

1 Personal best

Vocabulary

Appearance

1 Work with a partner. In your notebook, put these words in the correct column.

attractive • bald • blonde • curly • cute • dark
fair • good-looking • long • medium-height
medium-length • overweight • pretty • short • spiky
straight • strong • tall • thin • wavy • well-built

Build	Height	Hair	General
<i>thin</i> <i>overweight,</i> <i>strong,</i> <i>well-built</i>	<i>short</i> <i>medium-</i> <i>height,</i> <i>tall</i>	<i>short</i> <i>bald, blonde,</i> <i>curly, dark, fair,</i> <i>long, medium-</i> <i>length, spiky,</i> <i>straight, wavy</i>	<i>attractive</i> <i>cute,</i> <i>good-looking,</i> <i>pretty</i>

2 1.01 Listen, check and repeat.

3 Work with a partner. Take it in turns to describe the people in the photos.



(suggested answers)

Photo a (Laura Kenny): She's thin. She's got long blonde hair. She's very pretty.

Photo b (Eddie Redmayne): He's tall and quite good-looking. He's got short, dark hair.

Photo c (Usain Bolt): He's well-built and strong. He's got dark hair and brown eyes.

BUZZWORD

on fleek (inf.) – attractive or stylish

Your hair is on fleek.

Personality

4 Match the personality adjectives with their opposites. Write the answers in your notebook.

- | | |
|--------------|-------------------|
| d 1 serious | a untidy |
| e 2 lazy | b unfriendly |
| a 3 tidy | c talkative |
| c 4 quiet | d cheerful, funny |
| f 5 patient | e hard-working |
| b 6 friendly | f impatient |
| g 7 calm | g nervous |

5 Match these personality adjectives with their definitions. Write the answers in your notebook.

arrogant • bossy • clever • confident • nice
reliable • selfish • shy

- When people can depend on you or count on you to do something. reliable
- When you only think about yourself and you don't care about other people. selfish
- Good, friendly, kind. nice
- Good at learning and understanding things. clever
- When you are not very confident or comfortable with other people. shy
- When you think you are better or more important than other people. arrogant
- When you are always telling other people what to do. bossy
- When you believe in your own abilities and don't feel nervous or frightened. confident

6 1.02 Listen to four teenagers talking about themselves. What adjective of personality best describes each person? Write the answers in your notebook.

- | | |
|---------------------------|----------------------------|
| 1 Rose <u>lazy</u> | 3 Jessica <u>tidy</u> |
| 2 William <u>arrogant</u> | 4 Brandon <u>impatient</u> |

7a Choose five adjectives of personality from 4 and 5 which describe you. Tell your partner your adjectives and say why you chose them.

7b Now tell the class about your partner.

Students' own answers

1 Work with a partner. Look at the photos in the article and describe what you can see. Why do you think these two people are so special?

(suggested answer)

In the first photo, there is a man or boy under water. He isn't moving. Perhaps he's been there for a long time. Maybe he's special because

he can stay under water or hold his breath for a really long time. In the second photo, there is a woman playing chess. Chess is a very difficult game and people who play it well are very intelligent.

2 Read the article and check your ideas in 1.



SPECIAL PEOPLE!

The human mind and body are capable of amazing things, especially when you train them hard. Meet two people who, thanks to their natural talent and to their effort, seem almost superhuman!

Tom Sietas

When people first see Tom Sietas, they don't usually notice anything special. He's not very tall, and he's not particularly well-built. But those factors help Tom to do something incredible. Tom has the world record for 'static apnea'. In other words, Tom can hold his breath underwater, without moving, for just over 22 minutes! He only discovered his ability by accident when he went diving in Jamaica at the age of 18. Because he isn't very big it means that he doesn't need to get a lot of oxygen to his muscles. And it helps that his lungs are 20% larger than is usual for his height and build. But it isn't only a question of his body. His personality plays a big part in his success, too. Thought processes use a lot of oxygen. So it's important that Tom is calm and patient. Luckily, he rarely gets nervous in the water. In fact, Tom is so calm that he occasionally falls asleep underwater! Obviously he always trains very carefully to prepare for a new record because what he does is highly dangerous. We're waiting this year to see what he does next. Are we expecting another record attempt? Definitely!



Judit Polgár

'People are always saying that geniuses are born, not made. I want to prove that it is not true!' This was the obsession of a Hungarian teacher called László Polgár. To prove that he could make someone a genius, he took his three daughters out of school and started to teach them a specialist subject – chess. One of the three, Judit, is now the greatest female chess player of all time and the only woman so far to be in the world top 10! László himself wasn't a great chess player, but he was a clever teacher. At first, Judit's sisters were better than her, but she gradually became more serious about playing. At first, she played just ten minutes a day. When she was 12, it had increased to ten hours. At 15 she was the youngest grandmaster ever. To win at chess, you need to be confident, hard-working and a little bit selfish. Judit's wins include victories against 10 male world champions, including Kasparov and Karpov. Thanks to Judit, little by little, people are starting to pay more attention to women chess players. She now has children of her own but she isn't teaching them in the same way as her father. Her children don't play chess for hours every day. They only play for fun.



3 Read the text again. Are the statements True (T) or False (F)? Write the answers in your notebook. Which line(s) helped you find the answer?

- For what Tom does, it is important to be big and strong. **T/F** lines 3–5
- Tom can swim underwater for over twenty minutes without breathing. **T/F** lines 11–14
- Tom always knew about his natural talent for staying underwater. **T/F** lines 14–16
- Mental qualities are also important to be good at static apnea. **T/F** lines 19–23
- László Polgár had a theory and he proved that it was true. **T/F** lines 30–38
- Judit's chess ability was easy to see right from the beginning. **T/F** lines 40–42
- From the start, she played for hours and hours every day. **T/F** lines 42–43
- After her experience, Judit doesn't want to teach her children chess. **T/F** lines 53–58

4 CRITICAL THINKING

Think! Then compare ideas with your class.

