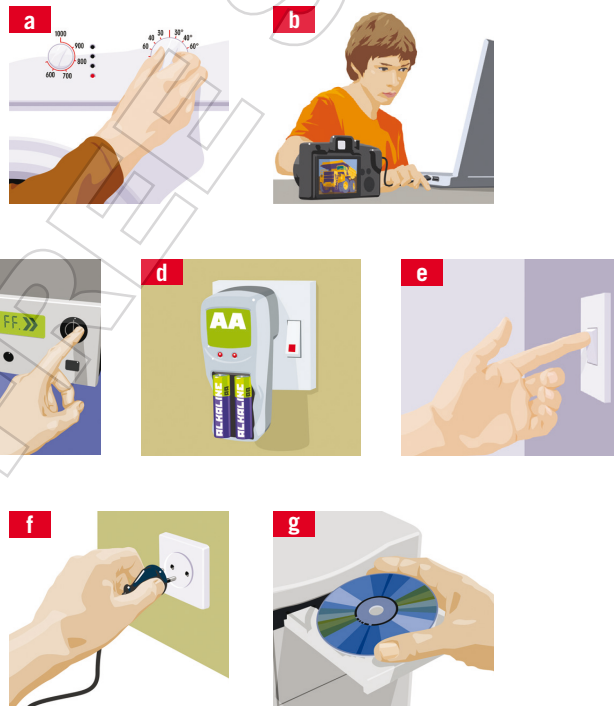
*You use it to send text messages.*

*A mobile phone.*

### Operating technology

- 4 In your notebook, match the pictures with these words.

charge/recharge (a battery)    connect X to Y    insert    plug in  
select (a programme/a track/a function)    switch/turn on/off  
press a button (Power/Play/Stop/Fast Forward/Rewind)



- 5 Listen and check your answers.

- 6 Listen. Which everyday invention are they talking about? Write the answers in your notebook.

- 1
- 2
- 3

- 7 Work with a partner. Write basic instructions on how to operate this equipment. Use as many words from 4 as possible.

- 1 a DVD player    2 a microwave oven    3 a mobile phone

- 8 **SPEAKING** Work with a partner. Read these questions and discuss your answers.

- 1 Which of the inventions in 1 do you use the most? Why?
- 2 Which of the inventions do you never use? Why not?
- 3 If you were living alone and only had money for five of the inventions in 1, which would you buy and why?

*Which of the inventions do you use the most?*

*Maybe my MP3 player because I use it to listen to music every day on my way to school. I also listen to it when I do my homework and when I'm in the car with my parents.*

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

- When does sword-swallowing give you a sore throat?
- What happens if you eat soup from a bowl that never gets empty?
- Can rats understand languages when they are spoken backwards?

2 Read the text and check your answers.



## The Ig Nobel Prizes

**A** Everybody knows about Nobel Prizes. They are given every year to the best scientists and writers in the world. Not so many people are aware of Ig Nobel Prizes though. These are also given annually to scientists. But they are organised by a group called Improbable Research. Their aim is to inform people of scientific investigation which 'makes people laugh, but then makes them think.'

**B** When we think of scientific research, we usually think of practical projects which make a big difference to our everyday lives, like inventing smaller and better laptops, satnavs, and digital cameras. But not all scientific projects are like this. The Ig Nobel Prizes go to scientists whose work is funny, unusual, and different. And to get the prize, it is also essential that the work has been published in a serious scientific journal. Here are some examples of projects which have won the prize.

**C** In 2007, an Ig Nobel Prize was won by Brian Whitcombe and Dan Meyer. They wrote an article which was published in the British Medical Journal. The article

was an analysis of the problems suffered by professional sword-swallowers.



To do his research, Whitcombe interviewed nearly 50 sword-swallowers. He discovered that swallowing swords doesn't usually cause anything more serious than sore throats. Generally, these sore throats only occur in one of these four situations: when someone is learning to swallow swords, when the act of swallowing the sword is repeated frequently, when the sword has an unusual shape, or when more than one sword is swallowed at the same time.

**D** A Japanese scientist called Mayu Yamamoto won the prize a few years ago. She discovered a new way of extracting vanillin from cow excrement. Vanillin is the basis of vanilla flavouring and fragrance. It is used in the food industry and in cosmetics. A famous ice cream shop created a new ice cream in honour of Yamamoto's discovery and presented it at her prize ceremony. The ice cream contained no cow excrement.

The Japanese scientist doesn't think that her discovery will ever be used in food. She reckons that if people know where the vanilla flavour comes from, they won't want to eat it!

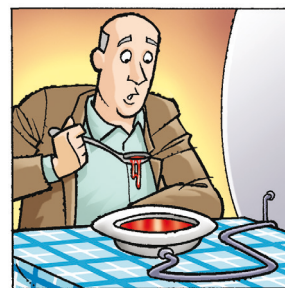
**E** Another Ig Nobel Prize was won by neuroscientists at Barcelona University. They were interested in exploring the way in which languages are acquired by the brain. They discovered that rats cannot tell the difference between somebody speaking Dutch backwards and somebody speaking Japanese backwards.



64 rats were taught to press a button when they heard normal Dutch or Japanese. They could learn to do this. But when they heard the languages backwards, they had no idea what was happening.

**F** Talking about food, a food psychologist from New York called Dr Brian Wansink won his Ig Nobel Prize for an interesting experiment with soup. He

invented a never-ending bowl. When people ate tomato soup from the bowl, the bowl was automatically filled again from a tube connected to the bottom of the bowl. He discovered that people ate 73% more than usual when they used this bowl. But they didn't feel full.



The conclusion was that we decide how much to eat with our eyes, not with the way our stomach feels.

**G** Other scientists have won the prizes for thinking about questions like 'Why is the sound of finger nails on blackboards so awful?', 'Why does dry spaghetti break into three pieces, not two?', or 'How many photos do you need to take to be sure that nobody in a group has their eyes closed?'. Maybe these questions are different from the typical questions that scientists ask themselves, and maybe questions like this won't change the world. But they will make you laugh ... and then think.

3 Write the answers in your notebook. Which paragraph (A–G) describes ...

- the philosophy behind the Ig Nobel Prizes?
- a work that appeared in a magazine for doctors?
- a scientist who is not sure they will use her work?
- a discovery about mental processes?
- the danger of doing one action too many times?
- turning something bad into something good?
- an invention that tricks people?
- how to win an Ig Nobel Prize?

4 Read these words in the text and guess their meaning. Then use a dictionary to check your ideas.

- |            |                |
|------------|----------------|
| 1 aware of | 5 acquired     |
| 2 research | 6 never-ending |
| 3 journal  | 7 finger nails |
| 4 sore     |                |

5 **SPEAKING** What about you?

- What do you think of the Ig Nobel Prizes?
- Which scientific research in the text did you like best? Why?

