

4

A new reality

VOCABULARY technology • digital skills

- 1> Are your digital skills: a) poor b) satisfactory c) good d) excellent? Give some examples of what you can and can't do on a computer.
- 2> Read the digital skills checklist. Match some of the phrases below with the pictures.

DIGITAL SKILLS CHECK!

HOW OFTEN DO YOU DO THESE THINGS?
VERY OFTEN, RARELY OR NEVER?

- | | |
|-------------------------------------|--------------------------------|
| 1 make a video call | 7 bookmark a website |
| 2 navigate a website | 8 create a website |
| 3 post on a forum | 9 share music or photos online |
| 4 leave feedback on a shopping site | 10 store data on a device |
| 5 update antivirus software | 11 use a new search engine |
| 6 write code | |

- 3> Do the digital questionnaire in exercise 2 in pairs. Give some extra details. When did you last do these things? Why do you never do this? Do you have other digital skills?

- 4> In your notebook, complete the sentences with the words from exercise 2.

- 1 This website is very complicated. It's hard to .
- 2 I've had some strange problems with my computer recently. I must my antivirus software.
- 3 I never feedback on shopping sites. I just don't think anyone reads it.
- 4 I can go straight to the websites I want. I my favourite ones to make it quick.
- 5 Lots of people have their own websites today. My brother could help you one if you like.
- 6 In the future more and more people will work with computers. That's why we need to learn to write when we're young.
- 7 I'm going to work on this document at home on my laptop. I'll it on this pen drive to take home.

- 5> Find and correct a mistake in each question in your notebook. Then ask and answer the questions in pairs.

- 1 Which search engine do you usually create? Why?
- 2 Have you left on a forum recently? What did you write about?
- 3 What sort of photos do you like storing with your friends on Facebook?
- 4 Do you know data which are easy or difficult to navigate? Give examples.
- 5 When was the last video call you took?

```
<form class="form-signin">
  <input type="text" name="username">
  <input type="password" name="password">
  <input type="checkbox" id="remember-me" checked="">
  <label for="remember-me">Remember me
  <button type="submit" value="Login">Login
</form>
```



Internet & Networking	
➔	Networking (402 viewing)
➔	Web & Email (288 viewing)
➔	Web design (154 viewing)



www.macmillan.pl

www.macmillan.pl

www.wikipedia.pl

www.mylol.com

- 6> CD 1.22 Listen to David talking about his mum's digital skills. Which of the activities in the questionnaire in exercise 2 can his mum do? What doesn't she do, which he is pleased about?

Vocabulary challenge!

- 7> Match the problems with the solutions in your notebook.

- 1 Sometimes people experience problems because of viruses.
 - 2 People worry about paying for things online.
 - 3 Criminals try to get our personal information.
 - 4 Children sometimes accidentally visit websites for adults.
 - 5 People make threats and write hurtful things online.
 - 6 People sometimes write things on social media sites they don't want everyone to read.
- a We should use parental controls.
b We should protect our personal data.
c We should avoid malicious software.
d We should report trolling to the police.
e We should learn to use privacy settings.
f We should use secure websites.

- 8> Rate the problems in exercise 7 from the most serious to the least serious. Give reasons to support your answers.

- 9> **WHAT DO YOU THINK?** Work in pairs and discuss the questions.

- 1 Do you think that it's important for children to learn to code when they're at primary school? Why?/Why not?
- 2 Do you think that increased use of computers means that we won't have to write by hand at all in the future?

1> How many important inventions can you name in two minutes?

2> What (or which of these) do you think is the most important invention? Why?



3> **CD 1.23** Listen to three recordings and answer questions 1–2 for each one in your notebook.

1 Which inventions in exercise 2 are mentioned in the recording?

2 Where are they?

- | | | |
|----------------|----------|---------------|
| a at home | c at the | d on TV |
| b on the radio | cinema | e in a school |

4> **CD 1.23** Listen again. Choose the correct answers. Write them in your notebook.

1 What is Professor Marshall going to talk about?

- a the life of Charles Babbage
- b the development of the computer
- c the value of the computer to modern society

2 Which statement is true about the man?

- a He doesn't give a straight answer.
- b He's thought about the question a lot.
- c He reminds the students to consider life-saving discoveries too.

3 What is the man doing?

- a advertising a documentary
- b reviewing a documentary
- c presenting viewers' opinions about a documentary

5> In your notebook, complete the sentences with the correct form of *make*, *do* or *take*.

- 1 People often do mistakes.
- 2 Charles Babbage did a lot of work on the first computer.
- 3 Professor Marshall is here to do a look at the complications of computer history.
- 4 You are all doing lots of notes.
- 5 Lots of people have done research on this.
- 6 We couldn't do without phones.
- 7 I can't do a decision.
- 8 It's not the same as doing a discovery.
- 9 Last month we did an experiment.
- 10 Please do the time to do a comment about this week's programmes.

6> In your notebook, complete the questions with the correct form of *make*, *do* or *take*. Then ask and answer the questions in pairs.

- 1 Which gadget couldn't you do without?
- 2 What have you done research into recently?
- 3 What have you recently done a lot of work on?
- 4 What type of test do you usually do most mistakes in?
- 5 What important decision have you done in the last two weeks?
- 6 What's the most interesting experiment you've done during a science class?
- 7 Do you usually do notes in class or try to remember things?

Listening challenge!

7> **CD 1.24** Listen to a dialogue between two friends. Which of the statements below are facts and not opinions?

- 1 The programme was very interesting.
- 2 The Internet has changed people's lives considerably.
- 3 Using smartphones when we're out has a negative influence on relationships.
- 4 In the TV clip one boy ignored his friend because he was shopping online.

8> Work in pairs and discuss the questions.

- 1 In what situations should we turn off our mobile phones? Why?
- 2 What would you do if the Internet collapsed for a week?

Future forms: *will, going to, present simple, present continuous*

- 1> What is an android? What sort of jobs do you think androids can do today and what might they do in the future?



ANDROIDS AT WORK!

- 2> **LANGUAGE IN CONTEXT** **CD 1.25** Read and listen to the dialogue. Match the underlined phrases with the tenses below.

- Lily** Hiya. Have you seen the advert for the android exhibition at the science museum?
Harry Yeah. Dad's taking me this afternoon after school.
Lily Oh – that's brilliant! I've decided to see it with a friend. I'm going to ask Hannah if she wants to go tomorrow or on Friday.
Harry Well, I'll tell you all about it in the morning. But remember, it closes at 5 p.m. on Friday.
Lily You're right. I'll give Hannah a ring now. Have a great time. It's going to be busy today – I saw some pictures of it yesterday on the news. Everybody's interested in the androids! In Tokyo there's an android in a store who welcomes all the shoppers. And they had one reading the news on TV!
Harry I know. I'm sure there will be androids everywhere soon! See you later.

- 1 present simple 3 *going to*
 2 present continuous 4 *will*

- 3> **ANALYSE** Answer the questions about future forms in your notebook.

Which form do we use

- a when we talk about fixed timetables and schedules?
 b when we talk about future plans and intentions?
 c when we talk about things we have already arranged for the future (fixed plans)?
 d when we decide what to do at the moment of speaking?
 e when we predict something because of what we can see or know?
 f when we give our opinion about something in the future?

- 4> **PRACTISE** In your notebook, complete the sentences with the correct form of the verbs in brackets. Use *going to, will, the present continuous or present simple*.

- A Katy and I (play) tennis at 10.15 on Tuesday.
 B Oh, really? I (come) and watch.
 A Great! The courts (not open) until 10.00, so don't come before then.
- A I (look) round the new shopping mall this afternoon. Do you want to come?
 B That's a good idea. I (phone) dad now and ask him to give me a lift.
- A (you watch) the programme about inventions tonight? I've heard it's good.
 B No, I (not watch) anything tonight. I want to finish all my homework.
- A What time (your plane / take off) this afternoon?
 B Oh, we (not fly) to Spain, we (take) the ferry! The boat (leave) at 3.30. Here's my ticket. Exciting, isn't it?

- 5> Choose the correct options. Write them in your notebook.

- Oh, look! Those cars *will / are going to* crash!
- You *'ll do / are doing* really well in the exam. I know it!
- Oh dear – I don't feel very well. I *'ll / 'm going to* be sick!
- Sue looks really upset. I think she *'ll / is going to* cry.
- Dave is working hard. He *'ll definitely pass / 's definitely passing* the exam.
- Dave *is coming / comes* round in half an hour to fix dad's PC.



What's right?

- Will you help me with that?
- Shall you help me with that?
- Will I help you with that?
- Shall I help you with that?

- 6> In your notebook, complete the sentences, using the prompts below.

- I've just spoken to dad. We / leave / at 4.30 on the dot!
- Here's the DVD you wanted. You / love / it!
- You'd better go now. The shop / close / at 5.30.
- I've decided. I / be / a scientist.
- I'm sorry that you can't come to the party. I / send / you / some photos.
- Hurry up and come inside. It / rain / any moment.
- That looks difficult. I / help / you with it?
- The art gallery / not close / until 6.30 today.
- I / buy / some new boots soon. These have got holes in them!
- Paul / not / play / in the school football match on Saturday. They have chosen someone else.

- 7> **NOW YOU DO IT** Work in pairs. Tell your partner about the things below.

- the time of an interesting programme on TV
- an arrangement you've made for the weekend
- some plans you have for your next holiday
- some predictions about what careers the students in your class will have
- something you've decided to do right now

Future time clauses

1> What can your smartphone do? What would you like your smartphone to be able to do?

2> **LANGUAGE IN CONTEXT** Read the article. Answer the questions.

- 1 What is special about the oPhone?
- 2 Is it possible to buy the app today?
- 3 What does one reader want on this phone? Why?

The oPhone

What an amazing invention! This is a unique phone and it has a very special app. When you install the app on the phone, you'll be able to send and receive different smells!

It's possible to buy the app now, but you won't be able to use it just yet unless you have the right phone. When everyone has an oPhone, it will be possible to tag a smell, for example fresh bread or smells of the forest, and send it to a friend! However, scientists will have to do a lot of hard work before this happens. At the moment you can only use these phones in a small number of places, or oPhone hotspots. 'As soon as you can use them everywhere, I'll buy one!' says one enthusiastic reader. 'But I hope there's a volume button that will be able to reduce the smell – in case it's not very nice!' We definitely agree!



3> **ANALYSE** Read the article again, look at the highlighted words and complete the rule.

We use a future tense to talk about the future after conjunctions like *if, unless, in case*.

4> **PRACTISE** Choose the correct options and write them in your notebook.

- 1 I'll buy the phone *unless / if* it's very expensive.
- 2 Take your credit card *in case / unless* you haven't got enough cash.
- 3 Shall we go to the phone store at lunchtime *when / if* you have got enough time?
- 4 *Before / As soon as* I get the phone, I'll send you a message!

5> Find and correct a mistake in each sentence in your notebook.

- 1 We'll stay home and watch a movie unless you want to.
- 2 In case it will rain, I'll take an umbrella.
- 3 Please phone me as soon as you'll get there.
- 4 Dave can't go to university unless he doesn't pass his exams.
- 5 When they will arrive, the party can start.

6 Unless it isn't windy, we'll have the barbecue in the back garden.

7 After you'll finish your exam, give me a call.

6> In your notebook, complete the sentences with the correct form of the verbs in brackets.

- 1 I'm not sure what the weather forecast is, but if it (be) sunny, we (go) to the beach.
- 2 I promise you, as soon as I (get) my exam results, I (let) you know!
- 3 I don't know how long the journey will be, but I (make) some sandwiches in case it (be) a long one.
- 4 (you / phone) me with the price before you (buy) the concert tickets, please?
- 5 I (not buy) a new laptop unless it (be) cheap.
- 6 Where (we / meet) before we (go) to the concert?

7> In your notebook, rewrite the sentences, using the words given.

- 1 If the laptop is too expensive I won't buy it. **UNLESS** I'll buy it.
- 2 There's a possibility that the English test will include questions about the future tenses, so I must study them. **CASE** I must study it.
- 3 First, I need to check out a couple of websites, and then write the essay. **BEFORE** I need to check out it.
- 4 I want a hot shower the moment that I get home. **SOON** I'll have it.
- 5 The library closes at 4.30 and I'll leave then. **UNTIL** I'll stay there.

Grammar challenge!

We can also use the present perfect in future time clauses to stress that it will be possible to do something only when the first action is finished.

- 1 When Simone **has saved** enough money, she'll buy a car.
- 2 I'll post the card for you when you've **written** it.
- 3 Let's go for a walk after we've **had** dinner.

8> In your notebook, complete the sentences with the correct form of the verbs in brackets.

- 1 I'll give this essay to the teacher when I (check) it.
- 2 After he (graduate), my brother wants to become a doctor.
- 3 As soon as you (unpack), we can go for a swim.
- 4 The computer will run well once you (find) the virus.
- 5 When I (learn) how to code, I'll be able to write programs.
- 6 You'll feel better when you (have) something to eat.

9> **NOW YOU DO IT** In your notebook, complete the sentences so that they are true for you.

- 1 I'll do some homework tonight unless it rains.
- 2 When we've finished this lesson, I'll go to the toilet.
- 3 If I have enough time at the weekend, I'll call my friend.
- 4 As soon as I've had dinner tonight, I'll watch TV.
- 5 Before I leave school today, I'll check my bag.

- 1) Read the factfile about Mars and check the meaning of the words in bold in a dictionary. Find one false statement.

FACTFILE

- 1 Mars is the fourth planet from the Sun.
- 2 **Gravity** on Mars is lower than on Earth, which means you can jump three times as high there.
- 3 The temperature on Mars is more or less the same as on Earth.
- 4 The atmosphere on Mars is very thin, so water cannot exist there in a liquid form.
- 5 You can't survive on Mars without a spacesuit as the low pressure would turn your blood into bubbles.
- 6 Mars has huge **dust storms** which last for weeks and cover the whole planet.

- 2)  **CD 1.26** Listen and check your answers to the factfile.

- 3) Work in pairs and answer the questions.

- 1 What else do you know about Mars or the other planets in the solar system?
- 2 What famous astronauts do you know? What were their achievements?

- 4) Think about one word which you could use with the words below to make compound nouns. Which of the phrases refer to a) people, b) objects and c) activities?

suit travel shuttle tourist mission station
exploration

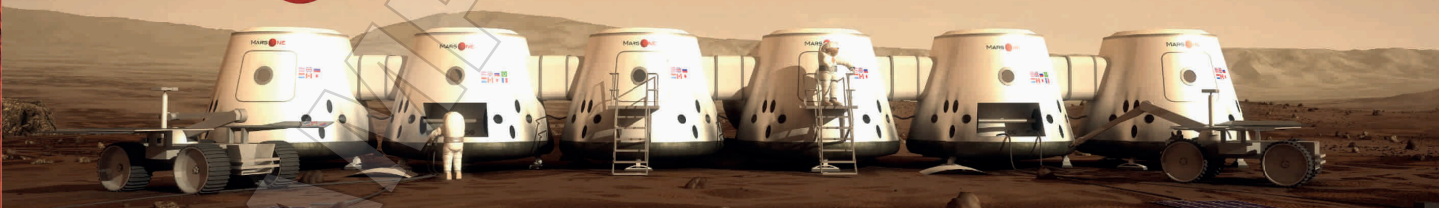
- 5) Read the article below. What do the numbers refer to?

2012 2035 7 60 50

- 6) Read the text again and choose the correct answers.

- 1 Mars One is an example of a space project which
 - a was initiated by a group of people.
 - b caused little controversy.
 - c will be run over a period of time.
 - d was an international idea.
- 2 According to the text, the worst problem for some of the astronauts could be
 - a difficult living conditions.
 - b a long trip to Mars.
 - c the idea of being filmed.
 - d low temperatures.
- 3 The project volunteers
 - a have not been put off by their uncertain future.
 - b are not interested in the development of science.
 - c were hard to find.
 - d may come back to Earth one day in the future.
- 4 Some experts disapprove of the project because
 - a it is mainly paid for by private people.
 - b it is someone's private business.
 - c it may not help science in any way.
 - d it is risky in nature.
- 5 What is the author's purpose in writing this text?
 - a To question the need for projects such as Mars One.
 - b To explain how Mars One may help develop space exploration.
 - c To consider the pros and cons of Mars One.
 - d To praise Mars One as a brave initiative.

MARS ONE



The human desire to colonise the universe has always met with mixed reactions. On the one hand, space missions enable teams of astronauts from all over the world to explore space for the sake of science. On the other, all space projects cost a fortune and critics say that the money could be better spent here on Earth. So it comes as no surprise that a new space exploration project called Mars One, announced a few years ago, has divided public opinion.

This private space project was launched in the Netherlands in 2012 by a Dutch businessman. The plan is to establish a human settlement on Mars by 2027. Unless something goes wrong, the first four astronauts will land on Mars after a seven-month journey from Earth and will then be joined by two or three more astronauts every two years so that by the year 2035 there will be over twenty people living on the planet.

One thing is certain – the living conditions will be extreme. As the average temperature is only -60°C and the atmosphere is unbreathable, the Martian colonists will spend most of their time inside capsules which provide about 50 square metres of space per person. And, what may be the hardest thing for some of them, they will live with almost no privacy at all, as their every move will be shown on reality TV back on Earth.

It may sound like just another brave space project but there is one big difference – the volunteers only get a one-way ticket; they will never be able to return to Earth. The prospect of dying on Mars, however, has not discouraged thousands of volunteers from all over the world from wanting to become space crew members.

No one can predict what the outcome for the Martian colonists will be, but they believe that it will benefit the human race and science in

7> Work in pairs and answer the questions.

- 1 Do you think that the volunteers for Mars One are brave or just irresponsible? Why?
- 2 What other problems may the astronauts face while they live on Mars?
- 3 Should you learn more about space exploration at school? Why?/Why not?

Vocabulary development

8> In your notebook, complete the phrases with the correct words from the text in exercise 5. Then match them with their Polish translations.

- | | |
|---------------------|-----------------------------|
| 1 explore | a przysłużyć się ludzkości |
| 2 colonise the | b skolonizować wszechświat |
| 3 land | c założyć kolonię na Marsie |
| 4 establish a human | d badać kosmos |
| on Mars | e przejść do historii |
| 5 benefit the | f wylądować na Marsie |
| 6 make | |

9> Translate the Polish parts of the text into English. Use the phrases from exercise 8.



¹ (Kiedy ludzie wylądują) on Mars, it ² (przejdzie do historii). Personally, I wouldn't like to live on a different planet, but I think it's a good idea ³ (aby badać kosmos). Space exploration ⁴ (przysłuży się ludzkości) and science, and who knows what discoveries will be made. Another thing is that ⁵ (jeśli nie założymy kolonii na Marsie), we may never find out if life exists there.

general. It will allow scientists to observe how humans cope with living in isolation and whether or not it is possible to colonise another planet.

However, many experts consider the whole idea unethical, dangerous and even dishonest. They have accused the Dutch organisation of promising people something completely unrealistic and collecting huge amounts of money from both individuals and other organisations to sponsor the project. Additionally, they have pointed out serious problems the astronauts will have to face, such as lack of medicines, depression or another crew member's death. There's no denying though that if the mission succeeds, it will make history.

Vocabulary challenge!

10> Copy and complete the table with the correct prefixes. Then use the prefixes below to complete the examples in the table.

	co-	re-	dis-	over-	under-	mis-
Prefix	Meaning					Examples
1 over-	too much					overspend crowded
2	too little					paid achieve
3	wrongly					understand lead
4	again					take think
5	not, opposite to					appear approve
6	together (with)					operate exist

11> Complete the sentences with the correct verbs and prefixes from exercise 10.

- 1 A lot of people of the idea of space exploration and say it's a waste of money.
- 2 If you fail an exam, you always have the chance to it.
- 3 Some people the reasons behind space exploration.
- 4 I often wonder if humans could with creatures from other planets. I think living together wouldn't be easy.
- 5 People want to colonise other planets because the Earth is getting . There are just too many people on our planet.
- 6 Nations should closely in planning space missions. Teamwork is really important in this field.
- 7 The controversy over space exploration will never . People will always argue about it.
- 8 Scientists often feel they are for their hard work and they give up their scientific careers.

12> Work in pairs. Discuss the pros and cons of space travel.

Student A: Think of as many advantages as you can.

Student B: Think of as many disadvantages as you can.

For:

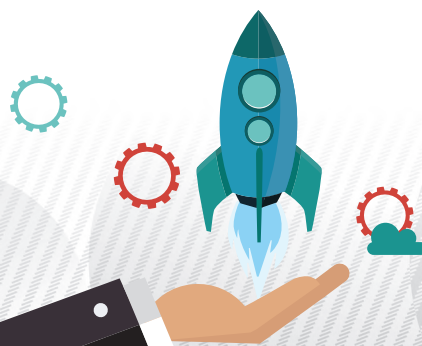
- 1 People explore space for scientific reasons so that we can learn more about the universe.

2

Against:

- 1 Building space shuttles is too expensive. We could use the money to help poor people.


2



1> Read the list of different areas of science and answer the questions.

social science astronomy physics neuroscience
computer science linguistics archaeology

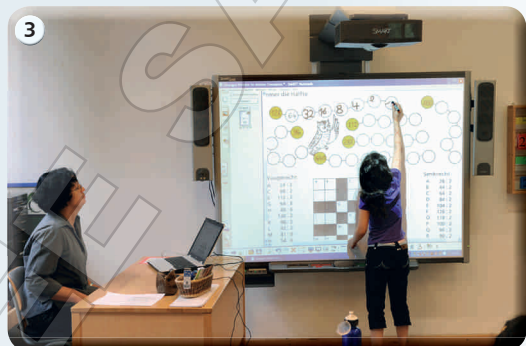
- Which areas of science deal with the topics below?
 - the nervous system
 - the structure of language
 - ancient societies
 - physical objects and natural forces
- What do the other sciences deal with?
- Which sciences do you find the most interesting? Why?


2>  **CD 1.27** Listen to Adam doing the speaking task below and answer the questions.

- Which option does Adam choose? What reasons does he give?
- Why does he reject the other options?

Popatrz na zdjęcia 1–3. Twój wychowawca planuje zorganizować w szkole festiwal nauki. Masz do wyboru trzy poniższe propozycje zajęć naukowych.








- Wybierz te zajęcia, które będą, Twoim zdaniem, najciekawsze i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



3>  **CD 1.27** Listen again and complete the Phrase Bank in your notebook.

Phrase Bank

Expressing preference; giving arguments

The best ¹  for me would be the workshop in picture 3. Lessons with interactive whiteboards appeal to me ²  / the least because ...
On top of this, I'd prefer ³  an interactive whiteboard because ...
I wouldn't ⁴  for / choose the option of doing experiments. I'd ⁵  study by myself than in a group.
It is ⁶  more motivating / less interesting for me.
I ⁷  doing experiments quite boring / interesting / engaging.

4> Work in pairs. Take turns to do the task in exercise 2.

Watch out!

prefer + -ing form / noun + to + -ing form / noun

I prefer watching science programmes to reading science books.

Mark prefers physics to maths.








would prefer + to + infinitive + rather than + infinitive

I'd prefer to go to a multimedia presentation rather than watch a science documentary.

would rather + infinitive + than + infinitive

I'd rather do some project work than go to a multimedia presentation during the science days at school.

5> In your notebook, rewrite the sentences, starting with the phrases given.

- I prefer studying sciences to humanities. **I'd rather** .
- I wouldn't choose the science centre. **I wouldn't go** .
- The option in the first picture is the best for me.
The option in the first picture appeals .
- Learning through modern technologies is interesting for me. **I find** .
- I think it's better to do experiments than learn from a book. **I prefer** .
- Studying physics would be more interesting to me than studying chemistry. **I'd prefer** .
- Group work is better for me than individual work.
I prefer .

6> Work in pairs and answer the questions, using the expressions from the Phrase Bank. Give reasons to support your answers.

- What would you rather study more of: biology or maths?
I'd go for This option seems ... than the other one because
- Would you rather visit an interactive science museum or a sea life centre?
- Would you rather work as an IT scientist or a medical doctor?
- Which invention do you consider more useful to people: the car or the plane?
- Do you prefer working alone or in a group? Why?

7> Work in pairs. Go to page 133. Take turns to do the speaking task.



1> Work in pairs and answer the questions.

- 1 Do you think a smartwatch is a good idea? Why? / Why not?
- 2 What does a smartwatch allow its user to do?

2> Read the email and complete it with the words below in your notebook. Would you like to go to an exhibition like that? Why? / Why not?

screen smart download suggest gadgets

Hi Paula,

I hope you're OK. I'm so glad you're coming next week and I have lots of ideas about how to spend our time together.

First, I must tell you about an exhibition of ¹ devices in my town. I was amazed at all the ² on display there.

I liked the presentation of the newest smartwatch best. It looks like a wristwatch, but to make it work, first you have to ³ a special app onto your smartphone and then connect the two, using Bluetooth. Once that's done, you just touch the ⁴ , and it works like a smartphone.

I ⁵ we go there together and you'll be able to see all the latest gadgets for yourself.

As for the other plans, I thought we could go to the cinema on Friday. I might also throw a party later. Is that OK with you?

Looking forward to seeing you soon 😊.

Best,

Rafał

3> Read the task below. Find the parts of the email where Rafał refers to the points in the task.

Byłeś/Byłaś na wystawie najnowszych gadżetów technologicznych. Napisz e-mail (80–130 wyrazów) do koleżanki z Anglii, która zamierza Cię odwiedzić w przyszłym tygodniu i:

- poinformuj koleżankę o tej wystawie i opisz swoje wrażenia po obejrzeniu wystawy,
- opisz gadżet, który przyciągnął Twoją uwagę i wyjaśnij jego działanie,
- zaproponuj koleżance pójście na tę wystawę i wyjaśnij, dlaczego warto ją zobaczyć,
- napisz, jakie masz inne plany na przyszły tydzień w związku z przyjazdem koleżanki.

4> Read the Phrase Bank. Choose the correct options and write them in your notebook. Sometimes more than one answer is correct.

Phrase Bank

► Explaining how something works

To make it work, first you ¹*must / should / have to* download a special app onto your smartphone.

To begin with ..., | After that ..., | And finally, ...

²*Once / After / Soon* that is done, you ³*just / simply / of course* touch the screen.

⁴*Make sure you / Be sure to* install some antivirus software first.

► Expressing intentions and plans

⁵*I'm planning to / I intend to* throw a party.

The first ⁶*idea / thing* we're going to do is have something to eat.

I thought we ⁷*might / could* go to the cinema.