- 'Geniuses are born, not made.' Does the writer agree with this statement? Why/Why not? Do you agree with it?

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

hold his breath = deliberately stop breathing
lungs = organs in your chest you breath with
highly = hugely, prove = show, gradually = slowly

6 What about you?

- How good are you at water sports and/or chess?
- What special talents and abilities do you have, or would you like to have?

Present simple and present continuous

1a Read the sentences (a–g) and match them with the rules (1–7). Write the answers in your notebook.

- a Little by little, people are starting to pay more attention.
- b Thought processes use a lot of oxygen.
- c Her children don't play chess for hours every day.
- d People are always saying that geniuses are born, not made.
- e I'm not sure what she's doing right now.
- f Athletes train hard.
- g This year we're waiting to see what he does next.

We use the present simple for

- 1 routines and habits. c
- 2 things that are always or generally true. f
- 3 scientific facts. b

We use the present continuous for

- 4 actions that are happening now or near the moment of speaking. e
- 5 actions that are temporary or not a normal routine. g
- 6 actions that happen very often and annoy the speaker. d
- 7 changing situations. a

1b Look at the article on page 7. Find a negative sentence and a question in the present continuous.

... she isn't teaching them in the same way as her father.
Are we expecting another record attempt?

GRAMMAR REFERENCE ► PAGE 136



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

- 1 Right now my brother plays/is playing chess.
- 2 I play/am playing tennis every Friday.
- 3 This new online game becomes/is becoming really successful.
- 4 You need/are needing money to buy things.
- 5 My cousin studies/is studying in the US for a month.
- 6 Water changes/is changing into ice at 0°C.
- 7 Police officers wear/are wearing uniforms.

Adverbs of frequency

3 Read the sentences. The words in blue are all adverbs of frequency. In your notebook, choose the correct alternative to complete the rules in 1–4.

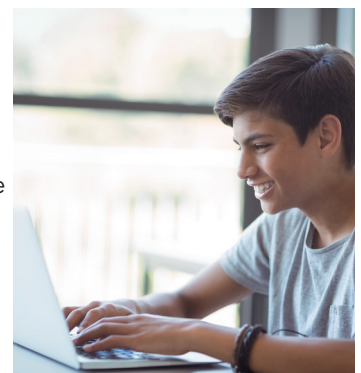
- a They don't **usually** notice anything special about him.
- b He **occasionally** falls asleep underwater.
- c She's **always** taking our things without asking.
- d Tom **always** trains hard.
- e They **never** play competitively.
- f He's **rarely** nervous.
- g She **often** beats the best players.
- h She **sometimes** plays for fun.

- 1 Adverbs of frequency usually go after/before the verb **to be**.
- 2 Adverbs of frequency usually go after/before main verbs.
- 3 Adverbs of frequency usually go with the present continuous/present simple.
- 4 The adverb of frequency always/sometimes goes with the present continuous/present simple to talk about frequent actions that annoy the person who is speaking.

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4 In your notebook, complete the text with the present simple or continuous forms of the verbs given and the adverbs.

I'm really angry with my brother at the moment because he (a) 's always using (always use) the computer when I want to use it. He (b) doesn't usually play (not usually play) computer games, but he (c) 's becoming (become) more and more interested in online games at the moment. Right now he (d) 's making (make) a new avatar for his favourite game. It's funny because my brother (e) doesn't usually wear (not usually wear) anything apart from jeans and T-shirts, but his avatar (f) has got (have got) really spectacular clothes. People (g) often say (often say) that boys (h) play (play) more computer games than girls, but I think that (i) is changing (change). The only reason that I (j) don't often play (not often play) is because when it's my turn to use the computer I (k) always do (always do) my homework on it first. Oh, good! My brother (l) is finishing (finish) now. It's 5 pm and he (m) usually plays (usually play) football with his friends at this time. My turn to use the computer at last!



5a In your notebook, write two sentences that are true for you, one in the present simple and one in the present continuous, using the expressions below. Write negative sentences if necessary.

Students' own answers

do homework • eat fast food
 go to school • play computer games
 read • send text messages
 study English • use a tablet • watch TV
 wear jeans

My mum never wears jeans. I'm not wearing jeans at the moment because we can't wear them at our school.

5b Read your sentences to your partner. How many of your sentences are the same?

6 Interview your partner using these questions.

- 1 What are the first two things you do when you get to school?
- 2 What are the first two things you do when you get home after school?
- 3 What are people in your class doing right now?
- 4 In what ways are you, or people in your family, changing?
- 5 What do you usually do at the weekend?
- 6 What are members of your family doing now?
- 7 How do you usually spend your summer holidays?
- 8 Is anybody always doing things that annoy you? Who and what?

What are the first two things you do when you get to school in the morning?

I take my coat off and I say hello to my friends.

7 In your notebook, write at least three more questions like the ones in 6. Use them to continue interviewing your partner.

Students' own answers

What subjects are you studying this year?

What sports do you do after school?