*I think they're all a bit silly! They're funny but I don't think they are useful.*

*I don't agree. I think some of the projects could be really useful.*



## GRAMMAR GUIDE

### The passive

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

- 1 The prizes are given to scientists.
- 2 The work has been published in a journal.
- 3 The prize was won by neuroscientists at Barcelona University.
- 4 A Japanese scientist won the prize.
- 5 Perhaps her discovery will be used.
- 6 Lots of interesting research is being done at the moment.

#### 1b Choose the correct alternative and write it in your notebook.

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

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

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

**GRAMMAR REFERENCE** ► str. 88

#### 2a **PRONUNCIATION** Read the sentences. Which words do you think are stressed in each sentence? Why?

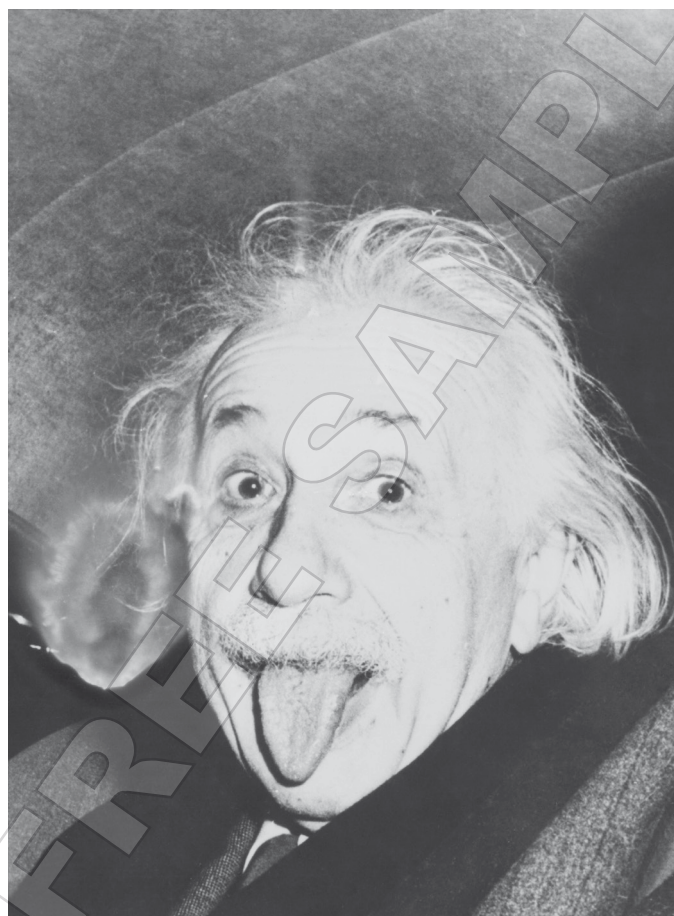
- 1 The gadget was invented last year.
- 2 The new phones are sold here.
- 3 Ten prizes were given.
- 4 The disc was inserted.
- 5 Emails are sent every day.

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

#### 2c Listen again and repeat the sentences. Pay special attention to the stress in each sentence.

#### 3 Choose the correct alternative and write it in your notebook.

- 1 The work is/are done by robots.
- 2 The president of the society gave/was given the prize to the scientist.
- 3 The prize has/has been won by a student.
- 4 The project has been/was finished last year.
- 5 An experienced scientist discovered/was discovered the solution.
- 6 The ceremony is filming/being filmed for television.
- 7 All of the money has spent/been spent on future investigation.
- 8 The results are deciding/being decided right now.











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

- 1 The Theory of Relativity was developed <sup>by</sup> Einstein. past simple
- 2 Many inventions been created by women. have been created
- 3 A lot of people think most jobs be done by robots in a few years. will be done
- 4 Velcro, penicillin and the microwave oven invented by accident. were invented
- 5 Millions of dollars spent on CDs and DVDs every year. are spent
- 6 Football is by thousands of professionals and amateurs each weekend. played
- 7 1984 written by George Orwell. was written
- 8 Walt Disney's creations have seen by millions of children around the world. have been seen

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


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

**6 Complete the text with the passive or active form of the verbs. Write the answers in your notebook.**


Correction fluid is the name for a white fluid. The fluid (a)  (use) to cover mistakes when they (b)  (make) on paper. Now people also (c)  (use) correction tape. Correction fluid (d)  (invent) by a secretary called Bette Nesmith Graham in 1951. She (e)  (invent) it when she was working in a bank. Before the invention of correction fluid, when a mistake (f)  (make), usually the complete document (g)  (throw) in the bin. Since its invention, millions of bottles of correction fluid (h)  (sell).



Students often (i)  (buy) correction fluid. Maybe it (j)  (use) at this very moment by somebody in your class!

After use, don't forget to put the top back on. If the top (k)  (not put) back on, the fluid goes dry.

And don't get it on your fingers – it's very messy.

I think something better than correction fluid (l)  (invent) one day.

But for me, it's not important.

I (m)  (not make) ~~mistakes~~ mistakes.

**7a SPEAKING Work with a partner and discuss the questions.**

- Who was penicillin invented by?
- Who was *Don Quixote* written by?
- Who was the film *The Lord of the Rings* directed by?

**7b Now prepare a quiz with this table.**

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

**7c Ask another pair of students your questions.**

**Prepositional phrases with adjectives**

**1a What preposition do we usually use after these adjectives?**











aware    different    interested

**1b Find the adjectives and prepositions in the text on page 81 and check your answers.**

**2 In your notebook, match the adjectives with the prepositions and check that you understand the meaning.**

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

**3 In your notebook, complete the sentences with the correct prepositions.**

- Are you good  science?
- Are you interested  technology?
- Are you aware  the latest stories in the news?
- Are you tired  hearing celebrity gossip?
- Are you pleased  your school marks this year?
- Are you ready  your next exam?
- Are you afraid  flying?
- Are you similar  anyone in your family or are you very different  them all?
- Are you worried  global warming?
- Are you ever responsible  looking after anybody?
- Are you bored  today's TV?

**4 SPEAKING Ask your partner the complete questions in 3. How many of your answers are the same?**

*Are you good at science?*

*Not too bad. And you?*

*I'm quite good at biology, but I'm not very good at physics. I think it's really difficult.*





**1 You are going to listen to an expert talking about iris recognition. Listen and answer the questions.**

- 1 What is iris recognition?
- 2 What objects will iris recognition make unnecessary?
- 3 Does the expert think it's a good thing? Why/Why not?

**2 Listen again and choose the best answers. Write the answers in your notebook.**

- 1 People with blue eyes
  - A have a lot of pigment in their iris.
  - B don't have a lot of pigment in their iris.
  - C have more pigment than people with brown eyes.
- 2 Your two irises are always
  - A the same.
  - B different.
  - C coloured differently.
- 3 Iris recognition works with
  - A just a photo of your iris.
  - B your photo in a database.
  - C a digital code made from a photo of your eye.
- 4 For it to work, the maximum distance your eye can be from the machine is
  - A ten centimetres.
  - B just less than a metre.
  - C two metres.
- 5 The system
  - A doesn't work with people who wear glasses or contact lenses.
  - B works with people who wear contact lenses but not glasses.
  - C works with people who wear contact lenses or glasses.
- 6 The system could be used at school
  - A to operate computers.
  - B to check who has come to school that day.
  - C to check your identity.