I ⁸*may / might* throw a party on Saturday, but I am not sure.

5> Read the example below. In your notebook, write short guidelines for beginners, using the prompts below.

How to send a text message

First, switch on your phone and enter the password if you have one.

After that, find the icon 'messages' and press it. When that is done, you'll see a message box. Write your message there and finally choose the addressee from your list of contacts. Make sure you press the 'send' button before you switch off your phone.

How to:

- 1 **save a file on a pen drive** insert a pen drive / (after) pen drive / install / click on the file / choose 'save as' / enter a file name / save it on the pen drive
- 2 **set up a Facebook account** open Facebook home page / enter in your personal details / click on 'sign up' button / once / get the verification email • can set up an account • upload your picture
- 3 **to start up a tablet** make work / plug in / charge it up / when the green light • come on, press the button / switch it on / scroll up and down / find the app you want to use

6> Translate the sentences into English in your notebook.

Use a different expression from the Phrase Bank each time.

- 1 Planujemy podjąć decyzję za kilka dni.
- 2 Pierwszą rzeczą, jaką zamierzamy zrobić, jest odwiedzenie muzeum techniki.
- 3 Kiedy zamierzasz ściągnąć najnowszą aplikację NASA?
- 4 Pomyślałam, że moglibyśmy pójść na wystawę nowoczesnych gadżetów.
- 5 Może będziemy robić jakieś eksperymenty na lekcji chemii w przyszły piątek.

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

Obejrzałeś/Obejrzałaś w Internecie program o najnowszych wynalazkach technologicznych. Napisz e-mail (80–130 wyrazów) do kolegi i:

- napisz, czego dotyczył program i przedstaw swoją opinię na jego temat,
- wytłumacz, na czym polega działanie jednego z wynalazków,
- poinformuj o planach pójścia na wystawę najnowszych technologii i wyjaśnij, dlaczego ta wystawa Cię zainteresowała,
- zaproponuj wspólne pójście i zasugeruj, jak moglibyście spędzić wspólnie czas po wystawie.



Remember to:

- cover all the points in the task
- use different phrases to describe your plans or explain how something works

1) Choose the translation which is the closest to the original sentence. Write the answers in your notebook.

- Pomyślałem, że moglibyśmy pójść na ten festiwal nauki.
 - I thought we could go to this science festival.
 - I thought of going to this science festival.
- Jeżeli nie uzbieram wystarczającej ilości pieniędzy, nie kupię sobie nowego aparatu cyfrowego.
 - If I collect enough money, I won't buy a new digital camera.
 - Unless I collect enough money, I won't get a new digital camera.
- Naukowcy prowadzą liczne badania na ludzkim mózgu.
 - Scientists do a lot of research into the human brain.
 - Scientists often do experiments on the human brain.
- Może weźmiemy udział w tym konkursie naukowym?
 - Are we going to take part in this science competition?
 - Shall we take part in this science competition?
- Wpisz swoje hasło dostępu – i powinno działać.
 - Enter your password and it should work.
 - When you enter your password, it will work.

2) Choose the answer which means the same as the Polish parts of the sentences in brackets.

- Take your phone (na wypadek, gdybyś miał) any problems finding the science centre.
 - unless you have
 - in case you have
 - as soon as you have
- (Wolałabym dostać) a smartwatch than a tablet for my birthday.
 - I'd love to get
 - I prefer getting
 - I'd rather get
- In your opinion who (dokonał) the greatest discovery in history?
 - has made
 - has taken
 - has done
- (Nie mógłbym się obejść) without my phone.
 - I won't survive
 - I can't live
 - I couldn't do
- I won't be able to use the laptop until (ktoś go naprawi).
 - someone will fix it.
 - someone fixes it.
 - someone has to fix it.
- (Czy dasz mi znać) as soon as you find out the results of your physics exam?
 - Will you let me know
 - Are you going to let me know
 - Do you intend to let me know

3) Read the text and choose the correct answers.

futureMe.org

Have you ever thought of sending yourself an email that you could read in the future? If not, ¹ a look at FutureMe.org. It is a website which allows you to write yourself a letter and send it to your email account at any date up to thirty years in the future. The service will store the data for you ² it is ready to be sent.

If it ³ like fun to you, go to the website, set your password and register ⁴ its user. Once you ⁵ it, you can post the message you would like to receive in a few years from now. You can make your letter private or public, and attach a photograph ⁶ it.

Why would anyone want to do something like this? Well, you could remind yourself of what dreams and hopes for the future you used to have in the past or what your life was like ⁷ years back. The people behind the service believe that their idea will ⁸ many people as it will function as a historical record of one's past.

- | | | | |
|----------------|----------|---------------|-----------|
| 1 a make | b take | c give | d keep |
| 2 a unless | b until | c in case | d when |
| 3 a will sound | b sounds | c is sounding | d sounded |
| 4 a as | b with | c like | d for |
| 5 a are doing | b did | c have done | d will do |
| 6 a with | b to | c on | d up |
| 7 a few | b lot | c many | d some |
| 8 a encourage | b offer | c invest | d benefit |

Challenge!

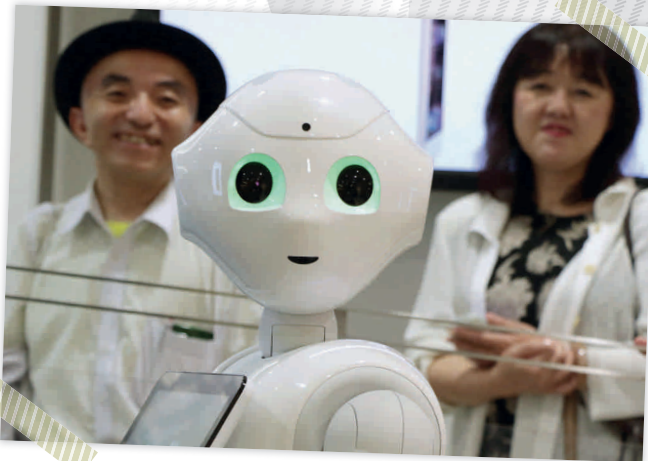
4) In your notebook, complete the sentences with the correct forms of the words below.

private hurt spend satisfy understand approve
parent communicate

- Some people think that IT specialists are not very and they lack social skills.
- If someone writes things about you online, you should report it to the police.
- Teenagers should learn how to use settings before they start posting things online.
- A lot of people of space exploration and consider it a waste of money.
- I'm sorry but I think I what you wanted me to do. I'll do it again.
- It looks like I have on my holiday. I'm really short of money now.
- I'm with the smartphone I bought. It's of really bad quality.
- It is a good idea for adults to use some controls to stop their children from visiting unsuitable sites.

5) Work in pairs. Write a list of words and phrases connected with technology and science beginning with each letter of the alphabet. Include as many words as you can for each letter. Compare your lists in class. Who has the most items?

A – attachment, astronaut, astronomy ...



4> Work in pairs. Role-play the dialogues using the prompts.

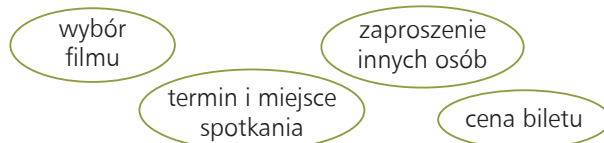
- 1 A Let's meet in front of the school on Saturday.
B Nie zgódź się, podając przyczynę.
A Zaproponuj inne miejsce / termin.
B Good idea. See you then.
- 2 A Why don't we go to see the new Benedict Cumberbatch film at the cinema?
B Odrzuć propozycję, podając przyczynę.
A Zaproponuj inny film i wyjaśnij, dlaczego warto go zobaczyć.
B Fine. Let's see that.
- 3 A I've got to buy a laptop. Can you come with me on Friday after school?
B Zgódź się, ale zaproponuj inny termin.
A Wyjaśnij, dlaczego zaproponowany termin Ci nie odpowiada i zasugeruj inny.
B That's fine. We can go then.
- 4 A A new TV series started last night. You must watch it.
B Poproś o więcej informacji.
A Odpowiedz i zachęć kolegę/koleżankę do obejrzenia programu.
B OK, I'll watch the next episode then.

5> Work in pairs and do the speaking task below. Then swap roles and do the task again.

TEST IT! ⌚ 4 minuty

Uczeń A

Wraz z kolegą/koleżanką ze Szkocji planujesz wyjście do kina na film science fiction. W rozmowie omówcie poniższe cztery kwestie:



(Rozmowę rozpoczynasz Ty.)

Uczeń B

Jesteś kolegą/koleżanką ucznia A ze Szkocji. Rozmawiacie na temat wspólnego wyjścia do kina na film science fiction. W zależności od tego, jak potoczy się rozmowa, porusz **wszystkie/wybrane** punkty.

- Poproś ucznia A o dokładniejsze objaśnienie jednej z kwestii.
- Uprzejmie nie zgódź się z uczniem A w jednej z kwestii.
- Nie jesteś zainteresowany/zainteresowana filmem zaproponowanym przez ucznia A.
- Nie odpowiada Ci zaproponowane miejsce spotkania.
- Nie chcesz płacić za droższy bilet do kina w weekend.



Tip

Pamiętaj, aby w czasie rozmowy poruszyć wszystkie punkty podane w zadaniu oraz rozwinąć je, np. poprzez opisanie dodatkowych informacji czy przykładów.

1> **CD 1.28** Listen to a student doing the speaking task below and answer the questions.

- 1 Which point has the student NOT developed?
- 2 What could you say to develop that point?

TEST IT! ⌚ 4 minuty

Planujesz wraz z kolegą z Anglii wyjazd do muzeum w dużym mieście. W rozmowie omów poniższe kwestie:

dojazd do muzeum

wybór muzeum

zaproszenie
innych osób

termin

(Rozmowę rozpoczynasz Ty.)



Tip

Pamiętaj, aby w trakcie rozmowy odpowiednio reagować na to, co mówi rozmówca. Jeśli odrzuca on Twoje propozycje lub ma odmienne zdanie, rozpocznij negocjacje, podając inne rozwiązania lub dodatkowe argumenty na poparcie swojego stanowiska. Spróbuj znaleźć rozwiązanie kompromisowe.

2> **CD 1.28** Listen to the dialogue again and complete phrases 1–11 in your notebook.

- 1 Why we go to the new exhibition at the science museum?
- 2 That good.
- 3 we ask Ruth and Gary to come too?
- 4 I'm not .
- 5 Good .
- 6 go next Saturday morning.
- 7 we go in the afternoon?
- 8 OK, that's with me.
- 9 We go up by train.
- 10 I don't think .
- 11 enough.

3> Copy and complete the table with the phrases from exercise 2.

Make a suggestion	Accept a suggestion	Reject a suggestion

Complete all the exercises on this page in your notebook.

1) Complete the sentences with the words and phrases below. There is one extra item.

software space shuttle websites feedback
search engine space data human race

- I often bookmark my favourite to find them quickly when I need them.
- I store a lot of on my pen drive.
- Most people never leave on shopping sites.
- It must be fascinating to explore and see part of the universe for yourself.
- I think everybody knows how to use a to find information online.
- Scientists believe that space exploration will benefit the .
- It's necessary to update antivirus regularly. —/7

2) Translate the Polish parts of the sentences into English. Use **do**, **make** or **take**.

- When I (*robię notatki*) quickly, I (*robię dużo błędów*).
- (*Nie spiesz się*). You have a week (*aby podjąć decyzję*).
- This group of scientists (*wykonała wiele eksperymentów*) and (*dokonała wielu odkryć*).
- I (*wykonuję dużo pracy*) on my laptop and I (*nie mogłym obejść się*) without it. —/4

Vocabulary challenge!

3) Complete the text with the missing words.

To make internet surfing safer you should:
 @ use ¹se websites and avoid ²ms software
 @ ³pt your personal data by using privacy ⁴ss
 @ use ⁵pl controls to stop children from visiting inappropriate websites
 @ react when someone makes ⁶ts against you or writes ⁷hl things online —/7

4) Complete the missing prefixes.

- If you don't agree with an idea, you approve of it.
- If your idea of something is different from what it should be, you understand it.
- If you work with someone in a team, you operate with them.
- If you have to write a test again, you have to take it.
- If you spend more money than you should, you spend. —/5

5) Complete the sentences with the correct forms of the verbs in brackets. Use **will**, **going to**, the present simple or present continuous.

- Do you know what time the science festival (*start*) tomorrow?
- We (*go*) to an exhibition of the newest gadgets today.
- Look at those clouds. It (*rain*).
- The phone's ringing. Don't get up, Mum, I (*answer*) it.

- What subject (*you / study*) when you finish high school?
- Bob (*have*) his first English lesson on Skype tonight.
- We can't go to the club yet because it (*not open*) until 10 a.m.
- I'm sure you (*pass*) your chemistry exam very well. —/8

6) Write sentences using the prompts and the expressions in brackets.

- I / buy / the tablet / too expensive. (*unless*)
- We / text you / we / get home. (*as soon as*)
- Sheila / go / to the planetarium / she / have / some free time. (*when*)
- Take some cash / you / not can / pay by card. (*in case*)
- My younger brother / not stop playing computer games / my parents / take the computer out of his room. (*until*) —/5

Grammar challenge!

7) Complete the sentences with the correct form of the phrases below.

update the antivirus software finish your homework
fix the laptop establish a settlement land on Mars

- After the astronauts , they will make contact with mission control on Earth.
- Once you , surfing the Internet will be safer.
- Technician will call us as soon as he . The cost of the repair shouldn't be too high.
- People will look for another planet to colonise once they on Mars.
- You'll be allowed to go out when you . —/5

8) Choose the correct option and write it in your notebook.

- Liam I'd ¹rather / prefer study the science than humanities. How about you?
- Ella Well, I ²prefer / would prefer studying history ³than / to maths.
- Liam I'm just the opposite. I ⁴think / find science much more engaging. I would never go ⁵for / at a university course in history.
- Ella Well, everyone is different. Anyway, I thought we ⁶will / could go to the cinema tomorrow. ⁷Will / Shall I book the tickets? —/7

9) Complete the instructions with appropriate words.

How to use a PDF reader
 To ¹ with, you ² find PDF reader software online.
³ that, you can start the installation process. You ⁴
 click on INSTALL and wait for the program to install itself on your laptop. It only takes a few seconds. ⁵ this is done, just agree to the terms and conditions of using this program, and it's ready to use. —/5

10) Work in pairs and test each other.

Student A: go to page 142.
 Student B: go to page 149.

Digital skills / Umiejętności cyfrowe

bookmark a website /'bʊk.mɑ:(r)k ə 'web.sait/ dodawać stronę internetową do zakładek
create a website /kri.eɪ ə 'web.sait/ tworzyć stronę internetową
leave feedback on a shopping site /li:v 'fi:dbæk ɒn ə 'ʃɒpɪŋ .sait/ zostawiać komentarz na stronie sklepu internetowego
make a video call /meɪk ə 'vɪdiəʊ .kɔ:l/ przeprowadzić wideorozmowę
navigate a website /nævɪgeɪt ə 'web.sait/ poruszać się po stronie internetowej
post on a forum /pəʊst ɒn ə 'fɔ:rəm/ zamieszczać komentarze na forum internetowym
share music or photos /ʃeə(r) 'mju:zɪk ɔ:(r) 'fəʊtəʊz/ udostępniać muzykę lub zdjęcia
store data on a device /stɔ:(r) 'deɪtə ɒn ə dɪ.vaɪs/ przechowywać dane na urządzeniu
update antivirus software /ʌp.deɪt 'æntɪ.vəɪəs 'sɒf(t).weə(r)/ aktualizować oprogramowanie antywirusowe
use a new search engine /ju:z ə 'nju: 'sɜ:(r)tʃɪŋ/ korzystać z nowej wyszukiwarki
write code /raɪt 'kəʊd/ programować, kodować

Challenge!

avoid malicious software /ə.vɔɪd mə.lɪʃəs 'sɒf(t).weə(r)/ unikać złośliwego oprogramowania
experience problems /ɪk.spiəriəns 'prɒbləmz/ napotykać problemy
make threats /meɪk 'θrets/ grozić (komuś)
protect your personal data /prə.tekt jə(r) 'pɜ:(r)s(ə)nəl .deɪtə/ chronić swoje dane osobowe
report trolling /rɪ.pɔ:(r)t 'trɒlɪŋ/ zgłaszać obraźliwe wpisy w internecie
social media /'səʊʃ(ə)l .mi:diə/ media społecznościowe
use parental controls /ju:z pə.rent(ə)l kən'trɒlz/ korzystać z zabezpieczeń rodzicielskich
use privacy settings /ju:z 'prɪvəsi 'setɪŋz/ korzystać z ustawień prywatności
use secure websites /ju:z sɪ.kjə(r) 'web.sait/ korzystać z bezpiecznych stron internetowych
virus /'vaɪrəs/ wirus
write hurtful things online /raɪt 'hɜ:(r)tf(ə)l 'θɪŋz 'ɒnlaɪn/ pisać krzywdzące komentarze w Internecie

Collocations with do / make / take /
Kolokacje z do / make / take

cannot do without sth /kænɒt du: wɪð'aʊt .səmθɪŋ/ nie móc się bez czegoś obejść
do a lot of work /du: ə'lɒt əv 'wɜ:(r)k/ dużo pracować, wykonywać dużo pracy
do an experiment /du: ənɪk'spɪrɪmənt/ przeprowadzać eksperyment
do research /du: rɪ'sɜ:(r)ntʃ/ prowadzić badania naukowe, gromadzić informacje
make a comment /meɪk ə 'kɒment/ skomentować coś
make a discovery /meɪk ə dɪ'skʌv(ə)rɪ/ dokonać odkrycia, odkryć coś
make mistakes /meɪk mɪ'steɪks/ popełniać błędy
make/take notes /meɪk, teɪk nəʊts/ robić notatki
make/take a decision /meɪk, teɪk ə dɪ'sɪz(ə)n/ podejmować decyzję
take a look at sth /teɪk ə 'lʊk ət .səmθɪŋ/ rzucać okiem na coś
take the time /teɪk ðə 'taɪm/ znaleźć czas (żeby coś zrobić)

Space travel / Podróże kosmiczne

benefit the human race /benɪfɪt ðə 'hju:mən 'reɪs/ przynosić korzyści ludzkości
colonise the universe /kə'lənaɪz ðə 'ju:nɪ.vɜ:(r)s/ kolonizować wszechświat
dust storm /'dʌst stɔ:(r)m/ burza piaskowa
establish a human settlement on Mars /ɪ'stæblɪʃ ə 'hju:mən 'set(ə)lmənt ɒn 'mɑ:(r)z/ zakładać ludzką osadę na Marsie
explore space /ɪk.splɔ:(r) 'speɪs/ badać kosmos
gravity /'grævəti/ grawitacja
land on Mars /lænd ɒn 'mɑ:(r)z/ lądować na Marsie
liquid /'lɪkwɪd/ płynny
make history /meɪk 'hɪst(ə)rɪ/ przejść do historii
planet /'plænɪt/ planeta
pressure /'preʃə(r)/ ciśnienie
space exploration /speɪs .eksplə'reɪʃ(ə)n/ badanie kosmosu
space mission /'speɪs .mɪʃ(ə)n/ misja kosmiczna
space shuttle /'speɪs ʃʌt(ə)l/ prom kosmiczny
space station /'speɪs .steɪʃ(ə)n/ stacja kosmiczna
space tourist /'speɪs .tʊərɪst/ turysta w przestrzeni kosmicznej
spacesuit /'speɪs.su:t/ skafander kosmiczny

Challenge!

coexist /kəʊɪg'zɪst/ koegzystować, współistnieć
cooperate /kəʊ'ɒpəreɪt/ współpracować
disappear /dɪsə'piə(r)/ zniknąć
disapprove of sth /dɪsə'pru:v əv .səmθɪŋ/ nie popierać, nie aprobować
mislead /mɪ'sli:d/ zmylić, wprowadzać w błąd
misunderstand /mɪs'ʌndə(r)'stænd/ źle zrozumieć
overcrowded /'əʊvə(r)'kraʊdɪd/ przeludniony, zatłoczony
overspend /'əʊvə(r)'spend/ wydawać za dużo, przekraczać budżet
retake /rɪ:'teɪk/ podchodzić ponownie (do egzaminu)
rethink /rɪ:'θɪŋk/ przemyśleć ponownie
underachieve /ˌʌndə'r'tʃi:və/ wypadać poniżej oczekiwań
underpaid /ˌʌndə(r)'peɪd/ źle wynagradzany

Science / Nauka

area of science /ˌeəriə əv 'saɪəns/ dziedzina nauki
archaeology /ˌɑ:(r)ki'blədʒi/ archeologia
astronomy /ə'strɒnəmi/ astronomia
computer science /kəm'pjʊ:tə(r) .saɪəns/ informatyka
humanities /hju:'mænətɪz/ nauki humanistyczne
linguistics /lɪŋ'gwɪstɪks/ językoznawstwo
neuroscience /ˌnjʊərəʊ.səɪəns/ nauka o mózgu i o układzie nerwowym
physics /'fɪzɪks/ fizyka
scientist /saɪəntɪst/ naukowiec
social science /'səʊʃ(ə)l .saɪəns/ nauki społeczne

Giving instructions / Udzielanie instrukcji

charge sth up /tʃɑ:(r)dʒ .səmθɪŋ 'ʌp/ ładować (baterię)
click on the file / 'sign up' button /kɪk ɒn ðə 'faɪl, 'saɪn 'ʌp .bʌt(ə)n/ klikać na plik / przycisk „zarejestruj się”
connect /kə'nekt/ łączyć
enter a file name /entə(r) ə ,faɪl 'neɪm/ wpisywać nazwę pliku
enter in your personal details /entə(r) ɪn jə(r) 'pɜ:(r)s(ə)nəl .di:teɪlz/ wpisywać dane osobowe
get the verification email /get ðə ,verɪfɪ'keɪʃ(ə)n 'i:meɪl/ otrzymać e-mail weryfikacyjny
insert /ɪn'sɜ:(r)t/ wkładać, wsuwać
install /ɪn'stɔ:l/ instalować

make sth work /meɪk .səmθɪŋ 'wɜ:(r)k/ sprawić, żeby coś działało, uruchomić
open the home page /əʊpən ðə 'həʊmpeɪdʒ/ otwierać stronę główną
plug in /plʌg 'ɪn/ podłączać do prądu
press the button /pres ðə 'bʌt(ə)n/ naciskać przycisk
save a file on a pen drive /seɪv ə 'faɪl ɒn ə 'pen draɪv/ zapisywać plik na pendrive
save as /seɪv əz/ zapisywać jako
scroll up and down /skrɔ:l 'ʌp ənd 'daʊn/ przewijać w górę i w dół
set up a Facebook account /set 'ʌp ə 'feɪs.bʊk .ə.kʌʊnt/ zakładać konto na Facebooku
start up a tablet /stɑ:(r)t 'ʌp ə 'tæblət/ uruchamiać tablet
switch sth on/off /swɪtʃ .səmθɪŋ 'ɒn, 'ɒf/ włączać / wyłączać (coś)
upload your picture /'ʌp,ləʊd jə(r) 'pɪktʃə(r)/ załadować swoje zdjęcie

Other words / Pozostałe wyrażenia

accuse sb of sth /ə'kju:z .səmbədi əv .səmθɪŋ/ oskarżać kogoś o coś
armchair critic /ˌɑ:(r)m'tʃeə(r) 'krɪtɪk/ domorosły krytyk
astronaut /'æstrə.nɔ:t/ astronauta / astronautka
be addicted to sth /bi ə'dɪktɪd tə .səmθɪŋ/ być uzależnionym od czegoś
be good with computers /bi 'ɡʊd wɪθ kəm'pjʊ:tə(r)z/ znać się na komputerach
calculate /kælkjəleɪt/ obliczać, kalkulować
collapse /kə'læps/ mieć poważną awarię, zepsuć się nagle
considerably /kən'sɪd(ə)rəbli/ znacznie
cope with sth /kəʊp wɪθ .səmθɪŋ/ radzić sobie z czymś
cost a fortune /kɒst ə 'fɔ:(r)tʃən/ kosztować majątek
crew member /'kru: .membə(r)/ członek załogi
exaggerate the problem /ɪɡ.zædʒəreɪt ðə 'prɒbləm/ wyolbrzymiać problem
gadget /'ɡædʒɪt/ gadżet
invent / invention / inventor /ɪn'vent, ɪn'ven(ə)n, ɪn'ventə(r)/ wynaleźć / wynalazek / wynalazca
irresponsible /ɪrɪ'spɒnsəb(ə)l/ nieodpowiedzialny
launch a project /lɔ:ntʃ ə 'prɒdʒekt/ rozpocząć realizację projektu
life-saving /laɪf.seɪvɪŋ/ ratowniczy, ratujący życie
Martian /'mɑ:(r)ʃ(ə)n/ marsjański
meet with mixed reactions /mi:t wɪθ ,mɪkst rɪ'æk(ə)nz/ spotykać się ze zmiennymi reakcjami
new reality /nju: rɪ'æləti/ nowa rzeczywistość
on display /ɒn dɪ'spleɪ/ na wystawie
outcome /'aʊt.kʌm/ wynik, rezultat
privacy /'prɪvəsi/ prywatność
smart devices /sma:(r)t dɪ'vaɪsəz/ inteligentne urządzenia
smartwatch /'sma:(r)t wɒtʃ/ inteligentny zegarek
smell /smel/ zapach
socialise /səʊʃəlaɪz/ udzielać się towarzystwo, utrzymywać kontakty towarzyskie
speak face to face /spi:k feɪs tə 'feɪs/ rozmawiać twarzą w twarz
survive /sə(r)'vaɪv/ przetrwać, przeżyć
tag /tæg/ otagować, oznaczać kategorię czegoś
text /tekst/ wysłać SMS
wheel /wi:l/ koło
turn up the volume /tɜ:(r)n 'ʌp ðə 'vɒljʊ:m/ pogłaśniać
wristwatch /'rɪs(t).wɒtʃ/ zegarek na rękę

5

Friends and foes

VOCABULARY friends and family • phrasal verbs

1> Work in pairs. Look at the picture and write down as many family members as you can. Do you know any interesting stories about your ancestors?

2> Match the words below with the people in bold in your notebook.

stepmother half brothers partner sister-in-law
nephew and niece acquaintance distant relative
colleague fiancé single parent

- 1 Catherine married my dad two years ago.
- 2 Paul has worked with my dad for five months.
- 3 I've spoken to **him** briefly at parties, but I don't know him well.
- 4 My sister lives with **Jim**, but they are not married.
- 5 I think he's **my dad's cousin**, but I'm not really sure.
- 6 **Tom and Julia** are my older sister's children.
- 7 **Laura** has raised her children on her own.
- 8 **Peter and I** have the same mum, but different dads.
- 9 My brother married **Sue** three years ago.
- 10 **Barry** and I are engaged to be married.