Synonyms and partial synonyms

1 Look at these words. Do they have similar meanings? If there is a difference between the words, what is the difference?

attractive • beautiful • cute • good-looking
 handsome • pretty

All these words describe someone's appearance in a positive way: attractive – used for describing men and women who are pleasant to look at; beautiful – extremely attractive (usually used of women); cute – attractive, usually small and easy to like; good-looking – used for describing adults of both sexes and older children who are nice to look at; handsome – usually used for a man or boy (= good-looking); pretty – usually used for young women and girls who have nice faces

2 Match these words with their synonyms or partial synonyms. Some words can have more than one.

bright • cheerful • clever • difficult • elderly
 friendly • glad • happy • hard • intelligent • old
 outgoing • slim • sociable • thin

*bright – clever – intelligent
 cheerful – glad – happy, difficult – hard, elderly – old,
 friendly – outgoing – sociable, slim – thin*

3a Work with a partner. Say the words in 1 and 2 aloud. Which words have three syllables?

attractive, beautiful, good-looking, difficult, elderly, outgoing, sociable

3b Listen to 1.03. Listen and check your answers. Write each word in the correct column.

Ooo (e.g. talkative)	oOo (e.g. impatient)
<i>beautiful</i>	<i>attractive</i>
<i>difficult</i>	<i>good-looking</i>
<i>elderly</i>	<i>outgoing</i>
<i>sociable</i>	

3c Practise saying the words with the correct stress.

4 Choose the best alternative. If there is no difference, choose both. Write the answers in your notebook.

- 1 Don't call your grandmother old/elderly! It's more polite to call her old/elderly.
- 2 That new actor is really attractive/good-looking.
- 3 My cousin is always smiling. She's a really glad/cheerful type of person.
- 4 Your cat needs to eat more. It looks a bit slim/thin to me.
- 5 This question is really hard/difficult.
- 6 I'm clever/bright enough to do this exercise!

5 In your notebook, prepare a description of a famous person. You can use words from 1 and 2 and from page 6. *Students' own answers*

6 Work with a partner. Describe the person you chose in 5. Can your partner guess who it is?

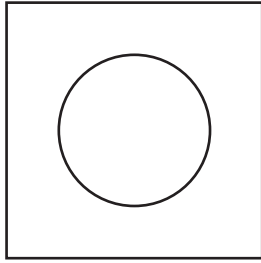
He's a politician. He's got short, dark hair. He's very intelligent. He's not very old. I think he's tall and slim.

Is it Barack Obama?

Yes, it is.

1 Copy this picture onto a piece of paper. You have three minutes to draw something on it.

Students' own answers



2 1.04 The activity in 1 is from a psychology magazine. The magazine gives a personality analysis for the most common things that people draw. Listen to five people explaining if they agree with the magazine's analysis. What did each one draw? Write the answers in your notebook.

- Speaker 1 the sun
- Speaker 2 a face
- Speaker 3 a football
- Speaker 4 an eye
- Speaker 5 a flower

3 1.04 Listen again and identify the speaker.

Which speaker ...

	1	2	3	4	5
a likes drawing?		✓			
b thinks the analysis of their personality is totally wrong?	✓				
c spends a long time on their favourite hobby?			✓		
d didn't draw what they immediately thought of?				✓	
e doesn't want a parent to see their picture?			✓		
f thinks they look attractive?					✓
g understands the analysis of their personality, but doesn't agree with it?				✓	
h got the idea for their picture thanks to a place?					✓

4 What about you?

Look at your drawing in 1.

- Is it one of the things in 2? Do you agree with the personality analysis in the magazine?
- If you drew something else, what do you think the personality analysis could be?

BUZZWORD

keep it 100 – being authentic and truthful, no matter what anyone else thinks.

You don't have to like my decision. I'm going to keep it 100 and do what I feel is right.

State and action verbs

1a Read these sentences. Do the verbs in blue describe states and situations or do they describe actions? They all describe states and situations.

- I **have** a big garden.
- I **love** warm weather.
- I **like** sitting out there.
- My picture **looks** like me.
- The flowers **smell** good.
- I **don't believe** that's true.
- I **know** why I drew a flower.
- I **think** I'm the opposite.

1b Read the sentences again. Are they in the present simple or present continuous? Why?

They are all in the present simple because the verbs used describe states and situations. And in English such verbs can't be used in continuous tenses. Only action verbs can.

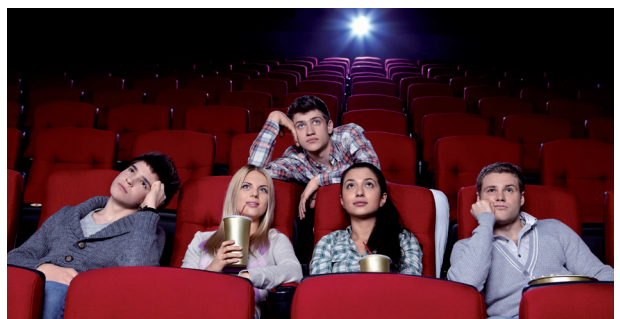
1c In your notebook, put the verbs from 1a in the correct lists.

- verbs of feeling and liking: love, like, hate, want, prefer, need
- verbs of thinking: believe, know, think, remember, mean
- verbs of the senses: looks, smell, hear, see, taste, sound, feel, seem
- verbs of possession: have, own, belong

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2 Decide if each verb describes a state or an action. Then choose the correct alternative. Write the answers in your notebook.

- I look/am looking for my ball. Do you know/Are you knowing where it is? **A, S**
- Isn't he attractive? He looks/is looking like a film star. **S**
- My sister has got/is having a new pet. **S**
- Jack can't speak to you at the moment. He has/is having a shower. **A**
- Do you know/Are you knowing the answer now? **S**
- I don't understand/am not understanding a word you're saying. **S**
- OK, OK, don't get angry. I believe/am believing you. **S**
- don't like/am not liking this film. I want/am wanting to leave now. **S, S**



3 In your notebook, complete the sentences with the correct form of these verbs.

feel • look • seem • smell • sound • taste

- I love this song. I think it sounds great.
- Mmmm! What are you cooking? It smells delicious. I want to try it.
- What's the matter? You don't seem very cheerful today.
- Emma looks like her sister. Their personalities are very different but their appearance is almost identical.
- There's too much sugar in this coffee. It tastes too sweet.
- Your hand is cold. It feels like ice!