**3 SPEAKING What about you?**

Do you think iris recognition is a good idea? Why?/Why not?

*Do you think iris recognition is a good idea?*

*I think it's a better idea than carrying an ID card.*

**GRAMMAR GUIDE**

*Have something done*

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

- 1 You have your passport checked at the airport.
- 2 We had our photos taken by a journalist at school.
- 3 He got his glasses fixed at the optician's.

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

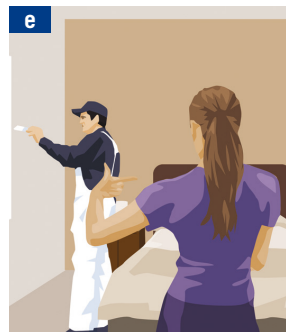
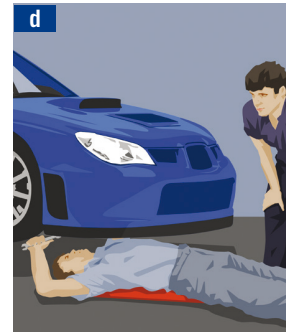
- 1 What comes after the verbs *have* or *get* – the subject or the object of the sentence?
- 2 What type of words are *checked*, *taken*, *fixed* in these sentences – verbs, nouns or adjectives?
- 3 Can we use *have* or *get* in different tenses in this type of sentence?
- 4 What does *by* introduce in these sentences?

**GRAMMAR REFERENCE** ► str. 88

**2 What did these people have done last week?**

Write sentences in your notebook, using these verbs.

cut make paint repair take out test





**3 In your notebook, complete the text by filling in each gap with one word.**

Computers are (a) ..... essential part of most of our lives nowadays. But computers are similar (b) ..... cars. Many people can drive, but not many people know exactly (c) ..... a car works. And that is why people usually (d) ..... their cars serviced by a professional mechanic instead of (e) ..... it themselves. Computers are the same for many people. They know how to (f) ..... the 'start' button. But once something goes wrong, they have no idea how to fix it. Sometimes computers do strange things. They have a bug or crash and then they lose data because of the malfunction. But many problems are caused (g) ..... human error. One type of problem is becoming more and more common. It's called 'computer rage'. People get so angry and stressed because of their computers, they're so tired (h) ..... working with them all day, that they (i) ..... something violent to them. One man was so angry with his laptop that he threw it down the toilet. And then he had to take the computer to a special company to get (j) ..... fixed! Another laptop (k) .....

destroyed by a woman who put it on top of her car when she was looking for her car keys. She got (l) ..... the car but forgot that the laptop had (m) ..... left on top of the car. She drove away and the computer fell onto the road. She then drove right over it! She tried to get the laptop examined (n) ..... aspecialist. But unfortunately, computer specialists can't perform miracles.

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

- 1 They fixed our computer last week.  
We .....
- 2 They've reinstalled the operating system on his computer.  
He .....
- 3 A computer specialist rescued my files.  
I .....
- 4 They're going to service my car next week.  
I .....
- 5 Armani make all his suits.  
He .....
- 6 They're knocking down our kitchen wall on Saturday.  
We .....
- 7 Last summer, they built a swimming pool in my friend's garden.  
My friend .....
- 8 Her parents pay her telephone bills.  
She .....

**5 In your notebook, put the words in the correct order to make questions.**

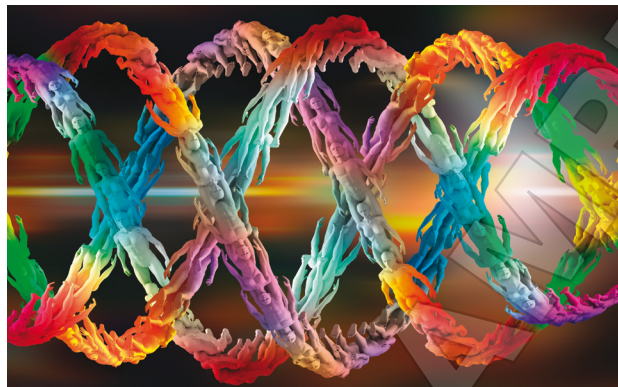
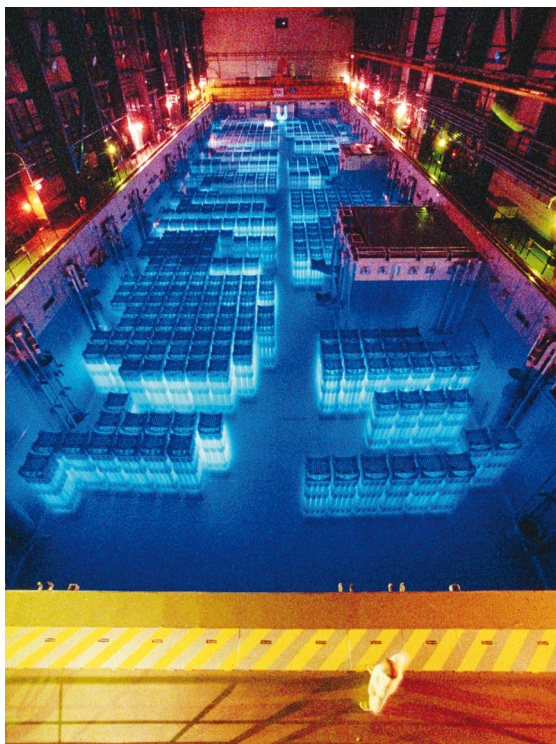
- 1 cut often you do get How hair your?
- 2 yourself fix you Can computer your?
- 3 ever Have taken out tooth had you a?
- 4 When your you eyes time was last the had tested?
- 5 for Have ever had made clothes you you?
- 6 Do your photo you taken like having?
- 7 Have drawn had you ever picture your?

**6a SPEAKING Ask your partner the questions in 5. Then ask more questions to find out extra information. Use these question words and your own ideas.**

How often? What? When? Where? Who? Why?

**6b SPEAKING Tell the class three interesting things you found out about your partner.**





- 1** Work in pairs. Read these scientific inventions and discoveries.  
 Student A: write down reasons why each one is good.  
 Student B: write down reasons why each one is bad.

antibiotics cars computers DNA and cloning mobile phones  
 nuclear reactors oil tankers spaceships X-ray machines

- 2** **SPEAKING** Tell your partner your ideas in 1.
- 3** Read this statement. Do you agree or disagree with it? Think of reasons why.  
*New technology doesn't make life better. It makes life worse.*
- 4** Listen to a boy and girl discussing the statement in 3. Whose opinion is closer to yours – the boy's or the girl's? Why?
- 5** Listen again. In your notebook, complete the expressions in the second part of the Speaking Bank (Useful expressions for disagreeing or partially disagreeing).