3> Tell your partner about some people you know using the words from exercises 1 and 2. Give some extra information about each person.

I have a brother-in-law called Frank.
He's an architect.
I really like him because ...

4> In your notebook, complete the posts on an online forum about relationships with the prepositions below.

after up (x4) for on out (x3)



5> CD 1.29 Listen to three dialogues and answer the questions in your notebook.

- 1 What is the relationship between the people in each dialogue?
- 2 In which dialogue:
 - a does someone take after another person?
 - b do the people get on well?
 - c does someone mention a couple splitting up?

6> Work in pairs. Complete the questions with appropriate words in your notebook. Then ask and answer the questions.

- 1 Who in your family do you take after? Why do you think so?
- 2 Which of your friends do you most look up to? Why?
- 3 Did you get on well with all your classmates at primary school? Why? / Why not?
- 4 Is it a good idea to split up with someone online or by text? Why? / Why not?
- 5 Who have you split up with recently and why?
- 6 Which celebrity couple do you think will split up soon? Why?

OUR RELATIONSHIPS



Jo58

I guess I **get** ¹ on with most of my family. We've all got similar interests and personalities but the person I have the best relationship with is my half brother Peter. He doesn't live with us. His mum **split** ² up with my dad a while back, but we **hang** ³ out together a lot. He's really cool and clever. I **look** ⁴ up to him a lot.



Pat

I have a very good relationship with all my siblings, but I suppose I'm closest to my twin sister (unsurprisingly!). She's really my best friend. I **take** ⁵ after our dad whereas she's very much like our mum. We **fall** ⁶ in love from time to time – usually over silly things. But we always **make** ⁷ up again quickly.



SueM

One of my classmates had been a very close friend for about five years but then we started **going** ⁸ together a few months ago. We **broke** ⁹ up two weeks ago because he **fell** ¹⁰ for another girl. Now I've lost a boyfriend and a friend. It's horrible. Never date a good friend!

Vocabulary challenge!

7> Complete the sentences with the correct words below in your notebook.

brought up / grew up

- 1 My sister and her husband brought up their children in the countryside.
- 2 My sister and I grew up in the countryside.

made / remained

- 3 I've made friends with a lot of the people I met at my first school.
- 4 I've made a lot of friends at my new school.

related to / connected to

- 5 My mum is related to the British royal family! It's through a cousin of her grandfather, I think.
- 6 My dad's company is connected to businesses all over Europe.

look like / take after

- 7 I look like my older sister. We've both got dark hair and blue eyes.
- 8 My sister and I both take after our dad and like classical music.

8> Work in pairs. Choose a famous romantic story from a film or book and describe it to your partner. How quickly can he/she guess the film or book?

- 1> Has your group of friends changed a lot over the last few years? Why? / Why not?
- 2> Look at the pictures. What is happening? What do you think has just happened? When was the last time you had an argument with someone?



- 3 is very important when you're going through a hard time.
- 4 The film is a story about a girl whose boyfriend dies in a crash.
- 5 It's horrible when people rumours about you that aren't true.
- 6 Meryl has a very close with her elder sister.
- 7 The breakup with her boyfriend was a really experience.

6> Work in pairs. Tell your partner about the things below.

- 1 a time one of your friends was very supportive
- 2 a rumour someone recently spread on Facebook
- 3 a heartbreaking film you've seen recently
- 4 a friendship that's very important to you

Listening challenge!

- 7> CD 1.31 Listen to two other callers commenting on Alice's ideas. Answer the questions in your notebook.

Which person:

- 1 thinks that friends are more important than we think?
- 2 mentions what his/her own reaction to Alice's experience would be?
- 3 tells Alice that she will feel better in the future?
- 4 insists that losing a friend is different from losing a partner?

- 8> Which speaker do you agree with? Why?

Vocabulary challenge!

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

under through behind to (x2) from

- 1 It's impossible to compare a friendship a romantic relationship.
- 2 It's always wrong to say things a person's back.
- 3 Most big arguments are due a silly misunderstanding in the first place.
- 4 It's important to support your friend a difficult time even if you don't agree with what she or he has done.
- 5 Most people are the impression that I'm not very romantic, but it isn't true.
- 6 I know experience that dating websites are not the best place to meet a partner.

- 10> WHAT DO YOU THINK? Work in pairs and discuss the questions.

- 1 Do you think that old friends are our best friends? Why? / Why not?
- 2 People say that 'time is a healer.' Do you agree? Why? / Why not?
- 3 What's the best way to make up after an argument with a friend?

- 3> CD 1.30 Listen to an interview. Where is it taking place? What kinds of relationships do the speakers discuss?
- 4> CD 1.30 Listen again. Are the statements true or false? Correct the false ones. Write the answers in your notebook.
 - 1 Alice is calling to change the topic of the programme.
 - 2 The interviewer thinks that some friends lose touch when life changes.
 - 3 Alice has just had an argument with a very close friend.
 - 4 Alice's friend ended the friendship face to face.
 - 5 Alice compares the loss of her friend to a previous caller's situation.
 - 6 In the conversation the speakers discuss the similarities between the end of a romance and a friendship.
- 5> Complete the sentences with the words below in your notebook.

friendship painful spread relationship heartbreaking devastated supportive

- 1 My best friend was really when I had problems with my family last year.
- 2 When Alex broke up with Kathy, she was absolutely . She thought they were going to get married.

Determiners: *all, every, most, some, any, no, none* etc.

- 1> Who do you go to when you need some advice about a problem? Why?
- 2> **LANGUAGE IN CONTEXT** Read the text. How does the writer get advice?



All teenagers have problems, but **some** problems are more difficult to deal with than others. **Most** people have their own way of coping. **Every** magazine seems to have its own problem page, but there is really **no** replacement for personal advice, is there? I've got two older sisters and **both of** them help me out when I'm worried about something. I don't usually go to my parents. That's because the problem is often related to them, or it's something they have no idea about. They don't understand **a lot of** the pressure that I'm under at school. **None of** the magazine editors know the people who write in personally, and in my opinion that's important when you're trying to give some advice.

- 3> Read the blog again and correct the statements below. Write the answers in your notebook.
- All teenage problems are difficult.
 - Everyone copes in the same way.
 - Magazine problem pages are as good as personal advice.
 - The writer asks one of her sisters for advice.
- 4> **ANALYSE** Look at the highlighted words in the text in exercise 2 and the determiners below. Which of them can be used:

a few every a little some any most many all
a couple of none of both of a lot of much no

- with singular countable nouns?
- with plural nouns?
- with uncountable nouns?



Tip

We can use the determiners *some, any, many, most* and *all* in the two different ways shown below (with *of* and without *of*). Always use *of* when the determiner is followed by a pronoun. *There were some students in the classroom. Many of them were reading books.*

- 5> In your notebook, write examples from the text in exercise 2 to illustrate each pattern below.

determiner + of + the/my/her + noun/pronoun	determiner + noun



What's right?

- There was no chocolate left in the box.
- There wasn't no chocolate left in the box.
- There wasn't none chocolate in the box.

- 6> **PRACTISE** Choose the correct option to complete the sentences. Write the answers in your notebook.

- I dislike *all / every* pop music.
- Both / A couple of* Jane and Maria play instruments.
- None / No* of the shops was open.
- Most of the / Most of* questions were very difficult.
- I didn't eat *no / any* cake yesterday.
- Most of my *classmate / classmates* liked the film.
- There were *a few / little* sandwiches left after the party.
- There weren't *any / some* of my relatives at the wedding.
- Every / All* student can learn to speak English well.

- 7> Translate the Polish parts of the sentences into English in your notebook.

- (*Wszystkie Twoje rady są*) useful. Thank you.
- (*Większość artykułów była*) interesting, so I decided to read (*je wszystkie*).
- (*Niektórzy ludzie*) subscribe to online magazines, but I don't.
- (*Kilkoro uczniów*) failed the exam, but not many.
- I enjoy (*zarówno filmy romantyczne, jak i komedie*).
- There are (*wiele różnic*) between Polish grammar and English grammar.
- (*Oboje moi rodzice*) play chess.
- (*Nie zostało nic do jedzenia*) after the party.

Grammar challenge!

We can use **both, either** and **neither** to talk about two people or things.

- Both (of)** (the one and the other) + **plural verb**
Both my brothers go to university. Both of you can help me.
- Either (of)** (this one or the other one) + **singular verb**
We can watch a comedy or a thriller. Either film is good.
- Neither (of)** (not this one or the other one) + **singular verb**
Neither of my two sisters plays tennis.
- None of** (to talk about more than two people or things) + **singular / plural verb**
None of my good friends was / were at the party.

- 8> In your notebook, complete the sentences with **both, either, neither** or **none**. Then translate the sentences into your own language.

- of the two contestants in the final could answer the question, so they had to call their friends for help.
- You can ask Tim or Laura. They speak French well.
- I did exercise 1 and exercise 2 for homework, but of my answers were correct so I had to do them again.
- I can wear of these two T-shirts to the party. Which would you choose?

- 9> **NOW YOU DO IT** Work in pairs. Complete the sentences in your notebook so that they are true for you. Use the verbs below to help you. Then compare your answers with your partner. How many answers are the same?

like buy watch study go play

- None of my ... *None of my close friends likes rock music.*
- Both of my 4 Some of my 6 Neither of my
- All of my 5 Most of my

Future continuous and future perfect

1> Imagine it is the year 2026. Where are you? What are you doing? What has changed in your life?

2>  **CD 1.32 LANGUAGE IN CONTEXT** Read and listen to the dialogue. Are you more like James or Lucy?

- James** So this is the last day of university and the end of our studying. Next step – work! I wonder where we'll be in ten years' time. What do you think you'll be doing?
- Lucy** Well, with luck, I'll be earning a lot of money! I imagine I'll have got married by then, but I **probably won't have had any children**. That can wait! I'll have married someone rich, so we won't be living in a small flat, but in a big country house! **What will you have done by then?**
- James** Good luck with that! I **definitely won't have got married by then**, but I certainly won't be living at home either. Perhaps I'll be sharing a flat with a friend. **Will you still be living in this area?** I'll have learned to drive by next year, so I'll be able to come and visit you in the country!



3> **ANALYSE** Look at the highlighted sentences in the dialogue. In your notebook, write affirmative, negative sentences and questions, using the prompts below.

will + be + -ing

- 1 Lucy / work / at 10.00 tomorrow morning [+]
- 2 Lucy / work / at 10.00 tomorrow morning [-]
- 3 Lucy / work / at 10.00 tomorrow morning [?]

will + have + past participle

- 1 Dan / finish classes / by 3.00 [+]
- 2 Dan / finish classes / by 3.00 [-]
- 3 Dan / finish classes / by 3.00 [?]

4> Match the rules with examples a and b in your notebook.

- 1 We use the **future continuous** to talk about something that will be **in progress** at a specific time in the future.
- 2 We use the **future perfect** to talk about something that will be completed **before** a specific time in the future.
 - a In 2018 I'll be studying English at university.
 - b By 2019 I'll have graduated from university.

5> **PRACTISE** Choose the correct option to complete the sentences. Write the answers in your notebook.

- 1 By 6.00 I'll have done / will be doing all my homework.
- 2 On Friday at 9.30 I'll have played / will be playing tennis with Jim.

- 3 By the end of this week I won't have finished / won't be finishing the project.
- 4 At 7.30 we'll have eaten / will be eating dinner.
- 5 In six months' time I'll have stayed / will be staying with my friend in England.
- 6 By the age of 21 I'll have started / will be starting work.









What's right?

- 1 By the end of this year I will make a few new friends.
- 2 By the end of this year I will have made a few new friends.
- 3 By the end of this year I will be making a few new friends.

6> In your notebook, complete the sentences with the time expressions below. Sometimes more than one answer is correct.

by 5.30 in 2050 this time tomorrow by Wednesday
at that time by then at 6.30 tomorrow

- 1  we'll have finished two full days of exams.
- 2 Will people be living in eco-friendly houses .
- 3 I won't have finished this work , so I can't go with you.
- 4 I'll call you at 8 o'clock. The plane will have landed .
- 5 I'm writing an essay about the year 2099.  no one will be using pens or pencils to write with.
- 6 The school posted our results to us today.  we'll be celebrating.

7> Write sentences from the prompts in your notebook. Use the future continuous or the future perfect.

- 1 I / not study / at this school / in two years' time.
- 2 your family / move to Italy / by the end of March?
- 3 John / wait for us on the platform / when we get off the train?
- 4 Don't call me tonight. I / work / on my project all evening.
- 5 Come round about 6.30. Jack and Maddy / arrive / by then.
- 6 By November / my wife / give up work. She / look after / our new baby!
- 7 In three months' time / we / live / in the USA.
- 8 you / finish / studying / by the time you're 26?

8> **NOW YOU DO IT** Work in pairs. Tell your partner what you, your best friend or someone in your family will / won't have done and what you or they will / won't be doing at the times below. Give reasons to support your opinion.

By 2026 ...

This time next year ...

I think my older sister will have got married and have had two children by 2026. This time next year she will probably be studying for her university exams.

- 1> Work in pairs. Read the quiz and check the meanings of the words in bold. Then choose the answers which are true for you.

How romantic are you?

- 1 Do you believe in love at **first sight**?
a Definitely
b A bit
c Not at all
- 2 Do you think that everybody needs a **soulmate**?
a Yes
b Sometimes
c Not really
- 3 How often would you like to see someone you're **dating**?
a Every day
b A few times a week
c Once a week
- 4 How do you feel about romantic movies and love stories?
a I love them.
b I don't mind them
c I hate them.
- 5 Do you celebrate Valentine's Day?
a Always
b It's not my priority.
c What for?!
- 6 How many **crushes** have you had so far?
a So many that I can't remember.
b More than two.
c One or two.

- 2> Work in pairs. Ask and answer the questions in the quiz in exercise 1. Give reasons to explain your choices.
- 3> Look at the film poster. What kind of a story is it? What could it be about?



- 4> Read the text and answer the questions.

- 1 Where is Bridget? Why is she there?
- 2 How old is she and what does she do for a living?
- 3 Who is she introduced to at the party? Do you think she likes this person?

I'm not a child any more – I'm in my thirties with a flat and a job in London. But every year my mother makes me go to Una and Geoffrey Alconbury's New Year's Day Turkey Lunch. She usually tries to introduce me to a man she thinks would be a good boyfriend for me. But she always chooses the most awful men.

This year, for weeks before New Year's Day, my mother had talked about Mark Darcy. 'Do you remember Malcolm and Elaine Darcy, darling?' she kept saying. 'They're bringing their son Mark with them to Una's New Year's Day Turkey Lunch. He's a top lawyer – just back from America. He's just got divorced.' I don't know why my mother didn't just say openly, 'Darling, Mark Darcy would make a very good boyfriend for you. He's very rich.'

11.45 p.m. Ugh! The first day of the New Year has been awful. I took the wrong road on the way to the Alconburys' so I got lost and arrived very late.

'Bridget! Happy New Year!' said Geoffrey Alconbury. He gave me a huge hug. 'Come on, let's get you a drink. How's your love life?'

'Fine,' I said in an embarrassed way.

'So you still haven't got a boyfriend!' said Geoffrey in a loud voice.

'If you don't hurry up and get married soon, you'll be too old to have children,' said Una, his wife.

'Come along and meet Mark.'

The rich, divorced Mark was standing with his back to us. He was quite tall and was looking at the books on the Alconburys' bookshelves.

'Mark!' said Una. 'I've got someone nice for you to meet.'

Mark Darcy turned round, and I saw that he was wearing a jumper with a pattern of yellow and blue diamonds on the front. It was awful.

'Mark, this is Colin and Pam's daughter, Bridget,' said Una. 'Bridget works in publishing, don't you, Bridget? Well, I'll leave you two young people together.' She went away quickly.

For a moment neither of us spoke.

'Um... have you been staying with your parents over New Year?' I asked him.

'Yes,' he said eagerly. 'You too?'

'Yes. No. I was at a party in London last night,' I replied. Suddenly I started talking very quickly – too quickly. But I couldn't stop. Mark Darcy was looking at me with a look of horror on his face.

'Maybe you should get something to eat,' he said, and went away. Everyone was staring at me. I knew they were thinking, 'So that's why Bridget isn't married. She talks too much and is unattractive to men.'

5> Which information below is mentioned in the text?

Write the answers in your notebook.

- 1 Bridget did not fancy going to the Alconburys' party.
- 2 Bridget's mother had wanted her to meet Mark Darcy before the party.
- 3 Bridget drove to the party.
- 4 Bridget did not arrive at the party on time.
- 5 Bridget would like to start a family very soon.
- 6 Mark Darcy's manners made a good first impression on Bridget.
- 7 Mark and Bridget were silent for a while after they met.
- 8 Everybody apart from Bridget enjoyed the party.

Reading challenge!

6> Read the text in exercise 4 again and write the questions for the answers below in your notebook.

- 1 Why? Because her mother made her do it.
- 2 How? She finds them awful.
- 3 Why? Because he's successful and isn't in a relationship anymore.
- 4 Why? Because Geoffrey asked her about her romantic life in front of other people.
- 5 What? A jumper with a pattern of yellow and blue diamonds on the front.
- 6 Who? Una did.
- 7 How? He was horrified.
- 8 What? That she should get something to eat.

7> Work in pairs and answer the questions.

- 1 Why do you think Bridget and Mark didn't get on? What advice would you give to Bridget?
- 2 Is it a good idea when your parents try to find you a boyfriend / girlfriend? Why? / Why not?
- 3 When is the best time in life to start a family? Why do you think so?
- 4 Is the extract interesting enough for you to read the rest of the story? Why? / Why not?

Vocabulary development

8> Choose the correct preposition. Write the answers in your notebook.

- 1 I felt embarrassed when everyone was staring **on** / **at** me.
- 2 My friend introduced me **to** / **with** Robert and we have been a couple since then.
- 3 It's difficult to say why some people look attractive **to** / **for** us while others don't.
- 4 My brother got married **with** / **to** his classmate from secondary school.
- 5 I'd like to fall **in** / **for** love **to** / **with** a boy who is keen on mountain climbing like me.
- 6 My sister is married **with** / **to** two children.
- 7 My sister and her boyfriend are very close **with** / **to** each other.

Vocabulary challenge!

9> In your notebook, match the words below with the definitions. Do you know other meanings of these words?

date party crush be engaged match attraction fancy

- 1 be someone's fiancé(e) (*adjective*)
be busy (about a phone line) (*adjective*)
- 2 go together (e.g. clothes) (*verb*)
two people exactly right for each other (*noun*)
- 3 a sweet brown sticky fruit (*noun*)
go out with someone (*verb*)
- 4 press something so hard that it breaks (*verb*)
a strong feeling of romantic love for someone (*noun*)
- 5 a feeling of liking someone (*noun*)
something interesting to see or do (*noun*)
- 6 a social event where people meet to enjoy themselves (*noun*)
a political organisation (*noun*)
- 7 want to do or have something (*verb*)
be attracted to someone (*verb*)

10> In your notebook, complete the sentences with the correct form of the words from exercise 9.

- 1 When I was young, I had a crush on Robert. We even dated for a while but then we split up.
- 2 The wedding was just great. The party lasted the whole night.
- 3 The attraction between them was immediate and we knew they would get engaged soon.
- 4 I was going to the party, but I don't have a pair of shoes to match this dress.
- 5 The Tourist Office's number is easy all the time. Maybe you could go online to check out the local date before we leave the hotel.
- 6 Julia really likes a boy in her class. She believes he's a perfect match for her.

11> Work in pairs. Read the sayings about love below. What do you think they mean? Do you agree or disagree with them? Give reasons to support your opinion.

- 1 Love is blind. – I think it means that if you love someone you can't see any faults in them, and you think they are perfect. I think this statement is often true, because ...

1 Love is blind.

2 Anyone can catch your eye, but it takes someone special to catch your heart.

3 'Loving is not just looking at each other, it's looking in the same direction.'

– Antoine de Saint-Exupéry

4 'You know you're in love when you can't fall asleep because reality is finally better than your dreams.'

– Theodor Seuss Geisel

- 1> Describe the pictures. Which way of celebrating the end of the school year would you prefer? Why?



- 2> **CD 1.33** Listen to the dialogue between two friends. Are the statements true (T) or false (F)? Write the answers in your notebook.

- 1 Zac and Lisa are talking about someone's birthday party.
- 2 They agree to organise a barbecue party in the end.
- 3 They will do the shopping together.
- 4 Lisa is angry with Zac for losing her memory stick.

- 3> **CD 1.33** Complete the Phrase Bank. Then listen to the dialogue again and check your answers.

Phrase Bank

► Making suggestions

Why ¹ just go out to a club like we did last year? I think it might be ² if we do something different. Maybe a better ³ would be to go to a pizza place? I really think that we ⁴ try to arrange something special. If you agree to ..., I'll take care of ...

► Refusing/Accepting suggestions

I'm not ⁵ that's a good idea. Let's give it a try. OK. That's ⁶ with me.

► Apologising

I'm ⁷ sorry for being late. I feel ⁸ about it. I'm afraid I have to apologise for ... Let me buy you a new one to replace it. Don't worry. | It's not that important.

- 4> Work in pairs. Role-play the dialogues, using the prompts below.

- 1 A Wystąp z propozycją zaproszenia grupy znajomych z innej klasy na Waszą imprezę klasową. Wyjaśnij, dlaczego uważasz to za dobry pomysł.
B Nie zgódź się z propozycją kolegi/koleżanki i zaproponuj inne rozwiązanie.
- 2 A Wspólnie z kolegą przygotowujecie projekt z języka angielskiego. Zaproponuj podział pracy.
B Zgódź się lub odrzuć propozycję. Uzasadnij swoje stanowisko.
- 3 A Przepraszam koleżankę, że nie powiedziałeś/powiedziałas jej całej prawdy. Podaj przyczynę swego zachowania.
B Powiedz, jak się w związku z tym czujesz, i poproś o dodatkowe informacje.

- 5> **CD 1.34** Listen to the dialogue between a teacher and a student and answer the questions.

- 1 What does Emma discuss with her teacher?
- 2 What does the teacher agree to?

- 6> Complete the sentences with the words below in your notebook.

allowed grateful impossible not able may fine

- 1 we invite our boyfriends and girlfriends to come along?
- 2 Are we to wear whatever we like?
- 3 I'm afraid .
- 4 I'm sorry, but it's .
- 5 Yes, that's . No problem.
- 6 Would you be to do something about it?
- 7 I'd be for your help.

- 7> Rewrite the sentences, using the prompts in brackets in your notebook. Then ask and answer the questions in pairs.

- 1 Let's buy Lucy a book for her birthday. (why)
Why not buy Lucy a book for her birthday.
- 2 I want to use your laptop. (may)
- 3 We want to wear something casual to the party. (allowed)
- 4 Help me with my homework. (able)
- 5 I want to leave the class earlier today. (possibly)

- 8> Work in pairs. Read the instructions and role-play the dialogue. Use the language and ideas from this lesson.

Przebywasz w Anglii na kursie językowym i mieszkasz u angielskiej rodziny. Za tydzień przypadają Twoje urodziny i chciałbyś/chciałabyś urządzić małe przyjęcie w domu. Porozmawiaj z gospodarzem o:

- organizacji urodzin w jego/jej domu,
- liczbie zaproszonych gości,
- terminie i kosztach organizacji imprezy,
- sprzątaniiu po imprezie.





WRITING

an opinion essay

5

- 4> Find phrases in the essay in exercise 2 which match the headings in the Phrase Bank. Write them in your notebook.

Phrase Bank

► Introducing your opinion

I am of the opinion that ... | I strongly feel that ... ¹

► Presenting other points of view

It could be argued that ... | Others argue that ...

Another point of view is that ... ²

► Giving reasons, explaining results

The reason I say that is ...

This is due to the fact that ... ³ ⁴

! Watch out!

Because / Since / As + zdanie (ponieważ)

I cried because my girlfriend left me.

Since / As he doesn't have close friends, he feels very lonely.

Because of + rzeczownik (z powodu, przez coś/kogoś)

I cried because of my boyfriend.

- 5> Read the writing task below and choose a suitable opening paragraph. Why are the other answers wrong?

Mówi się, że młodzi ludzie coraz później usamodzielniają się i coraz chętniej pozostają na utrzymaniu rodziców.

Napisz **rozprawkę** (200–250 wyrazów), w której wyrazisz swoje zdanie na temat tego zjawiska, uwzględniając argumenty z perspektywy dorosłych dzieci i ich rodziców.

- It could be argued that young people become independent later and later these days. Being independent has its advantages and disadvantages.*
- Do you agree that more and more young people leave the family home very late in life? Is it a good or bad idea?*
- More and more young adults choose to live with their parents rather than live on their own. I strongly feel that this is a good solution for both the children and their parents.*
- As far as I am concerned, young people cannot become independent because of unemployment. That's why they live with their parents.*

- 6> Read the statements below. Write sentences supporting each main point in your notebook. Use the prompts in brackets to help you.

- There are sometimes very good reasons why young people stay at home with their parents.
(Think of economic reasons, being ready to live on your own.)
- From the parents' point of view, the situation in which adult children live with them also has some advantages.
(Think of housework, sharing the bills etc.)

- 7> Do the writing task in exercise 5. Use the language and ideas from this lesson.

Remember to:

- structure your essay in a clear and logical way
- describe the problem and present your opinion in the opening paragraph
- use a more formal style

- 1> Work in pairs. Which of the following statements do you agree with? Why?

- Social networking sites are the best places to meet new people.
- In the future even best friends will communicate mainly online.
- Online dating is a good way for shy people to find a partner.

- 2> Read the task and the example essay. How do the opinions of parents and teenagers differ?

Dorośli coraz częściej wyrażają obawy, że młodzież udziela się towarzysko tylko na forach społecznościowych. Napisz **rozprawkę** (200–250 wyrazów), w której wyrazisz swoje zdanie na temat tego zjawiska, uwzględniając argumenty rodziców oraz ich nastoletnich dzieci.

As far as I am concerned, social networking sites make our social life more varied and exciting. More and more adults worry, however, that social media are teenagers' only means of interacting with their peers.