4a In your notebook, write sentences about the items in the photos. Use one of the verbs and at least one of the adjectives in each sentence. Students' own answers

Verbs:

feel • look • smell • sound • taste

Adjectives:

cold • colourful • delicious • frightening
hard • horrible • loud • lovely • soft
warm • wet



4b Work in groups of three. Read your sentences but don't give the name of the items you are describing. Can your partners identify them?

I think it feels cold and wet, but I'm not sure. It looks frightening.

Is it a snake?

Yes, it is!

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

Ryan: Hi, Molly. How are you? You (a) sound (sound) really happy.

Molly: I am. I (b) 'm having (have) a great time.

Ryan: Where are you?

Molly: I (c) 'm staying (stay) at my cousin Lily's house.

Ryan: Lily? Ah, yes. Now I (d) remember (remember). She's the one who (e) has (have) a house near the coast.

Molly: That's right. Well, in fact, the house (f) belongs (belong) to a good friend of my cousin. She always (g) lets (let) her stay when she (h) wants (want).

Ryan: And what exactly (i) are you doing (do) now?

Molly: I (j) 'm getting (get) the table ready for dinner. Lily (k) cooks (cook) really well. She (l) 's making (make) something special for tonight. It (m) smells (smell) great.

Ryan: Stop! You (n) 're making (make) me hungry. Anyway, I (o) need (need) to go now. Somebody (p) 's calling (call) me. I'll phone again soon.

Molly: OK.

6 Work in your notebook, complete these sentences about yourself and then predict your partner's answers. Compare predictions. How well do you know your partner?

You

- I think sounds great.
- I think looks really attractive.
- I usually feel on Monday morning.
- I think coffee tastes .
- I don't need to be happy.
- I believe that .
- At the weekend, I like .

Your partner

- My partner thinks sounds great.
- My partner thinks looks really attractive.
- My partner usually feels on Monday morning.
- My partner thinks coffee tastes .
- My partner doesn't need to be happy.
- My partner believes that .
- At the weekend, my partner likes .

Asking for and giving personal information

1 1.05 Listen to a conversation between two teenagers called Megan and Ellie on the first day of school. What are each person's hobbies? Write the answers in your notebook.

Megan: _____ *basketball* _____
 Ellie: _____ *swimming, rock music, playing the guitar* _____

2 1.05 In your notebook, complete the dialogue. Listen again if necessary.

Megan: Hi. You're Lucy's cousin, aren't you?
Ellie: Yes, that's right. My name's Ellie.
Megan: I'm Megan. This is your (a) first year at this school, isn't it?
Ellie: That's right.
Megan: Hey, you don't play (b) basketball, do you? We need new players for the team.
Ellie: I play a little, but I'm not mad about basketball.
Megan: Do you play any other sports?
Ellie: Yes, I really enjoy (c) swimming.
Megan: Great! What are your other hobbies?
Ellie: I love music.
Megan: Really? What kind of music?
Ellie: I like all sorts, but my favourite is (d) rock.
Megan: Now I remember! You can play the (e) guitar, can't you? Lucy told me once.
Ellie: Yeah, I'm in a band. We're really (f) good.
Megan: Do you know Josh, Josh Smith? He plays in a band, too. Come on. Let me introduce you to him ...

3 Work with a partner. Practise the completed dialogue in 2. *Students' own answers*

4 Look at the Speaking bank. We use question tags when we want somebody to confirm something. Choose the correct alternative. Write the answers in your notebook.

- We use nouns/subject pronouns at the end of question tags.
- We use auxiliary verbs and 'to be'/main verbs in question tags.
- Usually the question tag in an affirmative sentence is affirmative/negative and the question tag in a negative sentence is affirmative/negative.

SPEAKING BANK

Question tags

- You're Lucy's cousin, **aren't you**?
- This is your first year at this school, **isn't it**?
- You like rock music, **don't you**?
- You don't play basketball, **do you**?
- You can play an instrument, **can't you**?

5 In your notebook, complete these sentences with question tags.

- You've got a sister, haven't you ?
- You can't play the piano, can you ?
- That girl sings really well, doesn't she ?
- She's your best friend, isn't she ?
- That boy isn't very tall, is he ?
- Her dad doesn't like listening to that music, does he ?
- Jamie and Becky can swim fast, can't they ?

6 Work with a partner. Read out the first part of the sentences. Your partner says the question tag.

Student A: Turn to page 156.
 Student B: Turn to page 157.

She's American ...
 ... isn't she?

Practice makes perfect

7a Write down five things you think you know about your partner's free-time habits.

7b Ask your partner about their free-time habits. Use question tags for confirmation and to keep the dialogue going.

You like doing judo in your free time, don't you?
 Yes, I do. I've got a brown belt.
 It's difficult to get a brown belt, isn't it?

7c Work with a new partner and do another dialogue.

An informal email describing people

1 Read Mia's email to her e-pal, Luke. In your notebook, match the names to the people in the photo she attaches.

✉

To: Luke <ljackson@realmail.com>

Subject: Me and my friends

Attached: My Friends.JPG (354KB)

Hi Luke,

I'm sending you a photo of me and my friends. I took it this weekend. Do you know who everybody is?

Of course, you already know that I'm the girl with long blonde hair in the middle of the photo ;-)

The boy is Brad. He looks a bit tired here. He's working hard at the moment because he has exams next week. It looks like he needs a holiday. But Brad's great. He's totally mad and always makes us laugh.