- 6** Individually, write down six statements. They can be about anything. You do not have to agree with the statements.

*Football is the best sport in the world.  
 Motorbikes are more dangerous than cars.*

- 7** **SPEAKING** Work in small groups. Listen to each other's statements. React to each statement with the expressions from the Speaking Bank. You must say what you really think.

*Football is the best sport in the world.*

*I totally agree with you.*

*I agree to an extent, but basketball is really good too.*

## Practice makes perfect

- 8a** Read the task. Half of the class must agree with the statement. The other half must disagree. Prepare a list of arguments to support your opinion.

*Today we have all the technology we need. There is nothing left to invent.*

- Say if you agree or not.
- Give reasons for your opinion.

- 8b** **SPEAKING** Have a class debate with the expressions from the Speaking Bank.

- 8c** **SPEAKING** When you finish, tell the class what you really think about the statement.

## ► Speaking Bank

### Useful expressions for agreeing or partially agreeing

- I (totally) agree (with you) (that ...)
- I agree to an extent (that ...)
- That's true.
- You're right.
- You've got a point.
- I take your point.
- I see what you mean.

### Useful expressions for disagreeing or partially disagreeing

- I (totally) disagree (with you) (that ...)
- I agree to an extent,
- That's true,
- You've got a point,
- I take your point,
- I see what you mean,
- I'm not sure that's true.





- 1 Work with a partner. Read the statement and make a list of arguments for and against.**

*Life would be better without mobile phones.*

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

Thirty years ago, almost nobody had a mobile phone. Nowadays it seems everybody has one, from the youngest to the oldest. Is this a good thing or a bad thing?

Mobile phones can be useful for a number of reasons. Firstly, they allow us to communicate quickly in almost any situation. This can be really useful in emergencies, for example. Furthermore, they make it easy for people who are alone to be in contact with others. In this way, they do not feel so lonely. Finally, they are useful for other things, not just for making calls. For instance, we can use them to listen to music, play games and take photos.

However, mobile phones have disadvantages too. People depend on them too much and make calls which are not really necessary. What is more, their use can be dangerous, for example when they are used by people when they are driving. In addition, people often use them in public places and this can be very annoying, for example in cinemas, restaurants or on public transport.

To sum up, mobile phones have advantages but, on the other hand, they can also create problems. In my opinion, life would be worse without them because they often make our lives easier. However, we should limit their use because people often become addicted to them and use them for no real reason.

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

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

- 4 In your notebook, complete the Writing Bank with these linkers.**

As far as I am concerned, However, In addition,  
Secondly, To sum up,

### ► Writing Bank

#### Useful linkers in 'for and against' essays

##### Sequencing arguments

- Firstly,
- 
- Finally,

##### Adding arguments

- Furthermore,
- What is more,
- 

##### Making contrasts

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

##### Expressing opinions

- In my opinion,
- Personally, I think ...
- 

##### Concluding

- In conclusion,
- 

### Practice makes perfect

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

*The computer is the most important invention ever.*

Write an essay giving arguments for and against this statement and give your own opinion.

- 5b Write your essay individually. Use the expressions from the Writing Bank.**



## The passive

### Forma

Podmiot + **be** + **past participle** (+ **by** + **agent**)

*The prizes are given at a ceremony.* (present simple)

*This invention is being used by millions of people.*  
(present continuous)

*These computers have been used by NASA.* (present perfect)

*The car wasn't invented in 1930.* (past simple)

*This type of energy will be used in the future.* (will)

Stronę bierną tworzymy, stosując w odpowiednim czasie i formie czasownik **to be** oraz imiesłów przymiotnikowy bierny właściwego czasownika (*past participle*).

Pytania w stronie biernej tworzymy, stawiając przed podmiotem czasownik posiłkowy **to be** (*auxiliary verb*) w odpowiedniej formie.

*Is the ceremony being shown on TV?*

*Has the ceremony been filmed?*

Aby podać wykonawcę czynności – osobę lub rzecz – używamy przyimka **by**.

### Użycie

Strony biernej używamy, gdy:

- 1 bardziej interesuje nas to, co się stało, niż wykonawca czynności, np.:  
*The bridge was built in 1866.*  
*English is spoken here.*
- 2 nie wiemy dokładnie, kto wykonuje daną czynność, np.:  
*My things have been moved.*  
*His bag has been stolen.*
- 3 wykonawca czynności jest znany lub to, kto jest wykonawcą, wynika z kontekstu zdania, np.:  
*The criminal was arrested at 5.30pm.*  
*Smoking is not permitted.*

W niektórych językach zamiast strony biernej używa się formy zwrotnej lub bezosobowej czasowników.

## Have something done

### Forma

Podmiot + **have** lub **get** + dopełnienie + **past participle** (**by** + **agent**)

*I get my eyes tested once a year.* (present simple)

*She is having a dress made by Dolce and Gabbana.*  
(present continuous)

*We have had the house decorated.* (present perfect)

*He had his hair cut.* (past simple)

*They were getting the car serviced.* (past continuous)

*We'll get our photo taken.* (will)

Stosując tę konstrukcję, tworzymy zdania w różnych czasach gramatycznych, zmieniając czas czasowników **have** lub **get**.

### Użycie

- 1 Konstrukcji **have something done** używamy, gdy mówimy o czynnościach, których nie wykonaliśmy samodzielnie – ktoś lub coś zrobili to dla nas, często odpłatnie. Czasownik **get** jest nieco bardziej potoczny.  
*I don't know anything about computers so when I have a problem, I have my computer fixed by a friend who studied computers at university.*  
*Son, you need to get your hair cut!*  
*In this shop, you can have shirts made specially for you.*
- 2 Jeżeli ma znaczenie, kto jest wykonawcą czynności, możemy go wskazać, używając przyimka **by**.

# Self-check Unit 6

## ► Grammar revision

### The passive – present simple

#### 1 Change the sentences from active to passive or from passive to active. Write the new sentences in your notebook.

- 1 Robots make cars in this factory.
- 2 This programme is watched by millions of people.
- 3 They make SEAT cars in Spain.
- 4 They teach German in our school.
- 5 The dogs are looked after by my neighbour.
- 6 This comic is read by people of all ages.

/ 6 points

### The passive – other tenses

#### 2 Complete the sentences with the verbs in the correct form of the passive. Write the answers in your notebook.

- 1 His mobile phone ..... (steal) last week.
- 2 A thousand copies of the DVD ..... (sell) since it came out last week.
- 3 This museum ..... (visit) by thousands of people each week.
- 4 Three new hospitals ..... (build) next year.
- 5 The first portable stereo ..... (invent) by Andreas Pavel more than thirty years ago.
- 6 Perhaps the final of next year's Champions League ..... (play) in Poland.
- 7 Since its publication, this book ..... (translate) into over thirty languages.