Firstly, many parents have trouble understanding their teenage children's need to be constantly connected to the Internet. This may be because they themselves use the Internet for work purposes rather than social reasons. As a result of this, online friendships do not seem acceptable to them as they would prefer their teenagers to socialise in the real world rather than the virtual one. Additionally, parents cannot control their children's online activity and fear that their teenage child may, for example, become a victim of cyberbullying.

As regards teenagers, they consider social networking sites a very important channel of communication with others and a source of entertainment as well as knowledge. The sites allow them to stay in touch with a lot of people at the same time, share photos, play games, blog or even do school projects outside of class. It would be hard to deny the fact that the Internet provides them with all they need: contact with their friends, fun and education.

In conclusion, I would say that social networking sites help young people make friends with others and develop their social skills despite all the concerns adults may have. Since we are surrounded by internet technology, grown-ups must accept the fact that online communication is here to stay.

- 3> Read the essay in exercise 2 again. In your notebook, complete the tip.

Rozprawka, której celem jest przedstawienie opinii autora na jakiś temat (*opinion essay*), składa się z ¹ akapitów: We wstępie przedstaw ² na temat opisany w zadaniu. W dwóch kolejnych akapitach uzasadnij swoje stanowisko w odniesieniu do obu aspektów z polecenia (w przykładowym eseju to ³ oraz ⁴). Pamiętaj, aby logicznie uzasadnić swoje stanowisko. Rozprawka powinna być napisana w stylu ⁵.

1) Work in pairs. Complete the phrases with the words below in your notebook.

engaged single couple ring cheat

- 1 give someone a / buy an engagement
- 2 in an exam / on someone
- 3 ticket / a mother
- 4 to get / an telephone line
- 5 a married / a of problems

2) Translate the Polish parts of the sentences into English. Use the phrases from exercise 1.

- 1 Helen (*zareczyła się z Tomem*) yesterday.
- 2 (*Zadzwoń do Ciebie*) when I get home.
- 3 Many studies have shown that (*szczęśliwe małżeństwa żyją*) longer.
- 4 I left Paul after (*on mnie zdradził*).
- 5 (*Bilet do Londynu w jedną stronę*), please.

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

- 1 Where do you out with your friends?
I need to the washing out and then we can play.
a go b put c hang
- 2 I broke with Tom because he kept lying to me.
My older sister looks to our father.
a after b up c off
- 3 I don't going out tonight. I'm too tired.
I really Tom. He's so handsome.
a want b feel like c fancy
- 4 I can't get through to her. The line is all the time.
Oliver and Julia are getting next month.
a engaged b busy c married
- 5 Unfortunately, I don't friends easily.
When we fall out, we usually up quickly.
a meet b get c make
- 6 I'm single, I feel lonely sometimes.
 last year I've been trying to find a partner but without much luck.
a As b For c Since
- 7 We broke up after a really bad and never made up.
John's in favour of being an only child was not very convincing.
a fight b argument c point
- 8 I have a close with my parents.
There's a between poverty and happiness.
a connection b relationship c contact

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

- 1 My friend Lucy (*get engaged*) her boyfriend this time tomorrow.
- 2 (*far / I / concern*), love at first sight is impossible.
- 3 I hope that I (*have*) two children by the time I'm thirty years old.
- 4 The first time (*I / fall / love*) a boy was when I was fifteen.
- 5 Only (*couple / people / come*) to the party yesterday. I wonder why the others didn't.

- 6 My son (*not look / I*) at all. He is very similar to his father, though.
- 7 (*none / us / take*) after our father. My sisters and I are not really into maths, but we all have artistic abilities like our mother.
- 8 I do not recommend these books. (*neither / they / be*) very interesting.
- 9 What a surprise! Mark (*relate / my friend*). In fact, they are distant cousins.

Challenge!

5) In your notebook, complete the text with the correct forms of the words below. There are two extra words.

support impress attract my relate introduce
get married come split up



When I met Adam, it was love at first sight. I ¹ with my previous boyfriend just a week before and I was absolutely devastated. A friend of ² invited me to her party to cheer me up. I went but I was sure it would be the worst party of my life. How wrong I was! After about an hour I ³ to Adam who turned out to be very friendly and funny and, what's more important, single. We felt an immediate ⁴ for each other and it has stayed that way. We have been a couple since then and this time next month we ⁵ . Adam is from England, so the wedding will be organised there. I am happy that all of my friends ⁶ to the ceremony. To be honest, I can't believe my luck and I have the ⁷ that our relationship is really something special.

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

- 1 Do you agree that friends are more important for young people than their families? Why?/Why not?
- 2 Do you get on better with boys or girls? Why is that?
- 3 What should an ideal friend be like? Are you a good friend?



Tip

Zwróć uwagę na wyrazy i zwroty w wyjętych z tekstu zdaniach. Nawiązują one do tekstu przed luką lub po niej. Mogą być to zaimki osobowe (np.: *he, she, they*), dzierżawcze (*mine, yours*) oraz wskazujące (*that, these*), odnoszące się do osób i rzeczy wspomnianych wcześniej, lub określenia, takie jak: *there, then*, które nawiązują do miejsc i okresów czasu wymienionych w zdaniach poprzedzających.

1> Read texts 1–3 below. Which words in sentences a–c taken out of the texts refer to the words in bold?

1 The teacher told us yesterday that we were going to have a test this morning. I spent an hour doing **that** last night but it didn't come up in the test! **That** wasn't fair!

a She advised us to revise vocabulary related to holidays.

2 My friends and I used to spend a lot of time in the **café** in the high street. **That's because** I go swimming straight after school these days.

b I haven't been there for a while.

3 Some of my friends' parents have been to lots of **reunions** at their old schools. I think **it's** because they weren't very good students!

c Mine haven't been to any.



Tip

Pamiętaj, że zdanie, które uzupełnia lukę, musi logicznie pasować do zdania przed luką i po niej. Zwróć uwagę na spójniki, które łączą następujące po sobie zdania. Po wstawieniu zdania przeczytaj cały tekst, aby upewnić się, czy jest on spójny i logiczny oraz poprawny gramatycznie.

2> Match sentences 1–6 with a–f in your notebook. Explain which words, phrases or ideas show that the two are connected.

- 1 Everyone got below 50% in the English test last week.
 - 2 I intended to do a lot of revision for the test.
 - 3 The questions in the test were very hard.
 - 4 I had some problems with the section on grammar.
 - 5 Most of us did well in the test.
 - 6 It's good to have tests because we revise everything.
- a In addition to this, I made a few mistakes in the essay.
 - b Despite this, I did my best.
 - c On the other hand, I usually forget things quickly afterwards.
 - d As a result, we had another one the following day.
 - e Apart from Phil, we all got over 80%.
 - f However, I didn't manage to look at everything.



Tip

Zwróć uwagę na związki logiczne między zdaniami w tekście. Czasami drugie zdanie uzupełnia o dodatkowe szczegóły informację wymienioną w zdaniu poprzedzającym lub zawiera przykłady ilustrujące wcześniej wspomniane treści.

3> Complete gaps 1–3 with sentences a–c in in your notebook.

- 1 I hate reunions. I didn't recognise anyone.
 - 2 Lots of my family were at the party. We had a really interesting conversation.
 - 3 I couldn't decide how to celebrate my birthday this year. It wasn't easy to make up my mind.
- a I had the choice of going out with family or with friends.
 - b I once went to one and it was terrible.
 - c I met some cousins who I didn't know existed.

4> TEST IT! Przeczytaj poniższy tekst, z którego usunięto cztery zdania. Wstaw zdania oznaczone literami (A–E) w luki (1–4), tak aby powstał spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki. Zapisz odpowiedzi w zeszycie.

We don't often get letters in our house.

Everyone emails these days, don't they? But this morning one landed on our doormat. The postman delivered it along with all the usual junk mail that ends up going straight into the rubbish bin. It was addressed to my mum and it obviously wasn't an official bill or anything like that. Her name and address were written neatly by hand. I silently guessed at an old aunt or uncle.

Mum read it while we were having breakfast together. For once she didn't notice me flicking toast crumbs at my brother across the table. Dad was too wrapped up in his newspaper to notice either. Suddenly her eyes lit up. 'I'm going to a reunion!' she announced. 'It's for all the students who left in 2000.' My mum laughed at that and went a bit red.

I looked at my twin brother in alarm. This was a particularly unwelcome surprise. Olly and I had both volunteered. Volunteering for things like that always made a good impression on the teachers and we both needed all the goodwill we could get at the moment. We weren't the best-behaved students in the class! Also, it would be fun to see a lot of older people pretending that they were young again, we thought. How embarrassing was that going to be! 'Wonderful, Mum,' we said together (as twins, we do most things together). But we both knew that if she was going – we weren't!



- A Yesterday our headteacher had asked for some of the students in our year to help serve sandwiches and drinks at a reunion evening next month.
- B However, we hadn't realised that our mum would be one of them.
- C My dad raised his eyebrows as if to say 'Who on earth writes letters these days?'
- D 'Well, that's not going to stop me,' she added.
- E My father smiled and said something about meeting all her old boyfriends.

A BIT OF A SHOCK!

Complete all the exercises on this page in your notebook.

1> Are the definitions below true (T) or false (F)? Correct the false ones.

- 1 An **acquaintance** is someone you do not know very well.
- 2 A **colleague** is a friend from school.
- 3 A **fiancé** is someone you are married to.
- 4 A **half brother** is a brother who is the son of only one of your parents.
- 5 A **nephew** and a **niece** are the same as your cousins.

—/5

2> Complete the sentences with appropriate prepositions.

- 1 When Mike and I fall in, we make up very quickly. Our arguments are never very serious.
- 2 I look up to my father because he's a wonderful man.
- 3 My sister got engaged to an Italian. She had been introduced to him by her colleague.
- 4 John fell for Amanda the first time they met. They've been going together for a year now.
- 5 Tim and Rebecca don't get on very well any more, and I think they'll split up soon.
- 6 When I met George, I fell in love with him immediately. It was love at first sight.

—/12

Vocabulary challenge!

3> Translate the Polish parts of the sentences into English.

- 1 I (Zostałam wychowana) in a single-parent family.
- 2 I (Czy pozostaliście przyjaciółmi) after you divorced?
- 3 My friends I (zawsze wspierali mnie w) difficult times.
- 4 My uncle I (jest spokrewniony z) the Danish royal family through his wife's cousin.
- 5 Online dating sites are not always reliable. I (Wiem to z doświadczenia.)

—/5

4> Complete each pair of sentences with the same word in the correct form.

- 1 a We felt very stressed on our first few days.
b days are too sweet for me to eat.
- 2 a The phone's on all the time.
b They got on last Sunday.
- 3 a Wawel is Krakow's main landmark.
b The landmark between them was immediate.
- 4 a I like Tom. He's so handsome.
b What do you like doing in the afternoon?

—/4

5> Choose the correct answer. Sometimes both options are correct.

- 1 **Most** / **A lot** of the people I know have only **a little** / **a couple of** real friends.
- 2 **A few** / **Many** people came to my barbecue party, but they didn't bring **some** / **any** food.
- 3 **None** / **Most** of the people I know like fancy dress parties.
- 4 I enjoy **all** / **both** romantic comedies and thrillers. I have **some** / **a few** on DVD at home.
- 5 **Most** / **All** teenagers dream of having **much** / **a lot of** friends.
- 6 There was **none** / **no** sugar left at home, so I went to get **some** / **a few** before the guests came.

- 7 I didn't know **any** / **no** people at the party. **Most of them** / **Most them** were my sister's colleagues from work.

—/13

6> Complete the sentences with the correct form of the verbs. Use the future perfect or the future continuous.

- 1 This time tomorrow we will be celebrating (celebrate) our wedding anniversary.
- 2 I'm sorry, but I won't finish (not finish) this project by next Monday.
- 3 They will have been married (be married) for ten years in 2020.
- 4 Where will you be living (you / live) in twenty years' time?
- 5 In two weeks' time Monica and Bob will be enjoying (enjoy) their honeymoon.
- 6 Mum will be back at 3:00 p.m. will you have cleaned (you / clean) the flat by then?

—/6

Grammar challenge!

7> Translate the sentences into English. Use **both**, **either**, **neither** or **none**.

- 1 Żaden z moich dwóch braci nie jest żonaty.
- 2 Myślę, że żaden z popularnych portali randkowych nie jest dobrym miejscem na znalezienie partnera.
- 3 Mam dobre relacje z obiema moimi siostrami.
- 4 Możesz przeczytać którąkolwiek z tych książek. Obie są ciekawe.
- 5 Żadna z tych dwóch kartek walentynkowych nie jest odpowiednia dla mojej dziewczyny.

—/5

8> Rewrite each sentence in two ways, using the phrases given.

- 1 Ellen broke up with Rob because of his difficult character.
Since ... / As ...
- 2 I think that friends are the most important people in teenagers' lives.
As far as ... / I am of ...
- 3 I suggest we go to a club to celebrate Valentine's Day this year.
Why not ... / I think it might be ...
- 4 We fell out because of a difference of opinion.
We fell out due ... / The reason ...
- 5 Some people think that the best time to start a family is when you are in your thirties.
Another point of ... / It could be ...

—/10

9> Complete the sentences with appropriate words so that they mean the same as the sentences in brackets.

- 1 Let's give it a try. (Let's try it.)
- 2 I apologized for being late. (I'm sorry for being late.)
- 3 Can I I use your phone? (Is it possible to use your phone?)
- 4 Would you be able to wait for me a few minutes? (Could you wait for me a few minutes?)

—/4

10> Work in pairs and test each other.

Student A: go to page 142.

Student B: go to page 149.

Family and friends / Rodzina i przyjaciele

acquaintance /ə'kweɪntəns/ znajomy/znajoma
colleague /'kɒli:g/ kolega/koleżanka z pracy
distant relative /,dɪstənt 'relatɪv/ daleki krewny / daleka krewna
fiancé/fiancée /fi'ɒnseɪ/ narzeczony/narzeczona
half brother /'hɑ:f ,brʌðə(r)/ przyrodni brat
nephew /'nefju:/ siostrzeniec/bratanek
niece /ni:s/ siostrzenica/bratanica
partner /'pɑ:(r)tnə(r)/ partner/partnerka
single parent /,sɪŋɡ(ə)l 'peərənt/ rodzic samotnie wychowujący dziecko
sister-in-law /'sɪstə(r)'ɪnlɔ:/ szwagierka, bratowa
stepmother/stepfather /'step,mʌðə(r), 'step,fɑ:ðə(r)/ macocha / ojczym

Relationships / Związki

break up /breɪk 'ʌp/ zrywać, rozstawać się
fall for sb /'fɔ:l fə(r) ,sʌmbədi/ zakochać się w kimś
fall out /fɔ:l 'aʊt/ pokłócić się
get on with sb /get 'ɒn wɪθ ,sʌmbədi/ dogadywać się z kimś
hang out /hæŋ 'aʊt/ spędzać razem czas
look up to sb /lʊk 'ʌp tə ,sʌmbədi/ podziwiać kogoś
make up /meɪk 'ʌp/ pogodzić się (z kimś)
split up with sb /splɪt 'ʌp wɪθ ,sʌmbədi/ rozstawać się z kimś
take after /teɪk 'ɑ:ftə(r)/ być podobnym do kogoś, odziedziczyć po kimś pewne cechy

Challenge!

be connected to sb /bi kə'nektɪd tə ,sʌmbədi/ być powiązanim z kimś
be related to sb /bi n'reɪlɪd tə ,sʌmbədi/ być spokrewnionym z kimś
bring up /brɪŋ 'ʌp/ wychowywać (dziecko)
grow up /grəʊ 'ʌp/ dorastać
look like /'lʊk laɪk/ wyglądać jak, być podobnym do
make friends with /,meɪk 'frendz wɪθ/ zaprzyjaźniać się z
remain friends with /rɪ'meɪn 'frendz wɪθ/ pozostać w przyjaźni z

Ending relationships / Kończenie związku

devastated /'devə'steɪtɪd/ zdruzgotany, załamany
friendship /'frendʃɪp/ przyjaźń
heartbreaking /'hɑ:(r)t,breɪkɪŋ/ rozdzierający serce
painful /'peɪnf(ə)l/ bolesny
relationship /n'reɪl(ə)ŋʃɪp/ związek, relacje
spread rumours /,spred 'ru:mə(r)z/ rozsiewać plotki
supportive /sə'pɔ:(r)tɪv/ wspierający, pomocny

Challenge!

be under the impression /bi ,ʌndə(r) ðɪ ɪm'preʃ(ə)n/ odnosić wrażenie, sądzić
compare sth to sth /kəm'peə(r) ,sʌmθɪŋ tə ,sʌmθɪŋ/ porównywać coś z czymś
due to a misunderstanding /,dju: tə ə ,mɪs'ʌndə(r)'stændɪŋ/ z powodu nieporozumienia
know from experience /,nəʊ frəm ɪk'spiəriəns/ wiedzieć z doświadczenia
say something behind someone's back /seɪ ,sʌmθɪŋ bɪ haɪnd ,sʌmwʌnz 'bæk/ mówić coś za czyimiś plecami
support someone through a difficult time /sə'pɔ:(r)t ,sʌmwʌn θru: ə ,dɪfɪk(ə)l t 'taɪm/ wspierać kogoś w trudnym czasie

Dating / Randki

attractive to sb /ə'træktɪv tə ,sʌmbədi/ pociągający, atrakcyjny dla kogoś
be married with children /bi ,mærid wɪð 'tʃɪldrən/ mieć żonę/męża i dzieci
date /deɪt/ chodzić na randki
fall in love with sb /fɔ:l ɪn 'lʌv wɪθ ,sʌmbədi/ zakochać się w kimś
get married to sb /get 'mærid tə ,sʌmbədi/ poślubić kogoś
have a crush (on sb) /hæv ə 'krʌʃ ɒn ,sʌmbədi/ zadurzyć się (w kimś), zakochać się (w kimś)
introduce sb to sb /,ɪntrə'dju:s ,sʌmbədi tə ,sʌmbədi/ przedstawić kogoś komuś
love at first sight /'lʌv ət ,fɜ:(r)st 'saɪt/ miłość od pierwszego spojrzenia
soulmate /'səʊl,meɪt/ bratnia dusza
stare at sb /'steə(r) ət ,sʌmbədi/ gapić się na kogoś

Challenge!


attraction /ə'træks(ə)n/ przyciąganie, pociąg do kogoś; atrakcja (np. turystyczna)
be engaged /bi ɪn'geɪdʒd/ być zaręczonym; być zajęтым (o linii telefonicznej)
crush /krʌʃ/ miażdżyć, kruszyć; zadurzenie, miłość
date /deɪt/ daktyl; chodzić na randki, spotykać się z kimś
fancy /'fænsɪ/ mieć na coś ochotę; podkochiwać się w kimś, czuć do kogoś pociąg
match /mætʃ/ pasować do siebie; dobrana para
party /'pɑ:(r)ti/ przyjęcie, impreza; partia polityczna

Other words / Inne wyrazy

argument /'ɑ:(r)ɡjʊmənt/ kłótnia; argument
break up /breɪk 'ʌp/ rozstanie, rozpad związku
cheat /tʃi:t/ ściągać (na egzaminie); zdradzać kogoś
concern /kən'sɜ:(r)n/ troska, obawa, zmartwienie
crippling /'krɪplɪŋ/ niszczący, paraliżujący
deep bond /di:p 'bɒnd/ głęboka więź
dress code /'dres kɒd/ zasady ubioru, etykieta ubioru
engagement ring /ɪn'ɡeɪdʒmənt ,rɪŋ/ pierścionek zaręczynowy
flick /flɪk/ pstrykać, popychać coś (palcami)
friends and foes /'frendz ənd 'fəʊz/ przyjaciele i wrogowie
get divorced /get dɪ'vɔ:(r)st/ rozwieść się
give sb a ring /ɡɪv ,sʌmbədi ə 'rɪŋ/ dzwonić do kogoś, telefonować
go red /gəʊ 'red/ zaczerwienić się, zarumienić
grumpy /'ɡrʌmpɪ/ zrzędlawy, gderliwy
have sth in common /hæv ,sʌmθɪŋ ɪn 'kɒmən/ mieć coś wspólnego
It's a shame ... /ɪts ə 'ʃeɪm/ Jaka szkoda...
junk mail /'dʒʌŋk meɪl/ niechciana poczta, ulotki reklamowe
long-term /'lɒŋtɜ:(r)m/ długoterminowy
lose touch /lu:z 'tʌtʃ/ tracić kontakt (z kimś)
make a good impression /,meɪk ə gʊd ɪm'preʃ(ə)n/ robić dobre wrażenie
married couple /'mærid ,kʌp(ə)l/ małżeństwo, para małżeńska
memory stick /'mem(ə)rɪ ,stɪk/ karta pamięci
minor /'maɪnə(r)/ niewielki, nieznaczny
misunderstanding /,mɪs'ʌndə(r)'stændɪŋ/ nieporozumienie
peer /piə(r)/ rówieśnik
platonic /plə'tɒnɪk/ platoniczny

raise your eyebrows /,reɪz jə(r) 'aɪ,braʊz/ unosić brwi
reunion /ri:'ju:niən/ zjazd szkolny, spotkanie klasowe po latach
romance /rəʊ'mæns/ romans
siblings /'sɪblɪŋz/ rodzeństwo
single ticket /,sɪŋɡ(ə)l 'tɪkɪt/ bilet w jedną stronę
surrounded /sə'reʊndɪd/ otoczony
time is a healer /,taɪm ɪz ə 'hi:lə(r)/ czas leczy rany
twin sister /twɪn 'sɪstə(r)/ siostra bliźniacza
unaffected /ʌnə'fektɪd/ niedotknięty czymś, niewzruszony
underestimate /,ʌndə'restɪmeɪt/ nie doceniać
ups and downs /'ʌps ənd 'daʊnz/ wzloty i upadki
varied /'veəriəd/ różnorodny, urozmaicony
wedding arrangements /,wedɪŋ ə'reɪndʒmənts/ przygotowania do ślubu
wrapped up in sth /ræpt 'ʌp ɪn ,sʌmθɪŋ/ pochłonięty czymś


Rozumienie ze słuchu – poziom rozszerzony Dobieranie

- 1)  **CD 1.35** Usłyszysz dwukrotnie wypowiedzi czterech osób na temat wyglądu. Do każdej wypowiedzi (1–4) przyporządkuj właściwe zdanie (A–E). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. Zapisz numery wypowiedzi w zeszyty i obok nich dopisz litery A–E.

This speaker thinks that

- A** the notion of body image starts at an early age.
- B** images of slim celebrities affect the confidence of young people.
- C** young people are influenced more by their friends than famous people.
- D** rules should be introduced to control unrealistic images of attractive people.
- E** representations of beauty are a reflection of changing opinions.

Rozumienie ze słuchu – poziom podstawowy Prawda/Fałsz

- 2)  **CD 1.36** Usłyszysz dwukrotnie wywiad ze zwyciężczynią zawodów. Na podstawie usłyszanych informacji określ, które zdania (1–5) są zgodne z treścią nagrania (T), a które – nie (F). Zapisz odpowiedzi w zeszyty.

- | | | |
|---|--|-----|
| 1 | The skills competition is a yearly event. | T/F |
| 2 | There is an age limit for people entering the competition. | T/F |
| 3 | The competition is popular with people in the UK. | T/F |
| 4 | Winning the competition will give Hayley job security. | T/F |
| 5 | There were a lot of parties during the competition. | T/F |

Rozumienie pisanego tekstu – poziom podstawowy Wybór wielokrotny

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

Tekst 1.

Is this real?

Are you passionate about technology and obsessed with new gadgets and games? Then we're offering you the chance of a lifetime to check out the very latest in Virtual Reality. A new science series on Channel 15 is looking for volunteers to test and report live on new virtual reality gadgets. The show is called 'Is this real?' and will be looking at people's reactions when they're wearing special VR headsets. Who knows? You may find yourself underwater with sharks or escaping from a prison. Apply soon!

- 1 The author of the text
- A** describes a new gadget that uses virtual reality.
 - B** gives information about a new game.
 - C** explains the idea of a TV programme.

Tekst 2.



You know what a bad reputation our local computer shop has for customer service, don't you? Well, you can guess how worried I was when my laptop started making a terrible noise and crashing every time I tried to download something. Trudy had said her brother was good at fixing computers, but he didn't manage to solve the problem, so in the end I took it back to the shop and amazingly, they repaired it in a day. They worked very hard and showed me how to avoid the problem in future. I definitely needn't have worried.

- 2 The writer of the text wants to
- A** complain about a computer she bought.
 - B** recommend a friend who can repair computers.
 - C** praise a store for its efficiency.

Tekst 3.

~ The Present ~

'Close your eyes,' my brother said. Obediently I closed my eyes and waited. Every year we went through the same ritual. He placed his present on the table (usually chocolates or a book) and I opened my eyes and pretended to be surprised, although I had always sneaked a look at whatever he'd bought me. My brother, predictably, always hid it in the same place. This year, however I hadn't been able to find it. So this was going to be a REAL surprise. 'Open your eyes,' said a voice. I was confused. It wasn't my brother. I opened my eyes and sitting on the table was a tiny robot. It was looking at me with shining eyes and its mouth was curved in a smile. 'Happy birthday, Gemma!' it said in a thin metallic voice. I nearly fell off my chair.

- 3 The writer was shocked because
- A** the tradition on her birthday had changed.
 - B** the present her brother had got her was unusual.
 - C** the robot had the same voice as her brother.

Znajomość środków językowych – poziom rozszerzony

Test luk

- 4) Przeczytaj poniższy tekst. Wpisz w każdą lukę jeden wyraz z ramki w odpowiedniej formie, tak aby powstał spójny i logiczny tekst. Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki. Zapisz odpowiedzi w zeszycie.

speak comment possible secure
 convenient depart

SILENT JOURNEY

Are you about to go on a plane? Maybe you're flying off on holiday or simply catching an internal flight to another part of the country. It sounds remarkable but you could ¹ make the whole journey without having a conversation with someone!

In the past you would have had to check in with an airline representative at the airport and show your tickets. Now you print out a ticket at home and check in with a machine. Then it's passport control, no speaking required, just your passport and the same with the ² checks. No questions, just bags through the scanner you go through the check. Onto the plane, read a magazine and then leave the plane on landing. More silent passport checking and you're out of the airport. Order a taxi online at your ³ from your phone, key in your destination, pay the arranged fare on arrival and there you are. Not a word ⁴ from door to door. Amazing!