The girl with red hair is Rose. She looks like an American actress in this photo! Rose is extremely clever and helps us with our maths homework.

The other girl, the one with long dark hair, is Olivia. She looks really happy here, doesn't she? She's always cheerful. In the photo, we're very near her house. We often go there at the weekend.

When you send your next email, don't forget to send me a picture of you and your friends.

All the best,
Mia

1 attachment



a Rose, b Mia, c Olivia, d Brad

4 In your notebook, complete these sentences to describe people in the photo.



2 Read the email again and find out something about each person's personality. Write the answers in your notebook.

- Brad: totally mad, makes people laugh
- Rose: extremely clever and helpful
- Olivia: always cheerful

3 Look again at Mia's email. In your notebook, complete examples 1-3 in the Writing bank. Then, choose the correct alternative in 4-6. Write the answers in your notebook.

WRITING BANK

Descriptive language

To describe somebody's appearance we often use the verb look. We can use:

- 1 look + adjective (e.g. He looks (a) tired.)
- 2 look like + noun/pronoun (e.g. She looks like (b) an actress.)
- 3 look like/as if + noun/pronoun + verb (e.g. It looks like (c) he needs a holiday.)

We use modifying adverbs to make adjectives stronger or softer in order to give more accurate descriptions. For example, we use:

- 4 very, extremely and really to make 'normal'/'extreme' adjectives (good, bad, clever) stronger.
- 5 totally, absolutely, really and completely to make 'normal'/'extreme' adjectives (fantastic, awful, mad) stronger.
- 6 quite, a bit, and rather to make 'normal' adjectives a little softer/stronger.

- 1 Lucy is really clever and has got quite long hair.
- 2 Josh looks happy and is totally mad.
- 3 Eliza looks like a nice person and she is extremely friendly.
- 4 Pete is a bit shy and he looks as if he's quite serious.

Practice makes perfect

5a Find a photo of you with friends or family. In your notebook, write an email describing the people in the photo. Use the email in 1 as a model and include expressions from the Writing bank. *Students' own answers*

WRITING BANK > PAGE 159

5b Work with a partner. Take turns to show your photo and description. Can they identify the people in your photo correctly?

1 Look at the box. Would any of the features be difficult for you to accept in these people?

face piercing • a tattoo / tattoos
dreadlocks • different race
different religion • being very young / elderly

- a parent
- a friend
- a public school teacher
- a sports coach
- a family doctor
- a politician

2 Work in pairs. Compare your answers with a partner. Then discuss the following questions.

- 1 Would your parents share the same opinions? Why/Why not?
- 2 Which of the features might be difficult to accept by a potential employer? Why?

3 1.06 Listen to the recording and complete the notes below. Write the answers in your notebook.

Narrow-minded people:

- 1 see the world from one point of view/perspective.
- 2 have a vision of the world which they have built themselves.
- 3 are unwilling to learn/accept new things.

Broad-minded people:

- 4 respect different points of view / perspectives / opinions.
- 5 do not judge people too quickly.
- 6 are willing to discover / to hear about new ideas and new traditions.

4 In your notebook, summarise in three sentences why being broad-minded can make you a happy person, using the information in 3. Then report it to your partner in Polish. *Students' own answers*

5 Work in pairs. Discuss the following questions.

- 1 Do you agree with what the speakers say about the features of narrow-minded/ broad-minded people?
- 2 Do you know a person you would describe as broad-minded? Why?
- 3 What shapes a person's value system and view on life: upbringing or experience?
- 4 Do you think that you should judge someone's value system or force your own upon others? Why/Why not?

6 Read the leaflet and answer the questions below.

Do you ever feel you do what others expect you to do and not what you want to do?

Do you sometimes have a problem with saying **no** when someone asks you a favour?

Do you ever think you're too shy or afraid to say what you **REALLY** think?

Do you think you should be more assertive?

If any of the above is true for you, why not take part in our workshop!

BUILD YOUR ASSERTIVENESS

Dare to dream!

Dare to say what you think!

Dare to be who you really want to be!

You will learn how to:

- recognise your own personal ambitions and dreams
- know when you should say **no** – and how to be assertive about it
- develop positive beliefs about yourself
- be ready to defend your views, goals and dreams

Join our special series of workshops for teenagers – every Saturday in October, from 10 a.m. to 2 p.m.

Which of the following will you learn more about during the workshop? Write the answers in your notebook.

- A How to follow others' expectations and dreams?
- B How to recognise the things that you dream of doing?
- C How to plan your goals in a realistic way?
- D How to refuse to do things you might not want to do?
- E How to believe in yourself more?
- F How to stand by your opinions and goals?

7 Work in groups of three. Ask and answer these questions.

- 1 Would you like to take part in a workshop like the one in 6? Why/Why not?
- 2 Do you think it's possible to learn how to become more assertive from a course or workshop? Why/Why not?
- 3 What other self-development courses and workshops might be interesting for young people?

8 For the next class, with a partner prepare a short presentation on different forms of self-development. Search the Internet to find offers of courses and workshops for teenagers (for example, how to be more assertive, how to cope with stress, how to communicate with people successfully, how to manage time). Include the following information:

- what the aims of a course/workshop are;
- what skills will be developed;
- who organises it;
- how long it lasts for.