/ 7 points

### Have something done

#### 3 In your notebook, complete the second sentences with the correct form of *have something done*.

- 1 She didn't decorate the house herself.  
She ..... by professionals.
- 2 He won't fix the car himself.  
He ..... at a garage.
- 3 She doesn't do her own hair.  
She ..... at the hairdresser's.
- 4 We didn't paint the room ourselves.  
We .....
- 5 They didn't build the garage themselves.  
They ..... by a special company.
- 6 He didn't install the program himself.  
He ..... by a friend.
- 7 They haven't tested their son's eyesight themselves.  
They ..... by an optician.

/ 7 points

## ► Vocabulary revision

### Everyday inventions

#### 1 Complete the names of these everyday inventions. Is each one usually used for pleasure (P) or for housework (H)? Write the answers in your notebook.

- 1 dish
- 2 cam
- 3 vacuum
- 4 washing
- 5 MP3
- 6 microwave
- 7 remote

/ 7 points

### Prepositional phrases with adjectives

#### 3 Choose the correct alternative and write it in your notebook.

- 1 I'm really pleased of/with your work.
- 2 She isn't worried about/of her marks at school.
- 3 People say I look similar at/to my father.
- 4 Are you aware of/with the situation?
- 5 Some people are afraid of/with spiders.
- 6 Who is responsible for/of keeping this room tidy?
- 7 I'm bored at/with reality TV.

/ 7 points

### Operating technology

#### 2 Complete the text with these words. Write the answers in your notebook.

insert      press      plug ... in  
select      switch ... off      turn ... on

To play your favourite song from a CD

Your CD player doesn't have batteries so first, you must (a) ..... it ..... Then you (b) ..... the CD player. You (c) ..... the disc in the machine. You (d) ..... the song you want to hear. You (e) ..... 'Play'. When you finish listening, you (f) ..... the CD player .....

/ 6 points

**Total**

/ 40 points



► Mówienie – zadanie 2

- 1 Read the three categories of questions. In your notebook, match questions 1–9 to categories.**

**TIP** Apart from describing a picture, you'll have to answer three questions. When you look at the picture, try to predict the questions you might be asked. Also, think of a past event, which you took part in, that may be connected to the situation in the picture.

**Question 1** is directly related to the photo and requires the interpretation of the situation;

**Question 2** is related to the general theme of the photo and requires you to discuss your opinions, preferences, interests, or plans;

**Question 3** requires you to discuss a past event.

1. What kind of film do you think they are watching?
2. Tell us about a science fiction film that you liked.
3. Do you think playing computer games is a waste of time?
4. Who do you think they are talking to?
5. Do you like using the Internet to keep in touch with your family and friends? Why?/Why not?
6. Tell us about the last time you made friends online.
7. Are they enjoying the party?
8. Can you imagine living without a mobile phone? Why?/Why not?
9. Describe the last time you had problems using a domestic appliance.

- 2 Look at the picture and decide which three questions from 1 you could be asked.**



**TIP** Choose the correct answer.

- When you answer Question 1/2/3, draw conclusions from what you see or use your imagination.
- When you answer Question 1/2/3 and Question 1/2/3, give reasons to justify your opinions.
- When you answer Question 1/2/3, use past tenses and time markers.

- 3 The expressions listed below could be helpful in answering the questions from 2. Match the expressions to the appropriate questions. Write the answers in your notebook.**

Finally, ...	It was (a month ago) ...
I really like ... because ...	The people in the photo must/could/can't be ... because ...
They seem/appear to be ...	In my opinion, ...
It's also possible that ...	As soon as ...
Fortunately/Unfortunately, ...	I prefer ... to ... because ...
It looks as if ...	To be honest, ...

- 4 Complete the tables in your notebook. Make a list of ideas that could help you answer these questions and justify your answers.**

Who do you think they are talking to?

They're talking	to (1.) <input type="text"/>	because (2.) <input type="text"/>
	to (3.) <input type="text"/>	because (4.) <input type="text"/>
	to (5.) <input type="text"/>	because (6.) <input type="text"/>

Do you like using the Internet to keep in touch with your friends? Why?/Why not?

I like using the Internet to keep in touch with my friends because

(7.)

I don't like using the Internet to keep in touch with my friends because

(8.)

**TIP** Even though your opinions aren't going to be assessed, try not to be too controversial, as it may make a bad impression.

- 5 Read the short replies to the questions given below. Use the expressions from 3 and your ideas from 4 to build more communicative replies.**

**TIP** Avoid giving short, uncommunicative replies to questions.

1. A: Who do you think they are talking to?  
B: Their grandparents.
2. A: Do you like using the Internet to keep in touch with your friends? Why?/Why not?  
B: Not really.

- 6 Read the reply to the question below and put the verbs in brackets in the correct past tense. Write the answers in your notebook.**

Tell us about the last time you made friends online.

It (1.)  (be) three months ago.  
I (2.)  (use) one of the social networking websites when suddenly a girl from my school (3.)  (write) to me. I never chat to strangers online, but, fortunately, I (4.)  (recognise) this girl from her profile picture and I (5.)  (write) back. We (6.)  (chat) for about two hours even though we (7.)  (never/meet) in person before! She (8.)  (turn) out to be a really fascinating person. The next day, we (9.)  (meet) at school and (10.)  (be) friends ever since.

► Zadanie testujące

- 7 Pracujcie w parach. Opiszcie zdjęcia, a następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie. Posłuchajcie modelowych odpowiedzi.**



**Uczeń A**

1. What is going to happen next?
2. How does modern technology affect your life?
3. Describe the last time you had problems using a domestic appliance.



**Uczeń B**

1. Why is the man using a payphone?
2. Can you imagine living without a mobile phone? Why?/Why not?
3. Describe the last time you had to contact your family or friends, but you couldn't use your mobile phone.



► Mówienie – zestaw zadań

► Zadanie 1. (4 minuty)

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

**Uczeń A**

Przebywasz w Anglii na wymianie językowej. Rozmawiasz z dostawcą usługi Internetu mobilnego, którą chciałbyś/chciałabyś wykupić na czas pobytu w Anglii. Poniżej podane są cztery kwestie, które musisz omówić z uczniem B.

Szybkość i zasięg

Okres użytkowania

Koszty użytkowania

Dodatkowe promocje

**Uczeń B**

Jesteś dostawcą usługi Internetu mobilnego w Anglii. Rozmawiasz z klientem/klientką, chcącym/chcącą wykupić taką usługę. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- zaproponuj uczniowi A, aby wybrał opcję o większej szybkości, dodatkowo w promocji z dostępem do Internetu przez telefon komórkowy,
- grzecznie nie zgódź się z uczniem A, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
- zapytaj ucznia A, gdzie będzie mieszkał w czasie pobytu w Anglii,
- doradź uczniowi A, że może korzystać z bezprzewodowego Internetu w lokalnej bibliotece.

► Zadanie 2. (3 minuty)

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

**Uczeń A**



1. How is the woman feeling and why?
2. Would you like to work with computers? Why?/Why not?
3. Describe the last time you had a problem with your computer or the Internet.