Znajomość środków językowych – poziom rozszerzony

Układanie fragmentów zdań

- 5) Uzupełnij luki, wstawiając podane w nawiasach wyrazy w odpowiedniej formie i ewentualnie dodając inne wyrazy tak, aby utworzone zdania były poprawne pod względem gramatycznym i logicznym. W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane. W podanych fragmentach nie wolno niczego zmieniać. Zapisz odpowiedzi w zeszycie.

- The teacher (*warn / we / leave*) our bikes outside the school gate. There are bike thieves around.
- I must stop working now. I (*work / hard*) for three hours and my head hurts.
- Phone me about 8.30. We (*finish / dinner*) by then.
- Jack spoke to me earlier. He was wondering if you (*hand / your homework*) yet.
- I'm finding it difficult (*get used / use*) this new phone.

Mówienie

Rozmowa na podstawie ilustracji

- 6) In pairs, take turns to describe the picture and answer the three questions.



- Why do you think the men are not sitting at the table?
- Do you enjoy big family meals? Why? / Why not?
- Tell us about a recent family celebration you went to.

Wypowiedź pisemna – poziom podstawowy

Wpisz na blogu

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

Niedawno uczestniczyłeś/uczestniczyłaś w rozmowie w sprawie pracy. Zredaguj wpis do zamieszczenia na blogu (80–130 wyrazów) i:

- wyjaśnij, dlaczego ubiegałeś się/ubiegałaś się o to stanowisko,
- zrelacjonuj przebieg rozmowy,
- napisz, jakie wrażenie zrobiła na tobie osoba rekrutująca pracowników,
- udziel czytelnikom bloga wskazówek dotyczących rozmów w sprawie pracy.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.



I went to a job interview yesterday.

* * *

Hope you'll do well in your future interviews!
XYZ

Wypowiedź pisemna – poziom rozszerzony

Artykuł

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

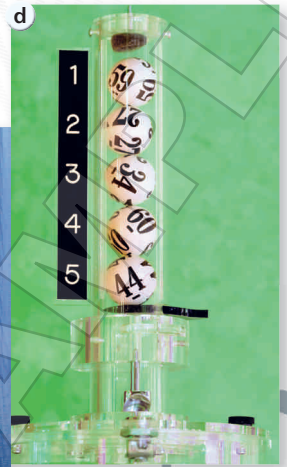
Niedawno obejrzałeś/obejrzałaś debatę telewizyjną na temat planów umożliwienia uczniom bezpłatnego podróżowania komunikacją miejską. Napisz **artykuł** na szkolną stronę internetową, w którym opisziesz przebieg debaty i wyrazisz swoją opinię na temat tej propozycji.

Wypowiedź powinna zawierać 200–250 wyrazów.

6

Fact and fiction

VOCABULARY TV shows



1> What are the last three things you watched on television? Did you watch them live, recorded or online? Did you enjoy them? Why? / Why not?

2> In your notebook, match four types of TV programmes from the list below with the pictures a–d. Can you name an example of each kind of programme on Polish TV?

magazine programme sitcom game show chat show
party political broadcast lottery show documentary
TV series quiz show

3> CD 1.37 Listen to two people talking about what was on TV last night. What sort of programmes did they watch?

1 Nina: 2 James:

4> In your notebook, replace the underlined parts of the questions with the phrases below. Then ask and answer the questions in pairs.

is long-running a large audience on catch-up TV
you can vote for someone peak viewing times
broadcast live to keep up with the latest events

- 1 What programmes have you seen recently which are shown at the same time as they happen?
- 2 What sort of programmes are shown at the most popular times for viewers?
- 3 Name a TV show that has been on TV for a long time.
- 4 Name a programme that has been watched by a lot of people recently.
- 5 Name a programme that helps people to get information about recent events.
- 6 Name a programme that you would watch after it has first been shown on TV.
- 7 Name a programme in which viewers can phone in to choose a winner.

5> Complete the sentences in your notebook with the adjectives below and your own ideas.

addictive hilarious thought-provoking educational
entertaining factual memorable fictional moving

- 1 Documentaries are programmes, whereas most dramas are . The best one I've ever seen was .
- 2 I often cry in films. One of the most moments in a film for me was .
- 3 I like programmes that make me think. The most programme I've seen recently was .
- 4 I love having a good laugh. One programme I watched this year was .
- 5 Once I start watching a reality show, I can't stop, because they're so . One of the worst for me was .

Vocabulary challenge!

6> What do these people do on television? In your notebook, match the words below with statements 1–8.

commentator judge voice-over artist host newsreader
forecaster contestant pundit

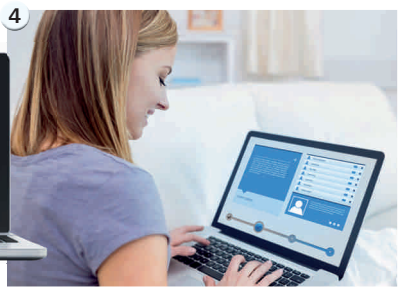
- 1 I watch people dance and sing and choose the best.
 - 2 I give my opinion on who is going to win a football match. I used to play myself.
 - 3 I tell people what the weather is going to be like over the next few days.
 - 4 I ask guests on my programme lots of questions.
 - 5 I tell people what's been happening in the world today.
 - 6 I watch sports competitions and describe what's happening.
 - 7 I play a character in a cartoon series. You can hear me but you never see who I really am!
 - 8 I take part in a competition on TV.
- 7> Work in pairs. Think of some people who are famous for being the people in exercise 7. Take turns to describe the person without giving their name for your partner to guess.

8> **WHAT DO YOU THINK?** Work in pairs and discuss the question. Use the prompts below to help you.

Do you think that the habit of watching live television will disappear in the future since recorded and catch-up TV is becoming so popular? Why? / Why not?

No: routine • watching together • variety of channels to choose from

Yes: busy lives • box sets • convenience



Tip

Remember that the verb which follows a preposition should be in the *-ing* form.

I'm interested in learning new things.

6) In your notebook, translate the Polish parts of the sentences into English.

- 1 I'm completely (uzależniona od oglądania) the TV gossip show that follows the news. I simply love it!
- 2 The presenter is (dobry w objaśnianiu) the importance of news events.
- 3 That celebrity is (odpowiedzialny za inicjowanie) a new fashion trend.
- 4 I'm really not (nie jestem zainteresowana słuchaniem) to you talking about your favourite TV show!

7) Complete the questions with appropriate prepositions in your notebook. Then ask and answer the questions in pairs.

- 1 What are you most concerned in the news right now?
- 2 Have you been angry anyone recently? If yes, why?
- 3 What TV programmes are you most fed with?
- 4 Are you aware what's happening in other major countries right now?
- 5 Are you curious anything you've seen on the news recently? If yes, what?

Listening challenge!

8) CD 1.39 Listen to a girl talking about a programme she watched and answer the questions in your notebook.

- 1 What was the topic of the TV programme the girl watched?
- 2 What was the journalist's opinion?
- 3 How did she support this opinion?
- 4 What does the girl think about this opinion?
- 5 When do the media usually lie, in the speaker's opinion?
- 6 Why do they do this?
- 7 Why can it take a long time to really learn the truth?

Vocabulary challenge!

9) Choose the correct words to complete the sentences. Write the answers in your notebook.

- 1 She was *quoting* / *telling* statistics.
- 2 The statistics *encouraged* / *supported* her view.
- 3 Newspapers have a political *bias* / *prejudice*.
- 4 Newspapers *describe* / *present* the news in a certain way.
- 5 They may not *say* / *tell* actual lies.
- 6 They certainly *bend* / *break* the truth.
- 7 History books *colour* / *paint* their country in the best light.

10) WHAT DO YOU THINK? Work in pairs and discuss the question.

Do the media and politicians always tell the truth? Should they? Why? / Why not?

1) What are the advantages and disadvantages of using these different news sources (1-4)? How do you keep up-to-date with the news?

2) In your notebook, match the adjectives with the definitions below.

neutral prejudiced immediate impartial
biased reliable objective

- 1 a point of view which is influenced by someone or something:
- 2 a point of view which is not influenced by anyone or anything:
- 3 you can depend on the truth of this news:
- 4 you get this news quickly:

3) CD 1.38 Listen to four speakers talking about the different news sources in exercise 1. In your notebook, match the speakers with the news sources they prefer.

Speaker 1:
Speaker 2:

Speaker 3:
Speaker 4:

4) CD 1.38 Listen again and match statements A-E with speakers 1-4. There is one extra statement.

This speaker

- A enjoys sharing opinions about recent news.
- B is happy to read news with a political opinion.
- C thinks older people are old-fashioned in the way they get news.
- D believes news should not be controlled by people with power and money.
- E is concerned that one news source provides false information.

5) In your notebook, complete the sentences from the recording with the prepositions below.

for in of towards to at

- 1 They're full lots of different topics.
- 2 ... newspapers are biased one political party.
- 3 I'm addicted social media sites.
- 4 ... to find something that I'm interested reading!
- 5 The channel ... is excellent presenting the news clearly.
- 6 They're responsible spreading a lot of lies.

Defining relative clauses

- 1> What's your favourite reality TV show? Why do you like it?
- 2> **LANGUAGE IN CONTEXT** Look at the picture from a reality TV show. What do you think the programme is about? Read the article and check your ideas.



TV viewers today particularly like shows which are about real-life situations, with real people who have to deal with difficult challenges. One new show which has attracted a lot of viewers is *The Island*. Contestants live on an uninhabited island where they have to survive by working together. The things they have to do are very dangerous and those who can't deal with life on the island give up and leave. The candidates whose survival skills are the best stay until the end. Why do it? Apparently it's the challenge that encourages people to go on the show. The prize they get at the end of the show is not money – it's a sense of achievement.

- 3> **ANALYSE** Look at the underlined examples of defining relative clauses in the article in exercise 2. Choose the correct options to complete the rules in your notebook.

- a Defining relative clauses give *extra / detailed* information about a person, place or thing.
- b They are *important / not important* to the sentence and we can't leave them out.

- 4> In your notebook, complete the rules with the correct relative pronouns.

which that whose who where

- 1 We use for people.
- 2 We use for things.
- 3 We use for people or things.
- 4 We use for places.
- 5 We use to show that something belongs to someone.

? What's right?

- 1 Hip hop is a kind of music which it is very popular among young people.
- 2 Hip hop is a kind of music which is very popular among young people.
- 3 Hip hop is a kind of music that is very popular among young people.

- 5> **PRACTISE** In your notebook, complete the sentences with **which, who, whose** or **where**.

- 1 The contestant impressed the judges most was Kim.
- 2 I never watch reality TV shows are singing competitions.
- 3 The most interesting programme I watched last week was a documentary.
- 4 The man dog was found 100 miles away was on TV last night.
- 5 That's the road the documentary was filmed.
- 6 The hut the contestants had built fell down during the storm.
- 7 Do you have a TV guide gives more details?



Tip

- A relative clause can refer to the subject or the object of a sentence.

*Jane is the girl **who** won the quiz show.*

***She** won the quiz show. (subject)*

*This is the actor **who** I met last week.*

*I met **him**. (object)*

- We can leave out **who, that, which** in a relative clause when it refers to the object of the sentence.
This is the actor I met last week.

- 6> Look again at the sentences in exercises 5 and answer the questions.

- 1 In which sentences could we replace the relative pronoun with **that**?
- 2 In which sentences could we leave out the relative pronoun?

- 7> In your notebook, rewrite each pair of sentences as one sentence using a relative pronoun.

- 1 That's the actor. He was in a TV series last year.
- 2 I went to the library. I met Dave there.
- 3 Agatha Christie was a writer. She wrote about Hercule Poirot.
- 4 I'm sure it was the fish. It gave me an upset stomach.
- 5 That's the article. I read it yesterday.
- 6 I met a man. His son goes to my school.
- 7 We saw a film. I liked it a lot.
- 8 I have to do some homework. I don't understand it.

Grammar challenge!

We can also use **which / that** + **in** to talk about places, but we don't use a preposition when we use **where**.






*That's the house **which** we lived in.*

*That's the house **where** we lived in.*

- 8> In your notebook, rewrite the sentences in two ways, beginning with **That's ...**. Use **where** and **which / that**.


- 1 I slept in that room when I was a child. *That's the room ...*
- 2 We stayed in that hotel when we were on holiday.
- 3 I had a birthday dinner in that restaurant last year.
- 4 My mum planted some roses in that part of the garden five years ago.
- 5 Miss Matthews was my teacher in that school when I was eight years old.

9> **NOW YOU DO IT** In your notebook, complete the sentences in your own words. Compare your answers with a partner.

- 1 I like books which .
- 2 I've never been to a restaurant where .
- 3 A documentary that definitely impressed me was .
- 4 A person who has given me some great advice is .
- 5 An actor whose films I really admire is .

Non-defining relative clauses

1> **LANGUAGE IN CONTEXT** Read the text. Would you like to watch this show? Why? / Why not?



WOULD I LIE TO YOU?

How good are you at telling lies? Well, a TV comedy panel show, which has been running for nine years, is all about just that! In the show there are two teams, which are led by celebrity comedians. The team members, who are always famous entertainers, have to try to make the other team believe some crazy stories. Some of the stories are true, others are lies! It's a great game to play at parties too – very, very funny!

2> **ANALYSE** Look at the underlined relative clauses in the text in exercise 1. Are the statements below true or false? Write the answers in your notebook.

- 1 Non-defining relative clauses add extra information about a person or a thing.
- 2 The sentence still makes sense when we remove the relative clause.
- 3 We can leave out the relative pronoun.
- 4 We use commas to separate the clause from the rest of the sentence.
- 5 We can't use *that* in non-defining relative clauses.

3> **PRACTISE** In your notebook, write sentences with non-defining relative clauses, using the information given.

- 1 My mum loves the programme. She watched it with me. *My mum, who loves the programme, watched it with me.*
- 2 Joe Harper lives near us. Joe Harper was a famous actor in the 1990s.
- 3 The laptop broke down on Friday. We bought it last year.
- 4 My grandad wants to go to Japan. He has never been out of this country.
- 5 I watched the very first show. It was about the death of a comedian.
- 6 The programme will be shown next month. It was very expensive to produce.
- 7 We watched the Eurovision Song Contest at my aunt Petra's house. The Eurovision Song Contest was very good.
- 8 The second series finished last week. I'd really enjoyed the series.








4> In your notebook, put clauses a–d in the correct places in the text.



I have recently read a book that is all about lying. The book tells you how to know when someone is lying to you. It was written by a psychologist. It seems that when people tell lies, they make tiny facial movements without realising. But surely actors don't make these movements? My brother lies very easily – no one knows if he's telling the truth or not.

- a who learn to lie for a living,
- b whose name I can't remember!
- c who is an excellent actor
- d which was written last year

5> Translate the Polish parts of the sentences into English in your notebook. Add commas where necessary.

- 1 My sister  (*która była zmęczona oglądaniem telewizji*) turned the radio on.
- 2 The programme  (*który został sfilmowany we Francji*) was really interesting.
- 3 That's the man  (*którego samochód zwykle jest zaparkowany*) outside our gate.
- 4 Mr Jory  (*którego obrazy są tak popularne*) is a friend of my dad's.
- 5 I went on  (*stronę internetową, którą zasugerowałeś*) and it was really helpful.
- 6 The new museum  (*które kiedyś było więzieniem*) has some fantastic exhibits.
- 7 The flowers  (*które kupiłaś na rynku*) are really beautiful.

Grammar challenge!

We can put a non-defining relative clause with *which* at the end of a sentence to comment on the main clause. Look at the examples and note the different references.

- *We listened to the news, which was in French.* (*which* refers to the news)
- *We listened to the news, which made me feel upset.* (*which* refers to the fact that we listened to the news)

6> In your notebook, rewrite each pair of sentences as one sentence using *which*. Add commas where necessary. What does the clause refer to?

- 1 It was raining. It made it hard to put up the tent.
- 2 Hannah gave me a card. It had a picture of a beach on it.
- 3 Jack didn't phone me last night. It was very unusual.
- 4 We're planning to go to the USA. It's very exciting.
- 5 I bought a new smartphone. It was on special offer.
- 6 My brother spends hours on his computer. It gives him headaches.

7> **NOW YOU DO IT** Write down some information about people, things or events which are important to you.

- | | |
|-------------------|---------------------|
| 1 a date | 3 something you own |
| 2 a person's name | 4 a place |

8> Work in pairs and tell your partner about the different things in exercise 7. Your story can be true or a lie. Your partner must decide if you are telling the truth.


4 November. That's the date when I fell over and had to go to hospital with a broken finger.

- 1> Read the names of different forms of art and rank them from the most to least interesting for you. Which is your top favourite? What do you enjoy about it?

ballet painting photography performance art
theatre sculpture

- 2> Copy and complete the table with the words below.

sculptor performance painter costumes sculpture
actions and gestures statue still life clay brush stone
watercolours wood performer happening
(self-)portrait video projection canvas

Artist	Work of art	Things the artist uses
		

- 3> Work in pairs and answer the questions.

- Which of the works of art from exercise 2 would be the least interesting for you to look at? Why?
- Have you ever taken part in or watched a street happening or performance? If so, what was it like? If not, would you like to? Why?/Why not?
- Do you prefer abstract or realistic art? Why?
- If you could own a famous work of art, what would it be? Why?

- 4> Work in pairs and describe the pictures, using the phrases in boxes 1–3. Which of these artistic events would you like to see? Why?

- 5> Read texts A–C. Which of the artists do you find the most original? Why?

- 6> Read the texts again and answer the questions in your notebook. Some questions refer to more than one text.

Which artist(s) ...?

- make use of different objects in their work
- use their works of art to create other artistic forms
- invite people to participate in the event
- took up art for a particular reason
- use natural materials to make their works
- rely on modern hi tech applications
- want the audience to enjoy themselves

Reading challenge!

- 7> Which statements are **facts**, not opinions, according to the texts? Write the answers in your notebook.

- Painting Projections* is an unusual work of art.
- Painting Projections* was watched by many people.
- Improv Everywhere is becoming more and more known.
- Improv Everywhere's events are not an obvious form of art.
- Willard Wigan is one of the most talented artists in Britain.
- Willard Wigan's sculptures are impossible to make.
- Willard Wigan's first works were pieces of clothing.

A Axel Gercke and his 3D art

Do you think it is possible to change the front of a building into an animated work of art? If you think that's an exciting idea, you should watch Axel Gercke in action. This young German artist projects his paintings onto city buildings, using 3D mapping technology.

One of his unique creations is called *Painting Projections*, which was shown during the popular Light Move Festival held in Łódź in 2013. I was there to watch this amazing **spectacle** of visual and sound effects, and I could actually see the artist's hand **creating** graffiti-style images to the rhythm of the music as if he was colouring a piece of paper rather than the walls of a big old house. I just stood there in silence surrounded by a crowd of other viewers, **admiring** this work of art. Although the projection only lasted a few minutes, it made a huge impression on me.



- 2 a group of performers • organise an event • in a public place • dance

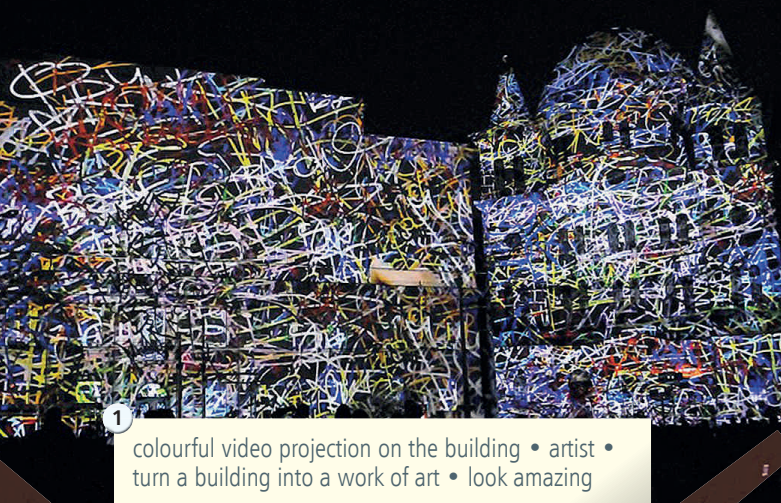
C The miniature fine art of Willard Wigan

Have you ever heard of an artist whose works are so small that they can only be seen under a microscope? Willard Wigan, who is considered by some **art critics** to be one of the most original and **gifted** sculptors in Britain, is such an artist. His microscopic **masterpieces**, made for example from a grain of sand, are often only 0.005 mm tall. He often places them in the eye of a needle and paints them with a hair from a dead fly. It's hard to believe that anyone can create such an incredible piece of art.

At first, Wigan's miniature art was an escape from reality. As a young boy, he was made fun of at school, so he **turned to** art. He started making things so small that no one could see them and laugh at them. According to his online profile his first creations were shoes and hats – for ants!

- 8> Work in pairs and answer the questions.

- Which of these projects do you consider 'real art'? Why?
- What is the most unusual piece of art you have seen in your life? What made it so special?
- Should there be more art classes at school? Why?/Why not?



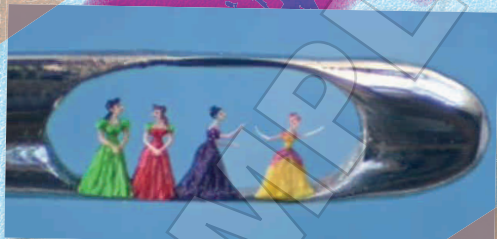
- 1 colourful video projection on the building • artist • turn a building into a work of art • look amazing

B

Improv Everywhere – a performance art group

Imagine you have subscribed to an email list and received a message on your smartphone with special instructions: you're told to go to a public place and do something unusual, like putting on a funny mask or taking part in a water gun fight. Interested? Well, this is typical of one of the many events **staged** throughout the year by Improv Everywhere, a **contemporary** comic performance art group from New York City, whose popularity is growing rapidly, judging by the increasing number of subscribers it has on YouTube.

The group uses the slogan 'We Cause Scenes' and its performers carry out **pranks** in public places to give the audience a laugh. The events don't look like artistic happenings at first but like the spontaneous actions of hundreds of complete strangers, which confuses the people around them. Watching such a big crowd all doing the same things at the same time makes you wonder if it's a form of art or just some kind of practical joke, at least as far as I'm concerned. To be honest, I never know. What do you think?



- 3 tiny colourful figures • eye of the needle • hard to see without a microscope

Vocabulary development

- 9> In your notebook, replace the words in bold with the highlighted words from the three texts in exercise 5. Use the correct form of the verbs.

- Alex is a really **talented** sculptor. You can see his **great works of art** at art exhibitions all over the country. They are examples of **beautiful and high quality** art.
- This **modern** artist **makes** beautiful pencil sketches of young women.

- Maggie **started to do** performance art at the age of twenty. Now she **organises** events all over the world and people just love watching them.
- I really **like and respect** this performance artist. His **unusual shows** are always great.
- People who make judgements about the good and bad qualities of art** often say that performing **silly jokes** in public places is not a form of art.

- 10> Translate the Polish parts of the sentences into English in your notebook. Use the words from exercise 9.

- (Arcydzieła tego rzeźbiarza) can be seen at the exhibition of (sztuki pięknej) in our local museum.
- Kyle does landscape paintings. People (zawsze podziwiali) his paintings.
- (Współczesna sztuka) does not appeal to everyone. Even some (krytycy sztuki uważają) that classical art is the only true art.
- My sister (zajęła się sztuką performance'u) at the age of 20. (Pokazy, które organizuje) are always popular with young people.

Vocabulary challenge!

- 11> Make nouns from the words below, using the suffixes in the table. Write the answers in your notebook.

enjoy member project weak original able
express entertain perform silent sculpt prefer
create please sponsor lonely real active move
friendly fail relate (x2) act

-ment	-ness	-ion	-ship	-ence/ -ance	-ity	-ure

- 12> In your notebook, complete the sentences with the words from exercise 11.

- Dancing gives me a lot of ment and ure. It's my favourite activity.
- This artist is known for his video ions and street ances. Thousands of people always come to watch him in action.
- I appreciate this painter's artistic ions, for example, the wooden ures she makes.
- The musician couldn't cope with his ure to win another contract and his ness after his girlfriend had left him.
- Film is my favourite form of ment. I like Tim Burton's movies best because of their ity. No one makes movies like him.
- This art club only gets money from ship fees, so it is now looking for commercial ship.
- I like performance art because it's usually full of ion and ment. I like it when a lot is going on at the same time.

- 13> Work in pairs. Imagine you are organising an artistic happening. Prepare a short presentation. Use the questions below to help you.

- What are you going to do?
- Where are you going to organise it?
- Who are you going to invite to take part?
- How are you going to advertise your event?

Present your ideas to the rest of the class and vote on which is the most interesting presentation.

1> Look at the pictures. Which way of listening to music do you prefer? Why?



2> Work in pairs and discuss the questions below. Think of more than one advantage and disadvantage.

- 1 What are the advantages of going to a live music concert?
- 2 What are the disadvantages of working as a professional musician?

3> **CD 1.40** Listen to two students answering the questions from exercise 2. Answer the questions below.

- 1 What advantages and disadvantages do the speakers mention? Are any of their ideas similar to yours?
- 2 Which speakers' points of view do you support? Why?

4> **CD 1.40** Listen again and answer the questions.

- 1 Which speaker gives three different arguments to support their opinion?
- 2 Which speaker gives one detailed argument to support their opinion?
- 3 Does one answer sound better than the other in your opinion? Why?/Why not?

5> In your notebook, complete the Phrase Bank with the words below.

main as sum personally point one comes

Phrase Bank

► Introducing the topic

When it ¹ to ..., I'd say that ...

As far ² working as a professional musician is concerned, I believe that ...

► Discussing advantages and disadvantages

The ³ advantage/disadvantage of ... is the fact that ...

There is nothing better than ...

⁴ , I think that there are many disadvantages of ...

One good/bad ⁵ about ... is ...

Another advantage/disadvantage is that ...

One very convincing argument in favour/against ... is that ...

The main drawback is ...

► Showing contrast

On the ⁶ hand, ... On the other hand, ...

However, ... Nevertheless, ...

► Summing up

All in all, ... | To ⁷ up, ... | In conclusion, ...

6> Take turns to answer the questions below. Use the phrases from the Phrase Bank to discuss the advantages and disadvantages. Give at least one extra argument to develop your answer.

- 1 Why do many young people prefer to watch programmes online rather than on TV?

- **Advantages:** watch things when and where you want, don't have to pay a TV licence fee, fewer adverts
- **Disadvantages:** may not be of good quality, smaller screen, only works if you have broadband

- 2 More and more people prefer reading e-books to paper books. What are the pluses and minuses of this situation?