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

CZŁOWIEK

Wygląd zewnętrzny

attractive (adj)	/ə'træktiv/	atrakcyjny
bald (adj)	/bɔ:ld/	łysy
blonde (adj)	/blɒnd/	blond
curly (adj)	/'kɜ:lɪ/	kręcone (włosy)
cute (adj)	/'kju:t/	uroczy
dark (adj)	/dɑ:k/	ciemny
fair (adj)	/feə/	jasne (włosy)
good-looking (adj)	/'gʊd'lʊkɪŋ/	atrakcyjny
long (adj)	/lɒŋ/	długi
medium-height (adj)	/'mi:diəm'haɪt/	średniego wzrostu
medium-length (adj)	/'mi:diəm'leŋθ/	średniej długości
overweight (adj)	/'əʊvə'weɪt/	mający nadwagę
pretty (adj)	/'prɪti/	ładny
short (adj)	/'ʃɔ:t/	niski
spiky (adj)	/'spi:kɪ/	nastroszone (włosy)
straight (adj)	/'streɪt/	prosty
strong (adj)	/'strɒŋ/	silny, mocny
tall (adj)	/'tɔ:l/	wysoki
thin (adj)	/'θɪn/	chudy
wavy (adj)	/'weɪvi/	falujące (włosy)
well-built (adj)	/'wel'bɪlt/	dobrze zbudowany

Cechy charakteru

arrogant (adj)	/'ærəgənt/	arogancki
bossy (adj)	/'bɒsi/	apodyktyczny
calm (adj)	/'kɑ:m/	spokojny, opanowany
cheerful (adj)	/'tʃɪəf(ə)l/	radosny, pogodny
clever (adj)	/'klevə(r)/	zdolny, mądry
confident (adj)	/'kɒnfɪd(ə)nt/	pewny siebie
friendly (adj)	/'fren(d)li/	przyjacielski
funny (adj)	/'fʌni/	zabawny
hard-working (adj)	/'hɑ:d'wɜ:kɪŋ/	pracowity
impatient (adj)	/'ɪm'peɪj(ə)nt/	niecierpliwy
lazy (adj)	/'leɪzi/	leniwy
nervous (adj)	/'nɜ:vəs/	nerwowy
nice (adj)	/'naɪs/	miły
patient (adj)	/'peɪj(ə)nt/	cierpliwy
quiet (adj)	/'kwaɪət/	cichy
reliable (adj)	/'ri'laɪəb(ə)l/	godny zaufania, rzetelny
selfish (adj)	/'selfɪʃ/	samolubny
serious (adj)	/'sɪəriəs/	poważny
shy (adj)	/'ʃaɪ/	nieśmiały
talkative (adj)	/'tɔ:kətɪv/	rozmowny, gadatliwy
tidy (adj)	/'taɪdi/	schludny
unfriendly (adj)	/'ʌn'fren(d)li/	nieprzyjemny
untidy (adj)	/'ʌn'taɪdi/	niechlujny

Osobisty system wartości

assertive (adj)	/'ə'sɜ:tɪv/	asertywny
broad-minded (adj)	/'brɔ:d'maɪndɪd/	tolerancyjny, o szerokich horyzontach
experience (n, v)	/'ɪk'spɪəriəns/	doświadczenie
expectation (n)	/'ekspek'teɪj(ə)n/	oczekiwanie, wymaganie
goal (n)	/'gəʊl/	cel
judge (v)	/'dʒʌdʒ/	oceniać
narrow-minded (adj)	/'nærəʊ'maɪndɪd/	ograniczony
respect (n, v)	/'rɪ'spekt/	szacunek, szanować
self-development (n)	/'self'di'veləpmənt/	samorozwój
upbringing (n)	/'ʌpbri:ŋɪŋ/	wychowanie
value system (n)	/'vælju:'sɪstəm/	system wartości
viewpoint (n)	/'vjʊ:'pɔɪnt/	punkt widzenia

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

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


SYNONIMY

beautiful (adj)	/'bjʊ:təf(ə)l/	piękny
bright (adj)	/'braɪt/	bystry
difficult (adj)	/'dɪfɪk(ə)lt/	trudny
elderly (adj)	/'eldəli/	w podeszłym wieku
glad (adj)	/'glæd/	zadowolony
handsome (adj)	/'hæns(ə)m/	przystojny
happy (adj)	/'hæpi/	szczęśliwy
hard (adj)	/'hɑ:d/	trudny
intelligent (adj)	/'ɪntelɪdʒ(ə)nt/	inteligentny
old (adj)	/'əʊld/	stary
outgoing (adj)	/'aʊt'gəʊɪŋ/	otwarty, towarzyski
slim (adj)	/'slɪm/	szczupły
sociable (adj)	/'səʊjəb(ə)l/	towarzyski

INNE

ability (n)	/'æbɪləti/	umiejętność, zdolność
active (adj)	/'æktɪv/	aktywny
apparently (adv)	/'æpərəntli/	widocznie, najwyraźniej
attempt (n)	/'ætem(p)t/	próba, usiłowanie
capable of something (adj)	/'keɪpəb(ə)l əv 'sʌmθɪŋ/	(być) w stanie coś zrobić, zdolny do (czegoś)
champion (n)	/'tʃæmpɪən/	mistrz
characteristic (n)	/'kærɪktə'rɪstɪk/	cecha
coast (n)	/'kəʊst/	wybrzeże
competitive (adj)	/'kəm'petətɪv/	nastawiony na rywalizację
curious (adj)	/'kjʊəriəs/	ciekaw
dare (v)	/'deə(r)/	odważyć się
defend (v)	/'dɪfend/	bronić
dreadlocks (n)	/'dred'lɒks/	dredy
feature (n)	/'fi:tʃə(r)/	cecha
first impression (n)	/'fɜ:st ɪm'preʃ(ə)n/	pierwsze wrażenie
genius (n)	/'dʒɪ:niəs/	geniusz
gradually (adv)	/'grædʒʊəli/	stopniowo
human (n)	/'hju:mən/	człowiek
impose (v)	/'ɪm'pəʊz/	narzucać
interrupt (v)	/'ɪntə'rʌpt/	przerywać (coś)
lung (n)	/'lʌŋ/	płuco
main (adj)	/'meɪn/	główny
mind (n)	/'maɪnd/	umysł
natural (adj)	/'nætʃ(ə)rəl/	wrodzony
outlook (n)	/'aʊt'lʊk/	pogląd
oxygen (n)	/'ɒksɪdʒ(ə)n/	tlen
particularly (adv)	/'pɑ:tɪkjʊləli/	szczególnie
pose (n)	/'pəʊz/	poza
progress (n)	/'prɒgres/	postęp
prove (v)	/'pru:v/	udowadniać
race (n)	/'reɪs/	rasa
tattoo (n)	/'tæ'tu:/	tataż
talent (n)	/'tælənt/	talent
theory (n)	/'θɪəri/	teoria
train (v)	/'treɪn/	trenować