**Uczeń B**



1. What do you think the father is showing the child on the computer?
2. What do you use computer for?
3. Tell us about how you first started to use a computer.

► Zadanie 3. (5 minut)

Pracujcie w parach. Popatrzcie na zdjęcia i wykonajcie poniższe zadanie. Następnie odpowiedzcie na dwa pytania.

Jesteś uczestnikiem dyskusji organizowanej przez międzynarodowe koło naukowe. Debata dotyczy korzyści płynących z automatyzacji w codziennym życiu i wykorzystywania maszyn w różnych dziedzinach życia.

- Wybierz zdjęcie przedstawiające taki sposób wykorzystania maszyn, który Twoim zdaniem jest najbardziej użyteczny dla społeczeństwa, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



1. Some people say that we become less and less intelligent and creative because of new technologies. How far would you agree with that?
2. What jobs will have to disappear in the future because machines will replace people doing them?



► Znajomość środków językowych

**Uzupełnianie luk – wybór wielokrotny**

- 1** Read the text and complete gaps 1–5 choosing the best answer A, B or C. Write the answers in your notebook.

**Bill Gates Admits to Another Mistake**

As some people say, although not everybody agrees, Bill Gates is a genius. However, even geniuses (1.) mistakes. In a recent interview, he admitted that the key combination Control-Alt-Delete, which had (2.) to log on to computers in the early days, is a mistake. The combination is still used on some older Windows machines and at some workplaces. When interviewed, Gates said using one button was possible, but the idea was rejected by the designer of the keyboard, as it would have been easier to break into a computer using one rather than three buttons. However, since the day it (3.) , the combination has troubled computer users on more than one occasion.

Earlier this year, Gates admitted to another mistake in Microsoft's strategy. He said that the company should have (4.) more attention to developing mobile phones rather than just focus on computer software. Some companies have certainly benefited from this kind of thinking and (5.) the smartphone market. Well, it seems that part of being a genius is having the ability to see your own mistakes and the courage to admit to them.

- |                         |                      |                   |
|-------------------------|----------------------|-------------------|
| 1. A. do                | B. make              | C. generate       |
| 2. A. to press          | B. be pressed        | C. to be pressed  |
| 3. A. had been invented | B. has been invented | C. was invented   |
| 4. A. paid              | B. taken             | C. given          |
| 5. A. dominated         | B. have dominated    | C. were dominated |

**Parafraza zdań**

- 2** Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between two and six words. Write the answers in your notebook.

1. Something's wrong with my laptop. I hope someone will fix it.

**HAVE**

Something's wrong with my laptop.  
I hope I .

2. This kind of book doesn't interest me, I don't like fantasy books.

**IN**

I'm not this kind of book, I don't like fantasy books.

3. Claire Danes got an Emmy Award for *Homeland* again, didn't she?

**WAS**

Claire Danes an Emmy Award for *Homeland* again, wasn't she?

4. In my opinion, machines will never replace teachers.

**AS**

As machines will never replace teachers.

5. You must be careful with this longboard, or you'll have an accident.

**ARE**

If with this longboard, you'll have an accident.

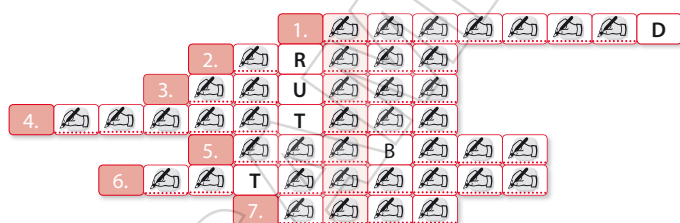
6. They are building a new shopping mall opposite my house.

**IS**

A new shopping mall opposite my house.

► Vocabulary plus

- 1** Copy the crossword into your notebook. Choose the right definition for each line of the crossword. Some letters are given.



- 5a. a small, light laptop computer used mainly for Internet access and wireless communication  
3b. to connect a piece of equipment to a source of electricity or another piece of equipment  
6c. a light, very thin laptop computer, with the same size and all the features of a regular laptop  
1d. to move information to your computer from another computer or the Internet  
2e. the part of a computer that sends or receives information from a disk  
7f. having no power left (eg a battery)  
4g. the strength of the signal that your mobile phone gets in a given place

- 2a** Complete the questions with prepositions from the box. Some prepositions may be used more than once. There are three prepositions which you do not need to use. Write the answers in your notebook.

at about from for of on up with

1. Have you ever felt hopeless something? What was it?  
2. What future event are you excited ?  
3. Who or what are you responsible ?  
4. Who do you most often get angry ?  
5. Is there anything you are fed with at the moment?  
6. When was the last time you felt disappointed something or someone?  
7. What were you terrified when you were a child?  
8. What kind of people do you feel sorry ?  
9. What kind of music is popular your friends?  
10. What kind of university education would be suitable you?

- 2b** Ask your partner the questions from exercise 2a.

# Wordlist Unit 6

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

(phr) = *phrase* – wyrażenie  
(prep) = *preposition* – przyimek  
(pron) = *pronoun* – zaimek  
(v) = *verb* – czasownik

★★★ = słowo bardzo często używane

★★ = często używane

★ = dość często używane

## Nauka i technika – urządzenia techniczne

camcorder (n)	/ˈkæm.kə.də/	kamera wideo
digital camera (n)	/ˌdɪdʒɪtl ˈkæmrə/	cyfrowy aparat fotograficzny
dishwasher (n)	/ˈdɪʃ.wɒʃə/	zmywarka
DVD player (n)	/ˌdiː.viːˈdiː pleɪə/	odtwarzacz DVD
home cinema system (n)	/həʊm ˈsɪnəmə ˈsɪstəm/	kino domowe
laptop (n)	/ˈlæp.tɒp/	laptop
microwave oven (n) ★	/ˈmaɪkrə.weɪv ʌvən/	mikrofalówka
mobile phone (n) ★★	/ˌməʊbaɪl ˈfəʊn/	telefon komórkowy
MP3 player (n)	/em piː ˈθriː pleɪə/	odtwarzacz MP3
remote control (n) ★	/rɪ.məʊt kənˈtrəʊl/	pilot (do telewizora)
satnav (n)	/ˈsæt.næv/	system nawigacji satelitarnej
vacuum cleaner (n)	/ˈvækjuːm ˈkliːnə/	odkurzacz
washing machine (n) ★	/ˈwɒʃɪŋ məˈʃiːn/	pralka

## Nauka i technika – obsługa i korzystanie z podstawowych urządzeń technicznych

charge/recharge (v) ★★★	/tʃɑːdʒ, rɪˈtʃɑːdʒ/	ładować (baterię)
connect (v) ★★★	/kəˈnekt/	łączyć
insert (v) ★★★	/ɪnˈsɜːt/	wkładać
plug in (v)	/plʌg ˈɪn/	podłączać (do kontaktu)
press (v) ★★★	/pres/	naciskać (przycisk)
select (v) ★★★	/sɪˈlekt/	wybierać (program / ścieżkę / funkcję)
switch/turn on (v)	/swɪtʃ, tʃɜːn ˈɒn/	włączać
switch/turn off (v)	/swɪtʃ, tʃɜːn ˈɒf/	wyłączać