- **Advantages:** not as heavy as paper books, downloadable books are often cheaper than paper books, it's a modern thing to do
- **Disadvantages:** e-readers cost money, easy to steal them, may break easily, bookshops lose customers

7> Read the question below and a student's answer. What could you say to develop it?

What are the advantages of taking part in a talent show?

In my view, there are a lot of advantages of taking part in a talent show. First of all, you can learn something useful. Another thing is that you can also win a prize.

8> Work in pairs. Choose one of the questions below and brainstorm some arguments to express your opinion. Present your answer to the class. Speak for 1–2 minutes.

- 1 Nowadays music is played in many public places (shops, restaurants, buses). Is this a good or a bad idea?
- 2 Why is relying on online news not always a good idea?
- 3 What are the advantages of catch-up TV?



1> Work in pairs. Answer the questions.

- Do you prefer seeing films on TV, DVD, or at the cinema? Why?
- What makes you choose a film at the cinema: the title, the cast, the film director or someone's recommendation?
- What are the best and worst films you have ever watched? Why do you think so?
- Have you seen the film or read the book below? If so, did you like it? Why?/Why not? If not, would you like to see/read it?

2> In your notebook, match the headings with the paragraphs in the blog entry below.

- | | |
|-----------------------|--------------------------|
| a The recommendation | c The storyline |
| b General information | d Strong and weak points |



Hi everyone! I want to tell you about a film on DVD which should appeal to teenagers called *The Fault in Our Stars*.

- This moving romantic drama was directed by Josh Boone and it stars Shailene Woodley and Ansel Elgort. It is based on the best-selling novel by the American author John Green, who was inspired by the story of a real 16-year-old cancer patient.
- The main characters are two teenage book lovers who meet and fall in love at a cancer support group. They decide to travel to Amsterdam, where they become lovers.
- The phenomenal acting was definitely the best thing about the movie. I found the whole plot very engaging too. One disappointing thing was probably the soundtrack, which was a bit too monotonous for me.
- This film is a must-see because it talks about love and death as well as teenage dreams and fears.

That's all for now.

3> Translate the phrases below into your own language. Which of them are used in the blog entry?

This drama/comedy was directed by ... and it stars ... •
 It tells the story of ... • The story is about ... • It is based on the novel by ... • It is set in ... • The main characters are ... •
 At the beginning ... • In the end, ...

4> Think of a popular film you have seen recently and summarise its plot to your partner. Use the phrases from exercise 3.

5> Find the sentences in the blog entry which match the headings in the Phrase Bank below.

Phrase Bank

► Positive review

This is one of the most exciting / fascinating films I have ever seen.

I highly recommend this album because ...

The film is well worth seeing because ...

I think it will appeal to young people because ...

1 | 2 | 3

► Negative review

I must say (the concert) was nothing special / just terrible.

(The show) was not as funny / entertaining as I'd expected.

To my mind, the film was not as good as the book.

I wouldn't recommend this film because ... | 4

6> In your notebook, match the words below with their synonyms 1-5.

dull engaging awful amusing involving fantastic
 excellent hilarious terrible monotonous uninteresting

- | | | |
|---------------|----------|---------|
| 1 good | 3 bad | 5 funny |
| 2 interesting | 4 boring | |

7> Work in pairs. Say what you think about a TV programme, film, concert or a YouTube clip you have seen recently. Use the adjectives from exercise 6. Give reasons to support your opinion.

8> In your notebook, write sentences to develop each point below. Use the prompts in brackets to help you.

- There's one TV series which I regularly follow. (Oceń fabułę i grę aktorską.)
- This movie will definitely make you laugh. (Napisz, dlaczego film jest taki śmieszny.)
- I watched a reality show last night. (Wyjaśnij, dlaczego ten program Cię rozczarował.)
- This drama is definitely worth seeing. (Napisz, do kogo ten film przemówi i podaj argumenty.)
- I saw a film based on a book I have read recently. (Porównaj książkę i jej adaptację filmową.)

9> Read the instructions and do the writing task.

Niedawno obejrzałeś/obejrzałaś nowy program telewizyjny. Zredaguj wpis do zamieszczenia na blogu (80-130 wyrazów) i:

- podaj podstawowe informacje o tym programie,
- przedstaw krótko prowadzącego program i napisz, co o nim/niej sądzisz,
- przedstaw własną ocenę tego programu,
- wyjaśnij, dlaczego warto obejrzeć ten program lub dlaczego odradzałbyś/odradzałabyś jego oglądanie.



Remember to:

- describe both positive and negative aspects
- use various adjectives and avoid repeating common words like *good*, *bad*, etc.

1) In your notebook, complete the sentences with the synonyms of the words in bold.

stage impartial hilarious engaging disadvantage support

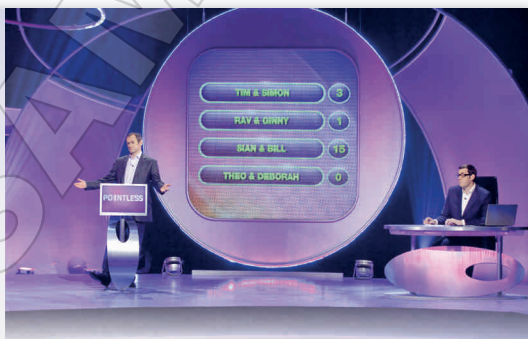
- I am in **favour of** / the idea of organising a music festival here.
- This TV series is really **interesting** / .
- These performance artists **organise** / the best shows in the world.
- I love watching this TV series. It's so **funny** / .
- The most obvious **drawback** / of going to live concerts is the price of the tickets.
- This channel has never been **neutral** / in the way it presents the news.

2) Choose the answer that means the same as the underlined phrase or sentence. Write the answers in your notebook.

- The artist turned to painting at the age of nineteen, just after he finished school.
a started b studies c liked
- I try to keep up with the latest news as much as I can so that I know what's going on.
a share b broadcast c follow
- What are you most concerned about in the news at the moment?
a disappointed with b worried about c shocked by
- This actress's performance in the show was really memorable. I didn't expect her to be so original.
a very unusual b absolutely hilarious
c worth remembering
- Tom is a very gifted performer. He's just won another prestigious award for best young artist.
a famous b talented c entertaining
- Jessica won an award for the best sculpture, which was surprising.
a Jessica's sculpture was really surprising.
b Jessica was surprised when she won an award for the best sculpture.
c The fact that Jessica won an award for the best sculpture surprised people.

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

Pointless is my favourite British game show, which I always watch with great ¹ (**enjoy**). It is shown on BBC One at peak ² (**view**) time and is hosted by Alexander Armstrong, a very popular British TV presenter and ³ (**comedy**). I love it because of its ⁴ (**origin**). The idea is different from most of the other shows on TV because the teams are not only asked to provide correct answers to the questions. They also have to guess the most ⁵ (**probable**) answer to each question, from among the answers suggested by a hundred people who were asked before the programme. For me, the show is just fantastic ⁶ (**entertain**). It's also ⁷ (**educate**), so I can learn a lot from it. You should check it out – you won't be ⁸ (**disappoint**).



4) Translate the Polish parts of the sentences into English. Use no more than five words. Add commas where necessary.

- This is the actor (*którego talent podziwiam*) all my life.
- This programme (*jest nadawany na żywo*) every Friday.
- I went to the (*wystawę, gdzie spotkałem*) my ex-girlfriend.
- This newspaper has a reputation for (*rozpowszechniania kłamstw o*) celebrities.
- (*W tym filmie główne role grają*) some of the best American actors of the new generation.
- I (*jestem dumny z tej rzeźby*). It took me a week to finish it.
- (*Żaden z prowadzących program*) appealed to me. Both were, in fact, quite arrogant.
- (*Statystyki potwierdzają*) my point of view. You're simply wrong!
- This is the (*galeria, w której kupiłem*) this drawing.
- I didn't go to the open-air concert, (*co było dobrą decyzją*). It rained all day.

Challenge!

5) Find and correct the mistakes in the sentences below in your notebook. There may be lexical, grammatical or punctuation mistakes. Some sentences are correct.

- This is the building where the TV crew worked at.
- My father who loves watching TV cookery shows cannot cook very well.
- This newspaper is known for bending the truth.
- We visited a lot of art galleries, what was a great idea.
- The painting, that is on the wall over there, is my father's self-portrait.
- This TV channel has a political bias. The presenters always speak in favour of the current government.
- The forecast made a mistake and said there would be a lot of train rather than rain!
- Ruth decided to study art history, which it irritated her parents.
- The journalist has said a lot of lies about the prime minister. I think she should apologise.
- I don't like films which they don't have stars in them.

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

- What are the most popular TV game shows in Poland? Do you ever watch them? Why?/Why not?
- Who are the most popular TV hosts in Poland? What makes them so popular? Who is the best at his/her job? Why?



Tip

Gdy opisujesz ilustrację, pamiętaj, aby rozwinąć swoją wypowiedź. Możesz opisać dodatkowe szczegóły lub wyrazić przypuszczenie na temat sytuacji przedstawionej na zdjęciu.



Tip

Gdy odpowiadasz na pytanie, które wymaga relacjonowania wydarzeń, stosuj różne czasy przeszłe, np.: past simple, past continuous, past perfect.

- 1> Read a student's description of the picture below. What extra information could you add to make it more interesting?

It's a living room. There are two boys and two girls. They are watching a film and eating popcorn. I think the film is scary.



- 1 What is the relationship between the people in the picture?
- 2 Do you enjoy watching films with friends or family? Why?
- 3 Tell us about the last time you watched a film at home.

- 2> CD 1.41 Listen to another student describing the picture in exercise 1. Did she add the same information as you did?



Tip

Gdy odpowiadasz na pytania dotyczące ilustracji, udzielaj rozbudowanych odpowiedzi, podając przykłady i argumenty na poparcie swojej opinii. Stosuj urozmaicone słownictwo i różnorodne konstrukcje gramatyczne. Unikaj powtarzania tych samych wyrazów.

- 3> Read the student's answers to questions 1 and 2 in exercise 1. What reasons does the student give to support her opinion?

- 1 I think they are boyfriends and girlfriends because they are sitting close to each other. I think the boys are brothers. Their faces look the same.
- 2 Sometimes I do and sometimes I don't. Sometimes it's good to laugh with other people when you're watching a funny film. It's boring on your own. But when it's a sad film, I want to be alone. Then I can cry and people don't see me.

- 4> CD 1.42 Listen to another student answering the teacher's questions. Are his answers better than the answers in exercise 3? Why? / Why not?

- 5> Work in pairs. Take turns to answer questions 1 and 2 in exercise 1.

- 6> Read a student's answer to the third question in exercise 1. In your notebook, complete the text with the correct forms of the verbs in brackets.

Last weekend my friend and I ¹ (decide) not to go out, but to stay in and watch a DVD which my cousin ² (lend) me the day before. My parents ³ (watch) a TV talent show in the living room, so we ⁴ (go) to my bedroom to watch it in peace and quiet there! The film ⁵ (call) *About Time*. My friend ⁶ (see) it before but I hadn't. It's got an extremely clever storyline about a young man who learns how to go back in time and make changes at certain important times in his life. It was brilliant. We ⁷ (like) it so much that after it ⁸ (finish), we ⁹ (watch) it again!

- 7> In your notebook, write your own answer to the third question in exercise 1. Think about:

- 1 when you saw the film.
- 2 who you were with.
- 3 what happened before and after.
- 4 what was good / bad about it.



Tip

Jeśli nie znasz jakiegoś wyrazu, posłuż się parafrazą, np. zastosuj zwroty: *it's a type of film which...*, *it's the thing you use to ...*, *it's a person who...*, *it's how you ...* / *it's where you ...*

- 8> How could you rephrase the underlined words if you didn't know them?

- 1 They're watching a film on a really big screen.
- 2 They are several generations of the same family.
- 3 She's looking at a TV guide.
- 4 There's a fireplace behind them.
- 5 She's covering her face.
- 6 He's got a remote control in his hand.
- 7 He's got a scared expression on his face.

- 9> **TEST IT!** Describe the picture and answer the three questions.



- 1 What do you think the people are filming?
- 2 Do you like it when people take pictures of you or film you? Why? / Why not?
- 3 Tell us about a time when you or someone you know filmed something interesting.

Complete all the exercises on this page in your notebook.

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

- 1 This działo (dzieło zostało stworzone) by Michelangelo and is a perfect example of sztuk pięknych.
- 2 This programme jest nadawany na żywo and has liczną publiczność every week.
- 3 Everyone podziwiał pokaz of visual effects zorganizowany in the city centre.
- 4 The way news channels present their news powinien być bezstronny.
- 5 Teleturnieje are usually shown w godzinach największej oglądalności.

—/5

2) Complete the sentences with the correct form of the words in brackets.

- 1 The film was both entertain and educate.
- 2 This TV document is really engage. You must see it!
- 3 This sculpt is very gift. His sculpt are really original.
- 4 I've just finished reading a book about the history of photo.
- 5 The theatre perform I saw yesterday was quite move.
- 6 This TV series is really addict. It's partly fiction and partly fact.

—/13

3) Complete the sentences with the correct form of the words in brackets. Add extra words if necessary.

- 1 I was really proud / win first prize in the school art competition.
- 2 My father addict / read. He reads about ten books a month!
- 3 In the era of the Internet it's really easy to keep / the latest news.
- 4 Our teacher is excellent / explain difficult grammar structures.
- 5 This movie base / true story of a 17-year-old tennis champion.
- 6 Marina Abramović was responsible / start some new trends in performance art.

—/6

Vocabulary challenge!

4) Complete the sentences with the missing words.

- 1 The h welcomed all the c taking part in the quiz show.
- 2 The sports c was q statistics during the whole match.
- 3 The weather f said it was going to snow the following day.
- 4 Some newspapers b the truth, and don't give the whole story behind the news.
- 5 The j on this talent show are ex-dancers, so the participants get a lot of professional feedback.
- 6 An expert who appears on a quiz show is called a p.

—/8

5) Add one suffix to each set of words (1–5) to create nouns.

- | | | | | | |
|----------|---------|-----------|--------|--------|--------|
| 1 enjoy | move | entertain | 4 fail | please | sculpt |
| 2 weak | lonely | friendly | 5 real | able | active |
| 3 member | sponsor | relate | | | |

—/5

6) Rewrite each pair of sentences as one sentence using relative pronouns. Add commas where necessary.

- 1 My father's friend is an artist. His paintings sell very well.
- 2 I went to the cinema. I met Robert there.
- 3 My mum turned the TV on. She was tired of surfing the Net.
- 4 The new exhibition centre is fantastic. It used to be an art museum before.
- 5 That's the novel. I finished reading it yesterday.
- 6 Look! There's Tim Burton, the film director. He made *Alice in Wonderland* in 2010.
- 7 That's the news presenter. He was voted the most popular TV personality.

—/7

Grammar challenge!

7) Complete the sentences, using the prompts in brackets. Do not use where.

- 1 This is the studio (*I / record in*) my first album.
- 2 This is the café (*they / celebrate in*) their anniversary.
- 3 This was the cinema (*we / meet in*) for the first time.
- 4 This will be the venue (*the band / play in*) a concert.
- 5 This is the chat show (*the actor / appear in*) last night.

—/5

8) Translate the Polish parts of the sentences into English. Add commas where necessary.

- 1 I went to an open-air concert który był fantastycznym wydarzeniem muzycznym.
- 2 The lead singer sang all my favourite songs co mnie ucieszyło.
- 3 The artist did not even welcome the people who came to his art exhibition co było dziwne.
- 4 I managed to speak to my idol który był bardzo miły.

—/4

9) Complete the text with the missing words.

When it ¹c to having music lessons at school, I'd ²s that the ³m advantage is the ⁴f that you can learn about different types of music. ⁵A good ⁶t is that listening to music develops your creativity. So, to ⁷s up, I believe there should be more music lessons at school.

—/7

10) Write sentences from the prompts.

- 1 this / exciting film / I ever see
- 2 this book / appeal / all young people
- 3 the show / not funny / I expect
- 4 my mind / this concert / dull
- 5 this programme / not worth / watch

—/5

11) Work in pairs and test each other.

Student A: go to page 142.
Student B: go to page 149.

TV programmes / Programy telewizyjne

at peak viewing time /ætˌpiːkˌvjuːɪŋ ˈtaɪm/ w porze największej oglądalności
broadcast live /ˈbrɔːdˌkɑːst ˈlaɪv/ transmitować, nadawać na żywo
chat show /ˈtʃæt ʃəʊ/ talk show
documentary /ˌdɒkjʊˈment(ə)rɪ/ program dokumentalny
game show /ˈɡeɪm ʃəʊ/ teleturniej
keep up with the latest events /kiːp ˈlæt wɪð ðə ˌleɪtɪst ɪˈvents/ śledzić aktualne wydarzenia
large audience /ˌlɑː(r)dʒ ˈɔːdiəns/ liczna publiczność
long-running /ˈlɒŋˌrʌnɪŋ/ emitowany od dawna
lottery show /ˈlɒtəri ʃəʊ/ loteria
magazine programme /ˌmæɡəˈziːn ˈprəʊɡræm/ program publicystyczny
on catch-up TV /ɒn ˌkætʃʌp ˈtiː ˈviː/ w ramach usługi pozwalającej na oglądanie wyemitowanych programów telewizyjnych w późniejszym terminie za pomocą Internetu
party political broadcast /ˌpɑː(r)tɪ pəˌlɪtɪk(ə)l ˈbrɔːdˌkɑːst/ płatna reklama partii politycznej
sitcom /ˈsɪtkɒm/ serial komediowy
TV series /ˈtiː ˈviː ˈsɪəriːz/ serial telewizyjny
vote on sb/sth /vəʊt ɒn ˌsʌmbədi, ˌsʌmθɪŋ/ głosować na kogoś/coś

Adjectives / Przymiotniki

addictive /əˈdɪktɪv/ wciągający, uzależniający
educational /ˌedʒəˈkeɪʃ(ə)nəl/ edukacyjny
entertaining /ˌentə(r)ˈteɪnɪŋ/ rozrywkowy, zabawny
factual /ˈfæktʃuəl/ oparty na faktach
fictional /ˈfɪkʃ(ə)nəl/ fikcyjny
hilarious /hiˈleəriəs/ zabawny, komiczny
memorable /ˈmem(ə)rəb(ə)l/ pamiętny, zapadający w pamięć
moving /ˈmuːvɪŋ/ poruszający
thought-provoking /ˈθɔːtprəˈvɒkɪŋ/ dający do myślenia

Challenge!

commentator /ˈkɒmənˌteɪtə(r)/ komentator/komentatorka
contestant /kənˈtestənt/ uczestnik/uczestniczka, zawodnik/zawodniczka
forecaster /ˈfɔː(r)kɑːstə(r)/ meteorolog, pogodynka/pogodynka
host /hɒst/ gospodarz programu, prowadzący
judge /dʒʌdʒ/ juror/jurorka
newsreader /ˈnjuːz ˌriːdər/ prezenter/prezenterka wiadomości
pundit /ˈpʌndɪt/ ekspert
voice-over artist /ˈvoɪsˌəʊvə(r) ˌɑː(r)tɪst/ lektor/lektorka filmów, aktor głosowy

The news / Wiadomości

biased /ˈbaɪəst/ stronniczy
immediate /ɪˈmiːdiət/ natychmiastowy
impartial /ɪmˈpɑː(r)ʃ(ə)l/ bezstronny
neutral /ˈnjuːtrəl/ neutralny
objective /əbˈdʒektɪv/ obiektywny
prejudiced /ˈpreʒədɪst/ tendencyjny
reliable /rɪˈlaɪəb(ə)l/ wiarygodny

Adjectives and prepositions / Przymiotniki z przymkami

addicted to sth /əˈdɪktɪd tə ˌsʌmθɪŋ/ uzależniony od
angry with sth /ˈæŋɡri wɪð ˌsʌmθɪŋ/ zły na coś
aware of sth /əˈweə(r) əv ˌsʌmθɪŋ/ świadomy czegoś
biased towards sth /ˈbaɪəst təˌwɔː(r)dz ˌsʌmθɪŋ/ przychylnie nastawiony do czegoś
concerned about sth /kənˈsɜː(r)nd əˌbaʊt ˌsʌmθɪŋ/ z troską o coś, zmartwiony czymś

curious about sth /ˈkjʊəriəs əˌbaʊt ˌsʌmθɪŋ/ ciekawy czegoś
disappointed with sth /ˌdɪsəˈpɔɪntɪd wɪð ˌsʌmθɪŋ/ rozczarowany czymś
excellent at sth /ˈeksələnt ət ˌsʌmθɪŋ/ świetny w jakiejś dziedzinie
fed up with sth /fed ˈʌp wɪð ˌsʌmθɪŋ/ znudzony czymś
full of sth /ˈfʊl əv ˌsʌmθɪŋ/ pełen czegoś
interested in sth /ˈɪntrəstɪd ɪn ˌsʌmθɪŋ/ zainteresowany czymś
responsible for sth /rɪˈspɒnsəb(ə)l fə(r) ˌsʌmθɪŋ/ odpowiedzialny za coś

Challenge!

bend the truth /ˌbend ðə ˈtruːθ/ nagiąć prawdę
have a political bias /həv ə pəˌlɪtɪk(ə)l ˈbaɪəs/ sprzyjać jakiejś opcji politycznej
paint sth in a good light /ˌpeɪnt ˈsʌmθɪŋ ɪn ə ˈɡʊd ˈlaɪt/ przedstawić coś w dobrym świetle
present the news in a certain way /ˌprez(ə)nt ðə ˈnjuːz ɪn ə ˌsɜː(r)t(ə)n ˈwei/ przedstawiać wiadomości w pewien sposób
quote statistics /kwəʊt stəˈtɪstɪks/ cytować statystyki
support a view /səˈpɔː(r)t ə ˈvjuː/ wspierać pogląd
tell lies /tel ˈlaɪz/ kłamać

Artists and their work / Artysty i ich dzieła

action /ˈæktʃ(ə)n/ ruch, działanie
admire /ədˈmaɪə(r)/ podziwiać
art critic /ˌɑː(r)t ˈkrɪtɪk/ krytyk sztuki
ballet /ˈbæleɪ/ balet
brush /brʌʃ/ pędzel
canvas /ˈkænvəs/ płótno malarskie
clay /kleɪ/ glina
contemporary /kənˈtemp(ə)r(ə)rɪ/ współczesny
costumes /ˈkɒstjuːmz/ kostiumy
create /kriˈeɪt/ tworzyć
fine art /faɪn ˈɑː(r)t/ sztuki piękne
gesture /ˈdʒestʃə(r)/ gest
gifted /ˈɡɪftɪd/ utalentowany
happening /ˈhæp(ə)nɪŋ/ wydarzenie artystyczne, happening
masterpiece /ˈmɑːstə(r)pɪːs/ arcydzieło
painter/painting /ˈpeɪntə(r), ˈpeɪntɪŋ/ malarz/malarka / obraz
performance art /pə(r)fɔː(r)məns ˈɑː(r)t/ sztuka performance'u
performer/performance /pə(r)fɔː(r)mə(r)s, pə(r) ˈfɔː(r)məns/ artysta/artystka, wykonawca / występ, spektakl
photography /fəˈtɒɡrəfi/ fotografia
prank /præŋk/ dowcip, wybryk
sculptor/sculpture /ˈskʌlptə(r), ˈskʌlptʃə(r)/ rzeźbiarz/rzeźbiarka / rzeźba
self-portrait /ˈselfˌpɔː(r)tɪt/ autoportret
spectacle /ˈspektə(ə)l/ widowisko, spektakl
stage /steɪdʒ/ wystawiać (na scenie)
statue /ˈstætʃuː/ statua, posąg
still life /stɪl ˈlaɪf/ martwa natura
stone /stəʊn/ kamień
theatre /ˈθiətə(r)/ teatr
turn to sth /ˈtɜː(r)n tə ˌsʌmθɪŋ/ zwracać się ku czemuś
video projection /ˈvɪdɪəʊ prəˌdʒekʃ(ə)n/ pokaz wideo
watercolours /ˈwɔːtə(r) ˌkʌlə(r)z/ akwarele
wood /wʊd/ drewno

Challenge!

ability /əˈbɪləti/ zdolność, umiejętność
activity /ækˈtɪvəti/ działanie, zajęcie
creation /kriˈeɪʃ(ə)n/ dzieło, kreacja

enjoyment /ɪnˈdʒɔɪmənt/ przyjemność, radość
entertainment /ˌentə(r)ˈteɪnmənt/ rozrywka
expression /ɪkˈspreʃ(ə)n/ wyrażenie, ekspresja
failure /ˈfeɪljə(r)/ niepowodzenie, porażka
friendliness /ˈfren(d)lɪnəs/ życzliwość
loneliness /ˈlɒnəlɪnəs/ samotność
membership /ˌmembə(r)ʃɪp/ członkostwo
movement /ˈmuːvmənt/ ruch
originality /əˈrɪdʒɪˈnæləti/ oryginalność
pleasure /ˈpleʒə(r)/ przyjemność
preference /ˈpref(ə)rəns/ preferencja
reality /rɪˈæləti/ rzeczywistość
relation /rɪˈleɪʃ(ə)n/ relacja
relationship /rɪˈleɪʃ(ə)nʃɪp/ związek, relacja
silence /ˈsaɪləns/ cisza
sponsorship /ˈsponsə(r)ʃɪp/ sponsorowanie, patronat
weakness /ˈwiːknəs/ słaba strona, słabość

Films / Filmy

acting /ˈæktɪŋ/ gra aktorska
amusing /əˈmjuːzɪŋ/ zabawny, śmieszny
be based on a novel /biː ˈbeɪst ɒn ə ˈnɒv(ə)l/ być opartym na powieści
be directed by /biː daɪˈrektɪd baɪ/ być reżyserowanym przez
be set in /biː ˈset ɪn/ mieć miejsce, rozgrywać się w
dull /dʌl/ nudny
engaging /ɪnˈɡeɪdʒɪŋ/ wciągający, zajmujący
entertaining /ˌentə(r)ˈteɪnɪŋ/ zabawny, rozrywkowy
involving /ɪnˈvɒlvɪŋ/ wciągający
main characters /ˌmeɪn ˈkærɪktə(r)z/ główne postacie
monotonous /məˈnɒtənəs/ monotony
phenomenal /fəˈnɒmɪn(ə)l/ fenomenalny
recommendation /ˌrekəməˈdeɪʃ(ə)n/ rekomendacja, polecenie
review /riˈvjuː/ recenzja
soundtrack /ˈsaʊnd(ə)ˌtræk/ ścieżka dźwiękowa
star /stɑː(r)/ grać główną rolę w filmie
storyline /ˈstɔːrɪˌlaɪn/ fabuła
uninteresting /ʌnˈɪntrəstɪŋ/ nieciekawy
worth seeing /wɜː(r)θ ˈsiːɪŋ/ warty obejrzenia

Other words / Inne wyrazy

achievement /əˈtʃiːvmənt/ osiągnięcie
adventurous /ədˈventʃ(ə)rəs/ żądny przygód, lubiący ryzyko
breaking news /ˌbreɪkɪŋ ˈnjuːz/ wiadomość z ostatniej chwili
cartoon strip /kɑː(r)tuːn ˈstriːp/ komiks, historyjka obrazkowa
channel /ˈtʃæn(ə)l/ kanał (telewizyjny)
confuse /kənˈfjuːz/ dezorientować, mylić, gmatwać
entertainer /ˌentə(r)ˈteɪnə(r)/ artysta estradowy/ artystka estradowa
fact and fiction /ˈfækt ənd ˈfɪkʃ(ə)n/ fakty i fikcja
give sb a laugh /ɡɪv ˌsʌmbədi ə ˈlɑːf/ rozbawiać kogoś
grain /ɡreɪn/ ziarno
lasting /ˈlɑːstɪŋ/ trwały, niezatarty
must-see /ˈmʌstsiː/ program, który należy koniecznie obejrzeć
online edition /ˌɒnlaɪn ɪˈdɪʃ(ə)n/ wydanie internetowe
satellite TV /ˌsætəlaɪt ˈtiː ˈviː/ telewizja satelitarna
source /sɔː(r)s/ źródło
survival /sə(r)ˈvaɪv(ə)l/ przetrwanie
TV guide /ˈtiː ˈviː ˌɡaɪd/ program telewizyjny
variety /vəˈraɪəti/ różnorodność

7

Body and mind

VOCABULARY parts of the body • illnesses • symptoms and treatment

- 1) In your notebook, match 1–18 with the body parts below. Which words have a silent letter in them?

waist knee neck thigh jaw hip toe elbow
thumb knuckle shoulder chin bottom calf
spine skull ankle wrist



- 2) In your notebook, complete the sentences with the names of the organs below.

lungs kidneys brain skin heart liver

- 1 Alcohol can damage the .
- 2 We need to breathe air.
- 3 The is our biggest organ and covers our whole body.
- 4 The pumps blood round our bodies.
- 5 We have two and they filter our blood.
- 6 We use our to think with!