Rozumienie ze słuchu

- 1 ★  1.07 Usłyszysz dwukrotnie fragment wykładu o pierwszych wrażeniach. Na podstawie informacji zawartych w nagraniu uzupełnij w zeszyte luki 1–4 w poniższej notatce. Luki należy uzupełnić w języku angielskim.

The power of the first impression

We (1) usually make first impressions very soon after seeing someone, which is a fact that can be explained by our evolutionary history. Currently, a lot of studies are concentrating on first impressions. For example, Princeton University research shows that even after some time first impressions do (2) not change. Another study, at Cornell University, proves that even the first impressions made after looking at people's photographs are important. If someone (3) is/looks attractive in our opinion, we also think they have a nice personality, for example, they seem (4) friendly/calm / friendly and calm.

Rozumienie tekstów pisanych

- 2 Przeczytaj teksty na temat wyglądu zewnętrznego. W zadaniach 1–3 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zapisz w zeszyte literę A, B albo C.

From: Pete

To: Mike

Hello Mike,


You just won't believe what happened to me yesterday. It was so funny!


- I go to the cinema a few times every month, too, so imagine what happened when I was in the cinema with my brother yesterday.
- Well, it turned out today that Judy has a twin sister! They look exactly the same, it's just that her sister is shyer.
- You know there is a new girl in my class called Judy. She is really pretty, with long dark hair and a nice smile. She is also friendly and cheerful, and she always laughs a lot. And she is really into watching films, just like me.
- Here I am, buying tickets, when I see Judy, also waiting for someone. Of course, I come up to her and say hi, but she just looks at me as if she doesn't know me ... I have to tell you I felt really strange during the film.

Of course, Judy thinks it was all very funny, but I'm not sure I agree. Anyway, beware of twin sisters :)


Pete

- 1 The correct order of the sentences in the message is
- 1-2-4-3
 - 3-1-2-4
 - 3-1-4-2

←  BECCA



Hi Becca. Could you please pick me up on the way to school tomorrow? I need to wear a special costume, and have a different hairstyle and make-up for my history presentation. I wouldn't like to go to school by bus looking like a queen. I hope your mum won't mind giving me a lift. Kisses.



Amy, I'm sure my mum wouldn't mind, but I'm cycling to school for the next few days because her car is at the garage. Sorry I won't be able to help you. Why don't you ask Nick? His mum drives him to school every morning, too. I can't wait to see your presentation, I'm sure you'll look cute 😊
Bye!

- 2 Both texts are about

- school stress.
- getting to school the next day.
- driving a car.

TEENAGE LIFE: THE WAY YOU LOOK

FAKE IT TILL YOU MAKE IT

Have you ever heard a theory that the way your body moves may change the way you feel? I've just watched a TED talk by Amy Cuddy called 'Your body language shapes who you are, she says – and she's a respected scientist, whose talk is based on in-depth research – that you can gain confidence and become more sure of yourself after maintaining a certain posture for a few minutes. This posture is called the power pose – you have to stand up straight, with your hands up in the air or on your hips. As a result, you 'open up' your body – and it will actually make you feel more mentally confident, too. Has anyone ever tried it? I'd really like to know if it works, as I would like to look more confident – even when I'm not feeling it.

- 3 The writer

- is recommending the talk.
- is asking for a scientific explanation for the theory.
- would like to know about other people's experiences.

Znajomość środków językowych

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

1 X: Who's this girl with curly hair in the picture?
She looks like you!

Y: It's my younger cousin Alice. You're right, we are very similar.

- 2 X: Wow! You don't seem nervous at all giving presentations.
 Y: Thanks. I'm practising a lot at the moment, before the final exams.
 X: You **are getting/becoming** better and better at it.
- 3 X: You seem quite bossy. You like telling people what to do, **don't you** ?
 Y: Yes, I do, but I believe I do it in a friendly way.
- 4 X: Your brother is well-built, isn't he?
 Y: Yes, he is. He **trains** hard at the gym every day because he doesn't want to become overweight.
- 5 X: The new football coach is really **good-looking**, much more handsome than Mr. Pit.
 Y: You really think so? In my opinion, he's rather plain.

4 ★ Przetłumacz na język angielski podane wypowiedzi tak, aby otrzymać zdania logiczne i poprawne gramatycznie. Wymagana jest pełna poprawność ortograficzna i gramatyczna przetłumaczonych zdań. Odpowiedzi zapisz w zeszycie.

- 1 W tym tygodniu jeżdżę do szkoły rowerem, bo jest naprawdę ciepło.
This week I'm going to school by bike / I'm cycling to school / I'm riding a bike to school because it's really warm.
- 2 Ta potrawa dziwnie pachnie, ale smakuje bardzo dobrze.
This dish smells strange/weird, but it tastes very good.
- 3 Ona rzadko jest poważna, prawda?
She is rarely/seldom serious, isn't she?
- 4 Twój młodszy brat wygląda uroczo z tymi nastroszonymi włosami.
Your younger brother looks really cute with this spiky hair.
- 5 Mój brat zawsze używa mojego tabletu wtedy, kiedy ja go potrzebuję – nienawidzę tego.
My brother is always using my tablet when I need it – I hate it.