## Inne

acquire (v) ★★	/əˈkwɪə/	przyswajać, nabywać
addicted to (adj)	/əˈdɪktɪd tu/	uzależniony od
afraid of (phr) ★★★	/əˈfreɪd əv/	bać się
amateur (n) ★	/æməˈtɜː/	amator
antibiotic (n)	/ˌæntɪbaɪˈɒtrɪk/	antybiotyk
aware of (adj) ★★★	/əˈweə(r) əv/	świadomy
backwards (adv) ★★	/ˈbækwə(r)dz/	wstecz
bin (n) ★	/bɪn/	kosz
bored with (adj) ★★	/ˈbɔːd wɪð/	znudzony
bowl (n) ★★	/bəʊl/	miska
bug (n) ★	/bʌg/	robak, błąd w systemie komputerowym
carpet (n) ★★	/ˈkɑːpɪt/	dywan
correction fluid / tape (n)	/kəˈrekʃ(ə)n ˈfluːɪd, ˈteɪp/	korektor w płynie / w taśmę
cosmetics (n)	/kɒzˈmetɪks/	kosmetyki
crash (v) ★★	/kræʃ/	awaria (komputera)
decorate (v) ★★	/ˈdeɪkə.reɪt/	odnawiać, ozdabiać
different from (adj) ★★★	/ˈdɪfrənt frəm/	inny niż
dynamite (n)	/ˈdaɪnə.maɪt/	dynamit
error (n) ★★★	/ˈerə/	błąd
excrement (n)	/ˈekskrɪmənt/	odchody
eyesight (n)	/ˈaɪsaɪt/	wzrok
fatal (adj) ★★	/ˈfeɪt(ə)l/	śmiertelny, nieuchronny
file (n) ★★★	/faɪl/	plik (komputerowy)
fingernail (n)	/ˈfɪŋgə.neɪl/	paznokieć

fragrance (n)	/ˈfreɪgrəns/	zapach, aromat
global warming (n) ★	/ˌɡləʊb(ə)l ˈwɔːmɪŋ/	globalne ocieplenie
good at (adj) ★★★	/ˈɡʊd ət/	dobry w
gossip (n)	/ˈɡɒsɪp/	plotka
guy (n) ★★	/ɡaɪ/	facet
hairdresser's (n)	/ˈheə.dresəz/	zakład fryzjerski
heavy (adj) ★★★	/ˈhevi/	ciężki
input (n/v) ★★	/ˈɪnpʊt/	wkład, włożyć
interested in (adj) ★★★	/ˈɪntərəstɪd ɪn/	zainteresowany (czymś)
journalist (n) ★★	/ˈdʒɜːnəlɪst/	dziennikarz
launch (v) ★★	/ləʊntʃ/	uruchomić
malfunction (n)	/mæl ˈfʌŋkʃ(ə)n/	awaria
messy (adj)	/ˈmesi/	brudzący
miracle (n) ★★	/ˈmɪrəkl(ə)l/	cud
never-ending (adj)	/ˈnevə(r).endɪŋ/	niekończący się
nuclear reactor (n)	/ˌnjuːkliːə rɪˈæktə/	reaktor nuklearny
oil tanker (n)	/ˈɔɪl ˈtæŋkə/	tankowiec
operating system (n) ★	/ˈɒpəreɪtɪŋ ˈsɪstəm/	system operacyjny
orbit (v)	/ˈɔːbɪt/	krążyć po orbicie
pigment (n)	/ˈpɪgmənt/	pigment
play (v) ★★★	/pleɪ/	grać, bawić się
portable stereo (n)	/ˌpɔːtəb(ə)l ˈsteriəʊ/	przenośny odtwarzacz
process (n) ★★★	/ˈprəʊses/	proces
publish (v) ★★	/ˈpʌblɪʃ/	publikować
rage (n) ★	/reɪdʒ/	furia
ready for (adj) ★★★	/ˈredi fə/	gotowy na
reckon (v) ★★	/ˈrekən/	uważać, sądzić
reinstall (v)	/ˌriːnˈstɔːl/	reinstalować
responsible for (adj) ★★★	/rɪsˈpɒnsəbl fə/	odpowiedzialny za
scientific (adj) ★★★	/ˌsaɪəntɪˈfɪk/	naukowy
service (v) ★★	/ˈsɜːvɪs/	serwisować
shape (n) ★★	/ʃeɪp/	kształt
similar to (adj) ★★★	/ˈsɪmɪlə tə/	podobny do
sore throat (n)	/ˌsɔː ˈθrəʊt/	ból gardła
swallow (v) ★★	/ˈswɒləʊ/	połykać
sword (n) ★★	/sɔːd/	miecz
take care of (v)	/ˌteɪk ˈkeə(r) əv/	dbać o, opiekować się
tired of (adj) ★★	/ˈtaɪəd əv/	zmęczony (czymś)
worried about (adj) ★★★	/ˈwɔːrɪd əˈbaʊt/	zmartwiony (czymś)
X-ray machine (n)	/ˈeksreɪ məˈʃiːn/	rentgen

## Vocabulary plus

download (v)	/ˌdaʊnˈləʊd/	ściągać z Internetu
drive (n) ★★★	/draɪv/	stacja dysków CD/DVD
excited about (adj)	/ɪkˈsaɪtəd əˈbaʊt/	podekscytowany czymś
fed up with (adj)	/ˌfed ˈʌp wɪð/	znudzony czymś, mający czegoś dość
feel sorry for (phr) ★★★	/fiːl ˈsɔːri fɔː(r)/	współczuć komuś
flat (battery) (adj)	/flæt (ˈbætəri)/	wyczerpana (bateria)
get angry with (phr)	/ˌget ˈæŋɡri wɪð/	zdnenerwować się na
hopeless at (adj) ★	/ˈhəʊpləs ət/	beznadziejny w
netbook (n)	/ˈnetbʊk/	netbook
popular with (adj) ★★★	/ˈpɒpjʊlə(r) wɪð/	popularny wśród
reception (n) ★★	/rɪˈsepʃ(ə)n/	zasięg (telefoniczny)
suitable for (adj) ★★★	/ˈsuːtəb(ə)l fɔː(r)/	odpowiedni dla
terrified of (adj)	/ˈterəfaɪd əv/	prerażony czymś
ultrabook (n)	/ˈʌltrəˈbʊk/	ultrabook



# ► Test checkpoint Units 5–6

## ► Rozumienie ze słuchu

### ► Pointer



First, remember that during the recording, different words may be used to express the same ideas as in the questions. Second, the answers may summarise what the speakers say, so don't just listen for facts, but also for feelings and intentions. Third, listen out for information referring to the context of each situation.