- 3) Divide the health problems into a) serious, requiring a visit to the doctor's or hospital, and b) not so serious, that can be self-treated. Then tell your partner about a time when you had one of these problems.

HEALTH PROBLEMS

- a break a bone
- b catch a bad cold or flu
- c cut part of your body badly
- d sprain your ankle
- e dislocate a shoulder or knee
- f have a nasty rash
- g have a nosebleed
- h bruise part of your body badly
- i burn your hand a little
- j have a minor infection



- 4) Read the posts and replies on a health website. In your notebook, match them with some of the health problems in exercise 3.

- 1 A I've got lots of red spots and they itch terribly!
B Don't scratch! Put some cream on them.
- 2 A It's bleeding a lot and it hurts!
B Put a plaster on it and take some painkillers.
- 3 A I'm coughing and sneezing, and I've got a sore throat.
B Suck some sweets and take cough medicine.
- 4 A It's swollen and I can't walk.
B Put an ice pack on it and rest it.

- 5) Choose the correct option to complete the sentences. Write the answers in your notebook.

- 1 I *caught* / *cut* my foot and now it *pains* / *hurts* when I walk.
- 2 If you *burn* / *break* your hand, don't cover it up.
- 3 Some people are allergic to certain things and get a nasty *bruise* / *rash* on their skin.
- 4 You must clean a cut carefully or you'll get a *bruise* / *an infection*.
- 5 A day after I'd sprained my wrist, it was very *big* / *swollen*.
- 6 The cut was *burning* / *bleeding*, so someone gave me *some cream* / *a plaster*.

- 6) **CD 2.01** Listen to the extract from a radio programme about health and answer the questions.

- 1 What causes colds and flu?
- 2 What advice does the doctor give?

Vocabulary challenge!

- 7) In your notebook, match sentences 1–6 with follow-up sentences a–f.

- 1 My brother is very fussy and doesn't like a lot of different types of food.
 - 2 I'm sorry I haven't got enough time to go out this evening.
 - 3 The new school project looks very challenging.
 - 4 Paul smiled when he said I was lazy!
 - 5 Danny nearly won the race.
 - 6 Tom got into trouble with the police last month.
- a I can't wait to **get my teeth into it**.
 - b Afterwards, his dad had a real **heart-to-heart** with him to find out why.
 - c He was only **pulling my leg**.
 - d He and Mike were **neck and neck** until the last moment.
 - e I'm **up to my ears** in work.
 - f He always **turns his nose up** when I cook beefburgers.

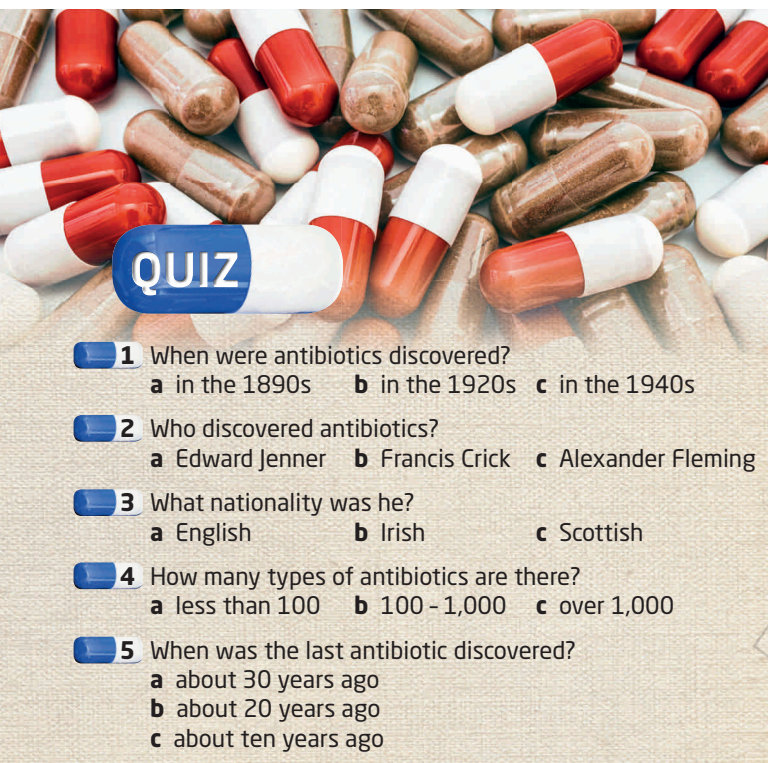
- 8) In your notebook, write sentences which are true for you or your family, using the body idioms from exercise 7.

- 9) **WHAT DO YOU THINK?** Work in pairs and discuss the questions.

- 1 Do you think online health advice is useful when you're ill? Why?/Why not?
- 2 Have you ever helped someone in a medical emergency? What happened?

1> If you could invent a new wonder drug to deal with a medical problem, what would it be?

2> Work in pairs and do the quiz.



QUIZ

- 1> When were antibiotics discovered?
a in the 1890s b in the 1920s c in the 1940s
- 2> Who discovered antibiotics?
a Edward Jenner b Francis Crick c Alexander Fleming
- 3> What nationality was he?
a English b Irish c Scottish
- 4> How many types of antibiotics are there?
a less than 100 b 100 - 1,000 c over 1,000
- 5> When was the last antibiotic discovered?
a about 30 years ago
b about 20 years ago
c about ten years ago

3> CD 2.02 Listen to the interview about antibiotics and check your answers to the quiz in exercise 2.

4> CD 2.02 Listen to the interview again and choose the correct answers.

- 1 At the beginning of the interview Anna
a describes how penicillin was discovered.
b outlines the infections that antibiotics can cure.
c explains the importance of antibiotics.
- 2 What is the problem with antibiotics today?
a Doctors choose the wrong antibiotics for their patients.
b Bacteria are changing to defeat antibiotics.
c Some antibiotics cause infections.
- 3 What does Anna think would happen without antibiotics?
a We would return to using traditional treatments.
b Simple problems would become life-threatening.
c Doctors would develop new treatments and cures.
- 4 According to Anna, what is the main reason why we don't have any new antibiotics?
a Drug companies don't have enough money.
b Drug companies prefer to invest in other drugs.
c Drug companies don't have the ability to find them.
- 5 How would you describe Anna's attitude at the end of the interview?
a She's optimistic.
b She's concerned.
c She's undecided.

5> In your notebook, complete the sentences with the adjectives below. Can you think of other adjectives with the same endings?

profitable medical cosmetic ineffective
resistant countless

- 1 People in the world are very worried about antibiotics.
- 2 Antibiotics have saved lives.
- 3 These antibiotics are becoming because of overprescription.
- 4 Bacteria have become to many antibiotics.
- 5 There would be no more surgery.
- 6 It's been more to develop other drugs.

6> In your notebook, complete the questions with the correct adjectives from exercise 5. Then ask and answer the questions in pairs.

- 1 What do you think has been the most important breakthrough?
- 2 What sort of businesses do you think are most today?
- 3 What cold and flu treatments do you think are .
- 4 Would you ever have surgery? Why?/Why not?
- 5 What diseases do you know that are to treatment?

Listening challenge!

7> CD 2.03 Listen to a boy and girl discussing a news event. What has happened?

8> CD 2.03 Listen again and answer the questions.

- 1 What does the girl know about the attack?
- 2 What happened, when and why?
- 3 What is the girl's opinion and why?
- 4 What is the boy's opinion and why?

Vocabulary challenge!

9> In your notebook, rewrite the sentences, using the correct form of the words and phrases below.

make a statement dead set ins and outs
carry release from

- 1 I'm afraid I don't know any of the **details**.
- 2 I'm **completely** against this sort of action.
- 3 They **let** all the animals **out of** their cages.
- 4 These animals might be **infected with** nasty viruses.
- 5 Attacking a research centre is not the best way of **bringing the issue to public attention**.

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

Do you think using animals in medical research is right or wrong? Why?

Right: need new drugs • too dangerous to test on humans

Wrong: animals have rights • cause suffering



Reported statements

- 1> Look at the picture. Do you know anyone who has an addiction like this? Do you think it's dangerous? Why? / Why not?



- 2> **LANGUAGE IN CONTEXT** Read the text below. What is the purpose of the clinic?



The documentary last week about the clinics in South Korea for young people addicted to computer gaming was really interesting. A reporter at one of the clinics told us that some of the teenagers there had been addicted for years. He said that the clinic was expanding and that it would soon help hundreds of young people. A young boy told the reporter that at the clinic they couldn't use computers and did a lot of exercise and talking therapy. He added that he had started gaming excessively two years before because of a lack of confidence. Then he came to the clinic. He said that he was making a lot of friends there, becoming healthier and that he would never game again. What a success story!

- 3> **ANALYSE** In your notebook, complete the sentences with the examples of reported speech from the text.

- 'Some of the teenagers here have been addicted for years,' said the reporter.
The reporter said that some of the teenagers there .
- 'The clinic is expanding,' he said.
He said that the clinic .
- 'It will soon help hundreds of young people,' he said.
He said that it .
- 'We can't use computers,' the young boy said.
The young boy said that .
- 'We do a lot of exercise,' he said.
He said that .
- 'I started gaming two years ago,' he added.
He added that .
- 'I am making a lot of friends here,' he said.
He said that .

- 4> How does the tense of the verb change in reported speech? Copy and complete the table below.

• present simple →	• can →
• present continuous →	• past simple →
• present perfect →	• will →



Tip

- We say: 'He said that ...' (NOT *He said us that*) and *He told me that ...*
- In reported speech we often make changes to pronouns and time expressions:

here → **there** **I** → **he/she** **ago** → **before**

'I lived here ten years ago,' he said. →

He said that he had lived there ten years before.

- 5> **PRACTISE** In your notebook, rewrite the sentences in reported speech. Change the pronouns and time expressions, using the phrases below. Start each sentence with *Ella said that ...*

the previous week the next day then that night
the following week the day before that day that week

- 'I can't do it **now**.'
- 'We don't have a lesson here **today**.'
- 'Jacky will phone you **tomorrow**.'
- 'Tom can't come to the party **tonight**.'
- 'I saw Jerry **last week**.'
- 'Our class is having lessons in Room 10 **this week**.'
- 'Pam will get her results **next week**.'
- 'I went to the doctor's **yesterday**.'

- 6> In your notebook, rewrite the sentences as direct speech.

- Sue said that she had been to the doctor's that morning.
- The teacher told us that she would give us back our homework the following day.
- Pete said that he always went swimming on Thursdays.
- My parents told me that I couldn't have driving lessons until November.
- The weather forecaster said that it was going to stay hot until the following week.
- My brother said that he and his friend had been to a good concert the previous day.

Grammar challenge!

We can use some verbs such as *order*, *refuse*, *advise*, *promise*, *instruct*, *offer*, etc., with the *to* infinitive to report orders, requests, or promises. We use the verbs *ask* and *tell* to report requests and commands.

- 'You should take some painkillers.' → The doctor advised me to take some painkillers.
- 'Don't park here.' → The police officer ordered/told us not to park there.

- 7> In your notebook, rewrite the sentences in reported speech, starting with an appropriate verb.

- 'Mandy, I can help you with your essay if you like,' said Jack.
Jack .
- 'Laura, you shouldn't eat so much chocolate,' said Tara.
Tara .
- 'I won't eat this meal!' said Grant.
Grant .
- 'Wait here, Katy,' said the teacher.
The teacher .
- 'I won't be late,' said Mark.
Mark .
- 'Karin, start with exercise 3,' said the teacher.
The teacher .

8> **NOW YOU DO IT** Work in pairs. Tell your partner about something that:

- 1 someone told you in an email.
- 2 someone said on TV last week.
- 3 someone told you before class today.
- 4 someone has recently advised you to do.
- 5 the teacher has instructed you to do during this lesson.
- 6 someone has promised to do.

Reported questions





1> What are the advantages and disadvantages of working as a lifeguard?

2> **LANGUAGE IN CONTEXT**  **CD 2.04** Read and listen to the dialogue. Why did the reporter interview the lifeguard?



Archie	Did you see the interview with the lifeguard who saved the singer, Kim Masters' life last summer?
Tilly	No, I didn't. I know you'd really like to be a lifeguard, though! Did they ask him lots of interesting questions?
Archie	Yes, of course they asked him what he had done on that day and if Kim had ignored any safety warnings. They also wanted to know whether he thought most people on beaches were really aware of the dangers in the water. More interestingly for me, a lot of the questions were about his lifestyle. They wanted to know how often he needed to work out and whether he followed a strict diet and training regime. They didn't ask him what had made him want to become a lifeguard – which I'd like to know.
Tilly	I guess that's a job for people who like dealing with dangerous situations.

3> **ANALYSE** Read the dialogue in exercise 2 again and complete the indirect questions in your notebook.

Direct question	Indirect question
Yes/No questions	
Did Kim ignore any safety warnings?	They asked him if ¹  .
Do you follow a strict diet?	They also wanted to know whether ²  .
Wh- questions	
What did you do on that day?	They asked him what ³  .
How often do you need to work out?	They wanted to know ⁴  .

4> Choose the correct words to complete the rules below. Write the answers in your notebook.

- 1 When we report *yes/no/wh-* questions, we use *if* or *whether*.
- 2 We *need* / *don't need* question marks in reported questions.
- 3 The word order in a reported question *is* / *isn't* the same as in an ordinary question.
- 4 We *use* / *don't use* auxiliary verbs, e.g. *do* and *did* in reported questions.

? **What's right?**

- 1 He asked me *did* I want to go out.
- 2 He asked me *if* I wanted to go out.
- 3 They wanted to know *how* I was feeling.
- 4 They wanted to know *how was* I feeling.

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

- 1 me / was / the doctor / what / asked / the problem /
- 2 to know / mum / when / home / wanted / come / I / would
- 3 long / Harry / been / I / ill / how / had / me / asked
- 4 Charlie and Eric / going / to know / policeman / where / were / wanted / the
- 5 me / seen / asked / the film / I / if / had / Jan
- 6 asked / where / Tom / lived / Jenny / he
- 7 any / assistant / needed / me / help / asked / I / the / if
- 8 man / the / know / was / wanted / where / bank / to / the

6> Here are some more questions the reporter asked the lifeguard. In your notebook, rewrite them as reported questions. Start with *He wanted to know ...* or *He asked ...*

- 1 'Why did you decide to become a lifeguard?'
- 2 'How often do you need to rescue people?'
- 3 'Are you enjoying your work?'
- 4 'Can you give our viewers some advice about beach swimming?'
- 5 'Is it important for children to learn to swim at an early age?'
- 6 'Where did you do your lifeguard training?'
- 7 'Have you saved any other famous people from drowning?'
- 8 'Will you work as a lifeguard for a long time?'

7> **Work in pairs. Take turns to ask and answer the questions below. Then report what your partner said to the class.**

I asked Jill how much exercise she did every day and she told me that ...

- 1 How much exercise do you get every day?
- 2 When did you last go to the doctor's?
- 3 Have you ever been on a diet?
- 4 What do you think is a healthy breakfast?
- 5 How are you feeling at the moment?
- 6 Do you think it's important to get a lot of sleep?

8> **NOW YOU DO IT** Work in pairs. Think about five questions that people asked you yesterday. Report the questions and the answers to the class.

The teacher asked me if I had finished my project and I told him that I needed more time.

1> Work in pairs and do the quiz in your notebook. Check the answers on page 141. What other facts do you know about the human brain?



QUIZ

- 1 The human brain has no pain receptors. T / F
- 2 Humans make new neural connections every time they have a new thought. T / F
- 3 The human brain can survive only 2 minutes without oxygen. T / F
- 4 The human brain is made up of about 75% water. T / F
- 5 Humans use only 10% of their brain. T / F
- 6 The human brain is the fattest organ in the body and may consist of 60% fat. T / F

2> Read the headlines of some articles below. Which article would you be interested in reading? Why?

- A Is the human brain like a computer?
- B A BLIND MAN TEACHES HIMSELF TO SEE
- C WHY THE MODERN WORLD IS BAD FOR YOUR BRAIN
- D HOW TO MAKE YOUR BRAIN FITTER
- E VICTIM OF ACCIDENT SUDDENLY BECOMES ARTIST

3> Read the article below. Which points from the headlines in exercise 2 are mentioned in the article?



Did you know that the brain is not a static organ and that it changes throughout a person's lifetime? This is possible because of what scientists call neuroplasticity – the amazing ability of the brain to reorganise itself in order to **adapt to** new experiences by making neural connections between the nerve cells (neurons). For example, if one part of a person's brain is damaged when they are injured, other parts may take over its function. ¹ 📖

One such example is the case of Derek Amato from the USA. Mr Amato suffered a brain damage and **memory loss** after an accident. He lost some of his brainpower, but suddenly acquired a great musical talent and is now able to play five instruments. Another marvellous tale is about Daniel Kish, who lost his sight, but his brain adapted to the situation by developing the ability to echolocate the objects in his environment. ² 📖 It allows him to live like a sighted person and, for example, navigate his bike through busy streets.

Interestingly, the very fact that we can learn new things throughout our lifetime is proof of the dynamic nature of our brain. ³ 📖 Such activities as doing physical exercise three times a week, meditation or playing an instrument can help your brain concentrate and process information faster. Other options include doing various brain training exercises such as **brain teasers**. For example, if you are **distracted** in a lesson, you might try counting down in odd numbers from 99 to **focus** better. Learning abstract concepts may also improve the power of the brain. ⁴ 📖 So, the next time you feel bored during a physics, chemistry or foreign language class, remember that studying these subjects is actually a good way to exercise your brain and keep it healthy. Sounds interesting? Well, sit down and think how you can teach your brain to work better. How about doing your maths homework?

DANIEL KISH



DEREK AMATO



4> Read the text again. In your notebook, match sentences a-f with gaps 1-4. There are two extra sentences.

- a This is possible because he makes clicking sounds with his mouth and his brain creates 3D images when it hears the echoes of the clicks.
- b His superhuman abilities have surprised not only scientists but also his friends.
- c To do this, you should concentrate on something new and challenging, as this is how the connections among nerve cells increase.
- d Neurologists are fascinated by medical cases of people who have suffered a head injury or have a **disability** and yet managed to make an astonishing **recovery**.
- e The complex structure of the brain has always been of interest to a number of professions including medical researchers, doctors, teachers and psychologists.
- f Research into this phenomenon shows that there are a number of techniques which can help you **increase** the neuroplasticity of your brain and **boost** your brainpower.

Reading challenge!

5> In your notebook, complete the summary of the text in exercise 3 using appropriate words or phrases.



The article is about the neuroplasticity of the brain. We learn that the brain is able ¹ to change all the time. One of these changes is the brain's ability to compensate for lost abilities. The article gives two examples of men who ² lost as a result of a brain damage. We also find out how people in general can ³ improve the power of the brain. The author ⁴ gives suggestions on how to improve one's memory and concentration. Some of his suggestions include ⁵ concentrating and ⁶ using techniques. The text also says that ⁷ research shows such as one of the sciences is likely to increase your brainpower.

6> Work in pairs and answer the questions.

- 1 Which of the two medical cases described in the article do you find more unusual? Why?
- 2 What superhuman abilities would you like to have? What would you use them for?
- 3 Do you use any of the techniques mentioned in the text to boost the power of your brain? What else do people do to keep their brain active?

Vocabulary development

7> In your notebook, match the highlighted words in the text in exercise 3 with their Polish equivalents.

- | | |
|--------------------|---------------------|
| 1 łamigłówka | 5 zwiększyć (x2) |
| 2 utrata pamięci | 6 niepełnosprawność |
| 3 dostosować się | 7 powrót do zdrowia |
| 4 koncentrować się | 8 rozkojarzony |

8> Complete the sentences with the correct form of the words from exercise 7 in your notebook.

- 1 Many people do crosswords to increase their brainpower.
- 2 Can you help me solve this puzzle? It's too hard for me.
- 3 Many people suffer from or a brain injury because of an accident.
- 4 The brain has the ability to adapt itself to changes.
- 5 There are a lot of techniques to help your mind work better on the task you are performing.
- 6 Most children get lost easily and find it difficult to concentrate for a long time.
- 7 It is not always easy for people with disabilities to cope with daily life.
- 8 It took John ages to make a full recovery after the brain injury he suffered during the accident.

Vocabulary challenge!

9> In your notebook, complete each pair of sentences with either **mind**, **brain** or **head**.

- 1 a I prefer people to **speak their** mind even if what they say is hurtful.
- b I find it hard to **make up my** mind, especially when important decisions have to be made.
- 2 c I don't get on with people who **have their** mind **in the clouds**. I prefer realists to idealists.
- d I never **lose my** head, not even in really difficult situations. I just try not to panic.
- 3 e I often **pick my parents'** advice when I don't know what to do. They always advise me well.
- f I've got that song **on the** head today. I can't get it out of my head.

10> Work in pairs and try to guess what the phrases in bold in exercise 9 mean. Then match them with the definitions below in your notebook. Which sentences are true for you?

- 1 be always thinking about something
- 2 say what you think openly
- 3 make a decision
- 4 become unable to behave calmly
- 5 think about something in a way which is not practical or sensible
- 6 ask someone more experienced for information or advice

11> Work in pairs. Write a leaflet to put on your school noticeboard in which you suggest ideas on how students can improve their concentration and learn better. Present your leaflet to the class and vote on the most interesting one.

1) Describe the pictures and answer the questions.



2) **CD 2.05** Listen to the dialogue between Kamil and the doctor. Answer the questions.

- 1 What symptoms does Kamil describe?
- 2 What medical advice does he get?

3) **CD 2.05** Read the speaking task and listen again. Does Kamil give additional information to develop the points in the task?

Podczas wakacji w Anglii zachorowałeś/zachorowałaś. Dzwonisz to lekarza pierwszego kontaktu, poleconego przez kolegę Anglika, z prośbą o pomoc. W rozmowie z lekarzem omów poniższe kwestie:

- możliwość uzyskania bezpłatnej porady lekarskiej,
- wpływ choroby na Twoje plany,
- dolegliwości i czas ich trwania,
- sposób leczenia doraźnego.

4) Work in pairs. What could you say to expand on the point which has not been developed in the speaking task?

5) Choose the correct words. Write the answers in your notebook.

Phrase Bank

► At the doctor's

What seems ¹to be / be the problem?

Have you got a high temperature?

Does anything hurt?

When did you notice the symptoms?

I've been feeling ²unwell / badly for/since ...

It sounds like you may have ...

► Asking for advice

What would you ³advise / suggest me to do?

Do I need to take some medicine?

What do you think I should ⁴do / to do?

► Giving advice

You ⁵ought to / ought stay in bed.

You ⁶would / had better ...

If I ⁷were / was you, I would ...

My advice to you is to ⁸take / taking some painkillers.

6) Work in pairs and do the speaking task in exercise 3. First, brainstorm the problem and medical advice. Use the language from the Phrase Bank to help you.

7) **CD 2.06** Listen to two dialogues and answer the questions.

- 1 Who are the speakers?
- 2 Where are they?
- 3 What are the speakers discussing?

8) **CD 2.07** In your notebook, complete the sentences with appropriate words. Then listen and check.

- 1 I'd like for my sore throat, please.
- 2 I recommend this one. It's very .
- 3 How often do I it?
- 4 Could you that, please?
- 5 I didn't it.
- 6 Just cold drinks, and if it gets worse, see a doctor.
- 7 What's the ?
- 8 Nothing too .
- 9 You'll it worse.
- 10 You've got to it sorted now.

9) Read the situations below. Role-play the dialogues. Use the phrases from the lesson.

- 1 Your friend has fallen down and injured himself during a football match. The cut is bleeding a lot, but he refuses to leave the pitch. Give him some advice.
- 2 The doctor explains how you should take a medicine. You did not understand everything she said.
- 3 You are at a chemist's. Describe your symptoms and ask for advice.
- 4 You were planning to go to a party tonight, but you have a terrible rash on your face. Call your friend for some advice.
- 5 You are abroad. Your foot is swollen. You ring a surgery to make an appointment.
- 6 Your classmate looks really ill, but she does not want to leave the lesson. Explain to her why she should.

10) Work in pairs. Read the instructions and do the speaking task. Then swap roles and do the task again.