### Zadanie 1.

Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.

Zapisz w zeszyte literę A, B albo C.

#### Tekst 1.

1.1. You can hear the information

- A. on television.
- B. on the radio.
- C. at school.

#### Tekst 2.

1.2. Oliver follows the sportsmen on Twitter because

- A. he likes to read about their victories.
- B. he wants to know about how they prepare for competitions.
- C. he asks them about their training.

#### Tekst 3.

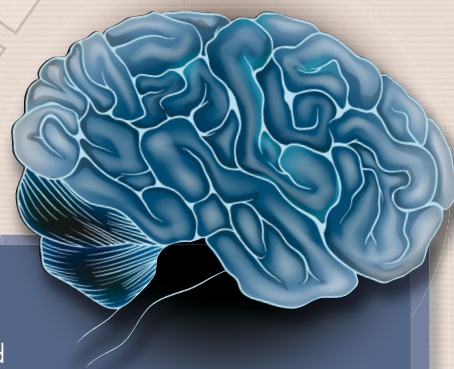
1.3. The Short Message Service was originally designed for

- A. businessmen.
- B. young people.
- C. weather presenters.

## ► Rozumienie tekstów pisanych

### Zadanie 2.

Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w luki (2.1.–2.4.) litery, którymi oznaczono brakujące zdania (A–F), tak aby otrzymać logiczny i spójny tekst. Zapisz odpowiedzi w zeszyte Uwaga: dwa zdania zostały podane dodatkowo i nie pasują do tekstu.



### The myth of 10,000 hours

Daniel Goleman certainly knows a lot about us, people. He looks into a problem, does research and then writes a book, which is usually very readable, really informative and highly innovative. After all, he is the guy who has taught us all about emotional and social intelligence. In his latest book, *Focus: The Hidden Drive of Excellence*, Goleman uncovers the mysteries behind human attention – how it works when we easily focus (or not) on things, and why we should teach kids how to focus better on things.

However, what grabbed my attention most was the myth of 10,000 hours. Since Malcolm Gladwell published his *Outliers*, the world has become familiar with the idea that in order to achieve mastery of any skill, we need to work on and refine the skill for 10,000 hours. (2.1.) And he sounds really convincing. To tell the truth, I finally realised why I never became a world famous tennis player: I just didn't practise enough.

Goleman, however, claims that this is actually a myth.

(2.2.) Even if you try to sharpen a skill – let's say, playing tennis – for 10,000 hours, but you keep making the same mistakes, you'll never become another Agassi or Federer. The sheer number of hours just isn't enough.

So, what are the ingredients of intelligent practice? Well, first of all, you need useful feedback – that's why, as Goleman points out, dancers always practice in front of mirrors: they need immediate information on how well they're doing. In fact, that's what we all need when we are working on a new skill: we need an expert who will tell us what we are doing wrong, what we need to improve and how we can improve it.

(2.3.) Indeed, a good coach or teacher will also lead the way towards us reaching a new goal and give us feedback on how we're doing and what else we need to work on.

The second central feature of intelligent practice is focus: when we practise a skill, we need to be paying a lot of attention to it all the time – the more, the better. According to Goleman, the best athletes don't spend more than four hours a day training. This is because four hours is the longest time that they can practise at the highest level of focus.

(2.4.) I'm not sure that I sound convincing enough: if not, read *Focus*. Can we really make progress at learning anything without what Goleman calls smart (intelligent) practice? Well, for me, it's obvious that we need to spend a lot of time practising a skill, while also using this time in a smart (intelligent) way. Thus, it's really time that I found myself a good tennis coach.

- A. *Focus* was published in the autumn of 2013.
- B. Correspondingly, they need to spend the rest of the day relaxing and regaining strength, as this kind of focused practice is energy-consuming.
- C. The key to mastery, according to his research, is intelligent practice.
- D. In his book, Gladwell gives examples of chess masters, musicians and sportsmen.
- E. If we don't pay attention, we don't do our best.
- F. That's why even the best athletes have coaches (sometimes teams of coaches).



## ► Znajomość środków językowych

### ► Pointer



Never leave a gap empty even when you are not completely sure of the answer. If you can't find the answer at first, always read the question or task again because, after some time you may come up with the correct answer.

### Zadanie 3.

Przeczytaj tekst. Uzupełnij każdą lukę (3.1.–3.4.), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Zapisz odpowiedzi w zeszytce. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

anger connect feel have society worry



My name is Helen. I'm a (3.1.) ..... media addict. There, I've just admitted it, at long last. Supposedly, this is the first step to some kind of recovery. I'm not a teenager with nothing to do but schoolwork, I'm a working mother with a job and two kids. I realised that I had a problem a few days ago. My family had been nagging me not to check my mobile for new tweets, messages or updates at family dinner or at the cinema. My husband was furious when I had to check my Facebook account every five minutes during our evenings out. My friends were also really (3.2.) ..... about me but I thought that they were exaggerating. I just couldn't unwind during holidays or at parties. Going on Facebook or Twitter seemed so much easier than doing household chores or mundane tasks at work. I didn't even notice that I (3.3.) ..... burnt out most of the time as I sometimes missed appointments and business meetings. But I realised that something was wrong when I forgot about my daughter's third birthday. I felt like a really lousy mother. I was always (3.4.) ..... to and in touch with my virtual friends, but I was slowly losing touch with my family life. Finally, I think I need to unplug, to break away from it all. Have you ever felt this way?

## ► Mówienie

### ► Pointer



If you don't quite understand a word or phrase, you can ask for the question to be repeated and you won't lose any points for that. If you still don't understand, you can say something like: *Sorry, could you explain what you mean by ...*, but remember that you will lose points if the question has to be paraphrased because you don't understand it.

### Zadanie 4.

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

#### Uczeń A



1. How is the girl feeling? Why?
2. When do you lose interest in lessons most easily?
3. Tell us about the last time you felt really interested in something at school.

#### Uczeń B



1. How does the boy feel about what he is doing at the moment?
2. Would you like to play a musical instrument? Why?/Why not?
3. Tell us about how you were taught art at primary school.

## ► 'Can Do' Progress Check



### 1 How well can you do these things in English now?

Give yourself a mark from 1 to 4.

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

- a I can talk about routines and what's happening now using the present simple and present continuous.
- b I can ask for and give basic personal information.
- c I can make nouns using the suffixes *-ment*, *-ion*, *-ence*.
- d I can understand conversations about families and family life.
- e I can write a basic informal email about myself or somebody I know well.
- f I can report past events using the past simple and past continuous.
- g I can explain sequences of events in the past using expressions of sequence and time.
- h I can understand written and spoken texts about crimes and the police.
- i I can talk about different crimes and investigations.
- j I can write a basic informal letter about a past event.

### 2 Decide what you need to do to improve.

- 1 Look again at my book/notes.
- 2 Do more practice exercises.
- 3 Other?