Na obozie sportowym w Szkocji, grając w koszykówkę, doznałeś/doznałaś kontuzji. W rozmowie z lekarzem omów cztery kwestie.

Twoje
dolegliwości

sposób
leczenia

zażywanie
lekarstw

wizyta
kontrolna



Don't be afraid of
FIRST AID



WRITING

a letter of complaint

7

- 1> Look at the poster for a first aid course. Would you be interested in taking part in such a course? Why? / Why not?
- 2> Read the letter of complaint below. Why was the author dissatisfied with the course shown in exercise 1?

Dear Sir/Madam,

I am writing to express my dissatisfaction with the first aid course I attended in Brighton in July this year. I also wish to offer some advice on how you could run your courses in the future to avoid the participants' disappointment.

Firstly, **although** the course was advertised as free of charge, the participants were asked to pay for some workshops, for example, the one on less common medical emergencies. I complained about this to one of the course instructors. **However**, to my surprise, I was told that the class would not interest someone my age anyway.

Secondly, the training did not cover all the skills advertised by your organisation because some classes were cancelled, such as those in sports injuries. What made matters worse, most of the classes were only theoretical. As a result, we failed to learn some useful aspects of first aid. Unfortunately, **despite** our complaints the situation did not change.

Therefore, I would like to make some recommendations. Firstly, I believe that all additional classes should be free, as advertised. Another useful suggestion is to ensure that the whole training course focuses on the practical aspects of first aid rather than theory, which is very important especially when you teach teenagers. Finally, I strongly recommend that your staff learn to be more helpful and supportive to young people.

I hope that you will take steps to resolve these problems so that the next group of participants will not feel so disappointed.

I look forward to hearing from you soon.

- 3> Read the letter again. Are the sentences true or false?

- 1 The letter includes opening and closing phrases.
- 2 The author sounds impolite because of his dissatisfaction.
- 3 The author uses different linking words, e.g. *although*, *however*.
- 4 There are some examples of sentences in the passive voice.
- 5 There are some examples of short forms such as 'I'm, isn't' etc.

- 4> In your notebook, complete the phrases with the correct forms of the words in brackets. Then find phrases a-e in the letter which match each heading in the Phrase Bank.

Phrase Bank

► Complaining

I was extremely ¹ (disappoint) with ... | a
I was ² (shock) / surprised to find out that ... | b
The course did not meet our ³ (expect). | c

► Making requests

I feel that you should offer me at least an ⁴ (apologise).
I expect to receive a full refund. | d

► Giving suggestions and recommendations

Therefore, I would like to make some ⁵ (recommend).
Firstly, it would be a good idea to ...
I ⁶ (strong) recommend that your staff learn to be more helpful. | e

- 5> In your notebook, rewrite the sentences so that they sound polite and formal. Use the ideas from the Phrase Bank.

- 1 I was really fed up with my stay at your hospital.
- 2 The bed I had to lie in was just awful!
- 3 Give me my money back!
- 4 You must tell your workers to be nicer to patients.
- 5 I told the manager what I thought, but he just ignored me. How shocking!
- 6 I want to tell you that the hospital rooms were really dirty.
- 7 You must say that you are sorry.

- 6> In your notebook, complete the patterns with the highlighted linking words from the letter.

- 1 / *Though* / *Even though* + subject + verb
- 2 / *In spite of* + noun phrase or -ing form
- 3 full sentence + + full sentence

- 7> In your notebook, join the sentences, using the linking words in brackets.

- 1 I had full medical insurance. I had to pay extra for some treatments. (*despite*)
- 2 My complaints were completely ignored. I complained to the organiser. (*even though*)
- 3 I asked to speak to the doctor. She never came to talk to me. (*though*)
- 4 The nurses did not show enough care or attention. It was a private hospital. (*However*)
- 5 I had sprained my ankle and was in pain. I was not given any painkillers. (*although*)

- 8> Read the instructions and do the writing task.

Podczas pobytu za granicą miałeś/miałaś wypadek. Byłeś/Byłaś kilka dni w szpitalu. Jesteś niezadowolony/niezadowolona z jakości opieki medycznej. Napisz **list z zażaleniem** do dyrekcji szpitala, w którym opiszesz, w jaki sposób zostałeś potrafiowany/zostałaś potrafiowana, i zaproponujesz rozwiązania, które poprawią obsługę zagranicznych pacjentów w tym szpitalu w przyszłości.

Remember to use:

- formal language and sound polite
- linking words such as *despite*, *however*

- 1) In your notebook, translate the Polish parts of the sentences into English, using one of the words in each pair below.

recipe/prescription ill/sick hurt/ache examine/check
plaster/a plaster illness/disease

- 1 The doctor (zbadał mnie) and said I had flu. She gave me a (receptę) for some medicines.
- 2 I (zraniłam) my toe really badly when I fell off my bike. It had to be put (w gips).
- 3 My grandfather is suffering from a heart (chorobę). He is seriously (chory).

- 2) Choose the answer that means the same as the Polish parts of the sentences in brackets. Write the answers in your notebook.

- 1 (Powinnaś) see a doctor. You're coughing really badly.
a It's necessary b How about c You ought to
- 2 The doctor asked me how long I (mam) the nasty rash.
a have b had had c have had
- 3 Mark explained why he (nie poszedł do szkoły w zeszłym tygodniu).
a had not gone to school the previous week
b was not at school last week
c did not go to school that week
- 4 I played the whole match (pomimo kontuzji).
a as a result of the injury
b in spite of the injury
c due to the injury
- 5 I have eaten too much. (Jest mi niedobrze.)
a I'm seriously ill. b I've been unwell. c I feel sick.
- 6 The doctor wanted to know where (przeziębilem się).
a I caught the cold.
b did I catch the cold.
c I had caught the cold.
- 7 I (skręciłam) my ankle and I couldn't go on holiday.
a sprained b dislocated c bruised

- 3) In your notebook, complete the second sentence so that it means the same as the first. Use no more than five words.

- 1 'I must see a doctor now,' said Jane.
Jane said that she a doctor then.
- 2 'Are you allergic to anything?' asked the doctor.
The doctor asked me to anything.
- 3 Despite a nosebleed, Jerry continued to play in the match.
Even though , he continued to play in the match.
- 4 The treatment I received was not as good as I had expected.
The treatment I received did not .
- 5 I think you should get something for your sore throat.
If I get something for my sore throat.
- 6 Bacteria often resist antibiotics.
Bacteria are often .
- 7 If this treatment is very expensive, I won't be able to afford it.
Unless this , I won't be able to afford it.
- 8 'Stay in bed if you want to feel better,' said the nurse.
The nurse in bed if I wanted to feel better.
- 9 'I won't take these tablets,' said Monica.
Monica the tablets.
- 10 I often ask my parents for advice.
I often pick .

Challenge!

- 4) Complete the text with appropriate words in your notebook. Put one word in each space.

In our physics class, the teacher told us to prepare a presentation about a well-known contemporary scientist. I made up my ¹ very quickly and chose Stephen Hawking, a very famous British physicist ² fascinating books and public appearances have made him an academic celebrity. He continues to work in ³ of the fact that he is severely disabled by motor neuron disease. He was diagnosed with this condition at the age of 21, and doctors said that he ⁴ not survive more than two or three years. The disease made him lose the use of his arms and voice, and eventually paralysed him completely. By many he is ⁵ to be a genius who has never given ⁶ looking for explanations of how the universe works. I believe my presentation will inspire my classmates to find out more about this extraordinary man.

STEPHEN HAWKING



- 5) WHAT DO YOU THINK? Work in pairs and answer the questions.

- 1 What famous disabled people do you know? What are they known for? Who do you admire the most? Why?
- 2 What problems do disabled people usually face in their daily lives? What can be done to help them?

**Tip**

Niektóre pytania w tym zadaniu wymagają określenia intencji wypowiadającej się osoby. W trakcie słuchania zastanów się, jaki jest cel wypowiedzi: np. przeproszenie kogoś, wyjaśnienie jakiejś kwestii, przedstawienie opinii na jakiś temat. Skup się na zrozumieniu sensu całej wypowiedzi, a nie na szczegółowych informacjach.

**Tip**

Zwróć uwagę na to, że zadanie to opiera się na parafrazie – informacje w zadaniu są sformułowane za pomocą słów i wyrażen innych niż te w treści nagrania. W trakcie słuchania zwróć uwagę na wyrazy o znaczeniu podobnym do znaczenia wyrazów ze zdań zamieszczonych w zadaniu.

1> Read the transcript of a dialogue below. Choose the correct answer and write it in your notebook.

What is the girl doing?

- a disagreeing with an opinion
- b outlining some disadvantages
- c regretting her decision

Girl My dog, Buster, is having his first hospital visit as a therapy dog today.

Boy Is that where patients take dogs for walks?

Girl No, the patients meet and stroke the dogs to reduce stress. I registered Buster last week, but I'm not sure he's ready.

Boy He's a lovely dog.

Girl I know, but now I think he's too young. They don't want a dog that jumps up and barks! I wish I'd thought about it more.

Boy Don't worry. I'm sure the patients will love him!



2> Which words or phrases helped you choose the correct answer?

**Tip**

Zwróć uwagę na to, że wypowiedź może zawierać wyrazy i zwroty, które nawiązują do nieprawidłowych odpowiedzi. Pamiętaj, że prawidłowa odpowiedź jest podsumowaniem całego tekstu, a nie jego wybranych fragmentów.

3> Look again at the question in exercise 1. Which parts of the dialogue relate to the incorrect options?

4> Which one of phrases a–c might you NOT expect to hear in the recording if the options are as follows. Write the answers in your notebook.

- 1 The girl is advising her friend.
 - a It might be a good idea to ...
 - b You shouldn't really ...
 - c I can help you with that.
- 2 The girl is giving her opinion.
 - a You know, I feel strongly that ...
 - b According to the article, it's a good idea to ...
 - c I completely agree with you.
- 3 The girl is describing the benefits of something.
 - a A positive effect of this is ...
 - b The reason we avoid this is ...
 - c There are some encouraging results.

5> In your notebook, match the phrases with similar meanings. Note how the phrases in bold are paraphrased.

- 1 I'm really **worried** about it.
- 2 I **never know** what to get.
- 3 It was a **total shock**.
- 4 The results were **disappointing**.
- 5 It was **my first visit**.
- 6 We all thought it was **outstanding**.
 - a I simply couldn't believe what happened.
 - b This concerns me a lot.
 - c I'd expected a lot more.
 - d I'd never been there before.
 - e It was impressive.
 - f The choices are always very confusing.

6> **TEST IT!** **CD 2.08** Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z ich treścią. Zapisz numery pytań w zeszycie, a obok nich wpisz litery A, B lub C.

Tekst 1.

- 1 What is Professor Webb going to talk about?
 - A The problems caused by taking too much medication.
 - B The medicinal effects of a natural product.
 - C The difficulty of finding the right remedies for medical problems.

Tekst 2.

- 2 What are the people doing?
 - A Recommending types of treatment to each other.
 - B Arguing about the benefits of a type of treatment.
 - C Comparing experiences of the same type of treatment.

Tekst 3.

- 3 Which of the following is stated in the text as an opinion, not a fact?
 - A People do unnatural things under hypnosis.
 - B Hypnotherapy can work well for certain addicts.
 - C Many people have problems with addictions.



Complete all the exercises on this page in your notebook.

1> Complete the table with the body parts below.

skull waist knee thigh ankle jaw hip finger
throat elbow thumb knuckle toe shoulder
chin calf wrist spine

the head and neck	the leg and foot	the arm and hand	the torso

—/9

2> Complete the sentences with the missing words.

- If you want to get less **d****d** in class and **b****t** your memory, eat more magnesium-rich foods.
- If the rash starts **i****g**, put this cream on it. Never **s****h** the spots!
- Put some ice cubes in your mouth to stop a **noseb****d**.
- If you **s****n** your ankle, you must **r****t** it, rather than continue to walk.
- To keep your **l****r** in good shape, avoid alcohol.
- For a headache, just take some **p****s**, but see a doctor if your head continues to **a****e**.
- Don't smoke if you want to have healthy **l****s**.
- Use an ice **p****k** if you injure your knee or **b****e** it badly.

—/8

3> Complete the sentences with the correct forms of the words in brackets.

- John (locate) his shoulder and it took him ages to make a full (recover).
- Brain (tease) are an (effect) way of keeping your brain active.
- Sheila suffered from memory (lose) and could not recognise her sister.
- Some people believe that eating garlic makes you (resist) to (infect).
- There are (count) (medicine) cases which doctors cannot explain.

—/5

Vocabulary challenge!

4> Rewrite the following sentences, using idiomatic phrases with the word in brackets.

- Tim was not telling me the truth; it was only a joke. (*leg*)
- The two runners were level with each other until the end of the race. (*neck*)
- I always tell people exactly what I think. (*mind*)
- I don't know all the details of his new contract. (*ins*)
- My father never panics in difficult situations. (*head*)
- Theresa has a lot of work at the moment. (*ears*)
- We are completely against the idea of private health care. (*dead*)

—/7

5> Rewrite the sentences in reported speech.

- 'I'm seeing a doctor today,' said Sheila.
- 'When did you fall ill?' asked the doctor.
- 'Tom broke his leg last week,' said Wendy.
- 'Have you ever had a head injury?' asked the nurse.
- 'Do you often suffer from migraines?' asked the therapist.

- 'The doctor can see you next week,' said the receptionist.
- 'I am going to exercise more this month,' said Andy.
- 'Will you give me another painkiller?' asked the patient.
- 'What were you doing when I called?' asked my mother.
- 'The ambulance took me to hospital after the accident,' said Tom.

—/10

Grammar challenge!

6> Translate the Polish parts of the sentences into English. Then rewrite the statements as direct speech. Use no more than five words

- The doctor (*poradził mi, abym nie brała*) painkillers any more.
- Karen (*obiecała, że zmieni*) her diet for a more healthy one.
- The nurse (*kazała pacjentowi nie wychodzić*) out of bed.
- The paramedic (*poinstruował mnie, aby nie dotykać*) the cuts I had on my leg.
- The woman (*odmówiła wyjazdu*) to hospital. She said she was fine.

—/10

7> Join the sentences, using each of the linking words below.

although in spite of however

- I knew some first aid.
I couldn't help the injured man.

—/3

8> Choose the correct words to complete the dialogue.

- Mia** What ¹*is / seems* to be the problem?
Zoe I've been feeling ²*badly / unwell* since last week. I've got awful headaches. What do you think I ³*should / ought* do?
Mia You ⁴*had / would* better see a doctor. Would you like me to make ⁵*an appointment / a visit* for you?
Zoe Oh, no. I have no time for that. I hope it's nothing ⁶*too / so* serious.
Mia If I ⁷*was / were* you, I'd go immediately. You will only ⁸*do / make* it worse. You've got to ⁹*get / make* it sorted.

—/9

9> Express the ideas below using more formal language.

- I'm writing to tell you how bad my stay at your hospital was.
- I was very unhappy with the treatment I got.
- The care was not as good as I thought it would be.
- You must say sorry to me and give me all my money back.
- I'll tell you what you can do to improve the work of your nurses.

—/5

10> Work in pairs and test each other.

- Student A:** go to page 142.
Student B: go to page 149.

Parts of the body / Części ciała

ankle /'æŋk(ə)l/ kostka
 bottom /'bɒtəm/ pupa
 calf /kɑːf/ łydka
 chin /tʃɪn/ podbródek
 elbow /'elbəʊ/ łokieć
 hip /hɪp/ biodro
 jaw /dʒɔː/ szczęka
 knee /niː/ kolano
 knuckle /'nʌk(ə)l/ knykieć
 neck /nek/ szyja
 shoulder /'ʃəʊldə(r)/ ramię
 skull /skʌl/ czaszka
 spine /spain/ kręgosłup
 thigh /θaɪ/ udo
 thumb /θʌm/ kciuk
 toe /təʊ/ palec u nogi
 waist /weɪst/ talia
 wrist /rɪst/ nadgarstek

Organs / Narządy

brain /breɪn/ mózg
 heart /hɑː(r)t/ serce
 kidney /'kɪdni/ nerka
 liver /'lɪvə(r)/ wątroba
 lung /lʌŋ/ płuco
 skin /skɪn/ skóra

Health problems, symptoms and treatment /
Problemy zdrowotne, objawy i leczenie

bacterial infection /bæk'tɪəriəl ɪn'fekʃ(ə)n/ infekcja bakteryjna
 bleed /bliːd/ krwawić
 break a bone /breɪk ə 'bəʊn/ złamać kość
 bruise sth badly /bruːz ,sʌmθɪŋ 'bædli/ stłuc, posiniaczyć coś mocno
 burn your hand /bɜː(r)n jə(r) 'hænd/ oparzyć sobie dłoń
 catch a cold/flu /kætʃ ə 'kəʊld, 'fluː/ przeziębienie, złapać grypę
 cough /kɒf/ kaszleć; kaszel
 cut sth badly /kʌt ,sʌmθɪŋ 'bædli/ zranić, rozciąć coś mocno
 dislocate your shoulder /dɪsləkeɪt jə(r) 'ʃəʊldə(r)/ zwichnąć, wybić sobie bark
 have a minor infection /hæv ə ,maɪnə(r) ɪn'fekʃ(ə)n/ mieć lekką infekcję
 have a nosebleed /hæv ə 'nəʊz,bliːd/ mieć krwotok z nosa
 have a rash /hæv ə 'ræʃ/ mieć wysypkę
 have a sore throat /hæv ə ,sɔː(r) θraʊt/ mieć ból gardła
 hurt /hɜː(r)t/ boleć
 ice pack /'aɪs pæk/ okład z lodem
 illness /'ɪlnəs/ choroba
 itch /ɪtʃ/ swędzieć
 pills /pɪlz/ tabletki, pigułki
 plaster /'plɑːstə(r)/ gips
 put cream on /pʊt 'kriːm ɒn/ posmarować maścią
 rest /rest/ odpoczywać, nie nadwierać
 scratch /skrætʃ/ drapać
 sneeze /sniːz/ kichać
 spots /spɒts/ krostki
 sprain your ankle /spreɪn jə(r) 'æŋk(ə)l/ skręcić kostkę
 suck /sʌk/ ssać
 suffer from sth /'sʌfə(r) frəm ,sʌmθɪŋ/ cierpieć na coś
 swallow /'swɒləʊ/ połykać
 swollen /'swɒləʊn/ opuchnięty, spuchnięty
 tablet /'tæblət/ tabletki
 take cough medicine /teɪk 'kɒf ,med(ə)s(ə)n/ brać lekarstwo na kaszel
 tissue /'tɪʃuː/ chusteczka higieniczna

Challenge!

be neck and neck in sth /bi 'nek ənd 'nek ɪn ,sʌmθɪŋ/ iść łeb w łeb
 get your teeth into sth /get jə(r) 'tiːθ ɪntə ,sʌmθɪŋ/ wziąć się za robienie czegoś
 have a heart to heart /hæv ə 'hɑː(r)t tə 'hɑː(r)t/ odbyć z kimś szczerą rozmowę
 pull someone's leg /pʊl ,sʌmwʌnz 'leg/ nabierać kogoś
 turn your nose up at sth /tɜː(r)n jə(r) ,nəʊz 'ʌp ət ,sʌmθɪŋ/ kręcić nosem na coś
 up to your ears in sth /ʌp tə jə(r) 'iə(r)z ɪn ,sʌmθɪŋ/ tkwić w czymś po uszy

Antibiotics / Antybiotyki

bacteria /bæk'tɪəriə/ bakterie
 cause infections /kɔːz ɪn'fekʃ(ə)nz/ wywoływać infekcję
 develop a cure for sth /dɪ'veləp ə 'kjʊə(r) fə(r) ,sʌmθɪŋ/ wynaleźć lekarstwo na coś
 die from infections /daɪ frəm ɪn'fekʃ(ə)nz/ umrzeć z powodu infekcji
 discover /dɪ'skʌvə(r)/ odkrywać
 drug company /'drʌɡ ,kʌmpəni/ firma farmaceutyczna
 life-threatening /'laɪf ,θret(ə)nɪŋ/ zagrażający życiu
 medical discovery /medɪk(ə)l dɪ'skʌv(ə)ri/ odkrycia w dziedzinie medycyny
 penicillin /penə'sɪlɪn/ penicylina
 treatment /'triːtmənt/ leczenie, terapia
 wonder drugs /'wʌndə(r) ,drʌgz/ cudowne lekarstwa
 Adjectives / Przymiotniki
 cosmetic /kɒz'metɪk/ kosmetyczny
 countless /'kaʊntləs/ niezliczony
 ineffective /ɪn'ektɪv/ nieskuteczny
 medical /'medɪk(ə)l/ medyczny
 profitable /'prɒfɪtəb(ə)l/ dochodowy, korzystny
 resistant to sth /rɪ'zɪst(ə)nt tə ,sʌmθɪŋ/ oporny, odporny na coś

Challenge!

carry a disease /kæri ə dɪ'ziːz/ być nosicielem choroby
 dead set against sth /ded 'set ə'genst ,sʌmθɪŋ/ być całkowicie przeciwnym czemuś
 make a statement /meɪk ə 'steɪtmənt/ przekazać komunikat, przedstawić swoje stanowisko
 release /rɪ'liːs/ wypuszczać, uwalniać
 the ins and outs of sth /ði 'ɪnz ənd 'aʊts əv ,sʌmθɪŋ/ szczegóły czegoś

The human brain / Mózg ludzki

adapt to sth /ə'dæpt tə ,sʌmθɪŋ/ dostosować się do czegoś
 disability /dɪsə'bɪləti/ niepełnosprawność
 distracted /dɪ'stræktɪd/ zdekoncentrowany, rozkojarzony
 focus /'fəʊkəs/ koncentrować się, skupiać
 increase / boost your brain power /ɪn'kriːs ,buːst jə(r) 'breɪn ,pəʊə(r)/ zwiększać / pobudzać swój potencjał umysłowy
 make a recovery /meɪk ə rɪ'kʌv(ə)ri/ wracać do zdrowia
 solve a brain teaser /sɒlv ə 'breɪn 'tiːzə(r)/ rozwiązywać łamigłówkę
 suffer from memory loss /sʌfə(r) frəm 'mem(ə)ri ,lɒs/ doznać utraty pamięci

Challenge!

have sth on the brain /hæv ,sʌmθɪŋ ɒn ðə 'breɪn/ stale o czymś myśleć
 have your head in the clouds /hæv jə(r) ,hed ɪn ðə 'klaʊdz/ chodzić z głową w chmurach

lose your head /luːz jə(r) 'hed/ tracić głowę
 make up your mind /meɪk ,ʌp jə(r) 'maɪnd/ decydować, postanawiać
 pick somebody's brains /pɪk ,sʌmbədɪz 'breɪnz/ podpytywać, konsultować się
 speak your mind /spiːk jə(r) 'maɪnd/ otwarcie wyrażać swoje zdanie

At the doctor's / U lekarza

chemist's /'kemɪsts/ apteka
 chickenpox /'tʃɪkɪn ,pɒks/ ospa wietrzna
 European Health Insurance Card /ˌjʊərəˌpiːən helθ ɪn'ʃʊərəns ,kɑː(r)d/ europejska karta ubezpieczenia zdrowotnego, EKUZ
 fall ill /fɔːl 'ɪl/ zachorować
 feel unwell /fiːl ʌn'wel/ czuć się źle, być chorym
 get medical advice /get ,medɪk(ə)l əd'vaɪs/ zasięgać porady medycznej
 injure yourself /ɪndʒə(r) jə(r) ,self/ zranić się
 make an appointment /meɪk ən ə'pɔɪntmənt/ umówić się na wizytę
 notice symptoms /nəʊtɪs 'sɪmptəmz/ zauważać objawy
 pharmacy /'fɑː(r)məsi/ apteka
 stay in bed /steɪ ɪn 'bed/ leżeć w łóżku
 tablespoonful /teɪb(ə)l ,spuːnf(ə)l/ łyżka stołowa (czegoś)
 take some rest /teɪk sʌm 'rest/ wypoczywać

Other words / Inne wyrazy

addicted to sth/addiction /ə'dɪktɪd tə ,sʌmθɪŋ, ə'dɪkʃ(ə)n/ uzależniony od czegoś/uzależnienie
 allergic to sth/allergy /ə'ɪlɜː(r)dʒɪk tə ,sʌmθɪŋ, 'ælə(r)dʒɪ/ uczulony na coś / alergia, uczulenie
 alternative therapy /ɔːl,tɜː(r)nətɪv 'θerəpi/ medycyna alternatywna
 aware of sth /ə'weə(r) əv ,sʌmθɪŋ/ świadomy czegoś
 body and mind /'bɒdi ənd 'maɪnd/ ciało i umysł
 breakthrough /'breɪkθruː/ przełom
 cause /kɔːz/ sprawa, cel
 cause suffering /kɔːz 'sʌfərɪŋ/ wywoływać ból, być przyczyną cierpienia
 compensate for sth /'kɒmpənsɪt fə(r) ,sʌmθɪŋ/ rekompensować coś, równoważyć
 consult /kən'sʌlt/ zasięgać porady, konsultować
 contrary to /'kɒntrəri tə/ w przeciwieństwie do, wbrew
 first aid /fɜː(r)st 'eɪd/ pierwsza pomoc
 follow a strict diet /fɒləʊ ə ,strɪkt 'daɪət/ być na ścisłej diecie
 force /fɔː(r)s/ zmuszać
 free of charge /friː əv 'tʃɔː(r)dʒ/ bezpłatny
 hypnotherapy /'hɪpnəʊ 'θerəpi/ hipnoterapia
 lifeguard /'laɪf ,ɡɑː(r)d/ ratownik/ratownicza
 lose your sight /luːz jə(r) 'saɪt/ tracić wzrok
 medical testing /medɪk(ə)l 'testɪŋ/ badania laboratoryjne
 misplaced /mɪs'pleɪst/ nieuzasadniony, nie na miejscu
 needle /'niːd(ə)l/ igła
 neuroplasticity /nɪʊərəʊplæ'stɪsətɪ/ neuroplastyczność, plastyczność mózgu
 odd number /ɒd 'nʌmbə(r)/ liczba nieparzysta
 overprescribe /,əʊvə(r) prɪ'skraɪb/ przepisywać zbyt często
 stroke /strəʊk/ głaskać
 take steps /teɪk 'steɪps/ podejmować kroki, środki
 talking therapy /tɔːkɪŋ 'θerəpi/ rozmowa terapeutyczna
 the way forward /ðə ,wei 'fɔː(r)wəd(r)d/ rozwiązanie, wyjście