Wypowiedź pisemna

5 Jesteś za granicą z wizytą u dalszej rodziny. Napisz do koleżanki z Anglii e-mail, w którym:

Students' own answers

- wyjaśnisz, gdzie jesteś i na jak długo przyjechałeś/przyjechałaś;
- opisziesz kuzyna/kuzynkę, którego/którą właśnie poznałeś/poznałaś;
- napiszesz, w czym jesteś podobny/podobna do kuzyna/kuzynki;
- opisziesz swoje odczucia związane z wyjazdem i wizytą u rodziny.

From:
To:
Subject:

Hi Kate,
 I'm sorry I haven't written to you for so long.

That's all for now. I'll write more when I get back home.
 Cheers,
 XYZ

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

★ – poziom rozszerzony

Wypowiedź ustna

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

Uczeń A



- 1 How do the people feel, and why do you think so?
- 2 How important is it for you to have fun when you are learning something new?
- 3 Tell us about something you were not really good at, but which you are now.

Uczeń B



- 1 Why is the man wearing a shirt and a tie?
- 2 How important is your appearance when you have to give a presentation or a speech?
- 3 Tell us about the last time you gave a speech or a presentation and how you felt about it.

✓ SELF-ASSESSMENT UNIT 1

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

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

- a I can talk about routines and what's happening now.
- b I can ask for and give personal information.
- c I can understand written and spoken texts about people's identity.
- d I can describe people's appearance and personality.
- e I can discuss different views on life.

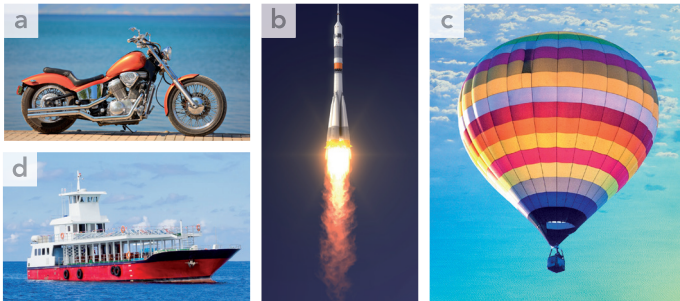
2 Travelogue



Vocabulary

Transport and travel

- 1 Work with a partner. What types of transport can you see in the photos? In your notebook, put them in the correct column.



Land transport	Air transport	Water transport
motorbike	rocket, hot-air balloon	ferre

- 2 Work with a partner. Add these words to the columns and any others you can think of. Compare lists with another pair and add any new words. Write the answers in your notebook.

bike • coach • lorry • tram
underground/subway • van • yacht

Land transport: bike, coach, lorry, tram, underground/subway, van, truck, bus, car, taxi, train

Air transport: helicopter, plane

Water transport: yacht, ship, boat, canoe

- 3 In your notebook, complete the text with these words.

arrivals • cancel • catch • delay • departures • fare
luggage • miss • platform • return • single • ticket office

When you go to the station to (a) catch a train, if you don't already have a ticket, you go and buy one at the (b) ticket office. You can buy a (c) single (if you're only going one way) or a (d) return (if you're coming back). The (e) fare is more expensive when you travel first-class because it's more comfortable and you have more space. There isn't an extra cost for (f) luggage – you can take at least two or three big bags. When you have your ticket, you need to find the (g) platform where your train is leaving from. If you arrive late, you may (h) miss your train. But sometimes there can be a (i) delay and your train doesn't arrive on time. And sometimes there's no train at all because they (j) cancel it! It's important to keep looking at the information screens which show the (k) arrivals (the times that trains are coming into the station) and the (l) departures (the times that trains are leaving).

- 4 1.08 Listen and check your answers.

Accommodation

- 5 Match the photos to these words. Sometimes there is more than one word for a photo. Write the answers in your notebook.

c bed and breakfast • b campsite • b caravan
a hostel • d hotel • e motel • b tent



- 6 Work with a partner. Explain the difference between these words.

2 hotel/hostel 4 tent/caravan
3 hotel/bed and breakfast 5 tent/campsite

A motel is a type of hotel that's next to a big road. People usually stay there when they drive a long distance.

- 7 1.09 Listen to four recordings. Where are the people? Choose from these alternatives. Write the answers in your notebook.


bed and breakfast • caravan • hostel • hotel
motel • platform • tent • ticket office

1 _____ platform
2 _____ bed and breakfast
3 _____ ticket office
4 _____ caravan

- 8 Work in groups. Decide on the perfect weekend away and describe it to the rest of the class. Think about these things:

- how you travel
- where you go and where you stay
- how you get around while you are there

1 Look at the map of south-west England below. It is approximately 70 kilometres from Exeter to Plymouth. What types of public transport do you think are best for a trip like this? *Students' own answers*

2  Bill Bryson is an American travel writer. Read this Bill Bryson extract and answer the questions.



- 1 What types of transport does the writer mention?
trains, buses
- 2 Where does the writer go? Mark his route on the map. *Exeter to Barnstaple, then back to Exeter*

3 Read the text again and, in your notebook, choose the best answers.

- 1 The writer decided to catch a train to Barnstaple because ...
 - (a) he didn't want to wait for a long time at the station.
 - b he really wanted to visit Barnstaple.
 - c it was the only possible place to go from Exeter.
- 2 The man at the ticket office ...
 - a didn't want to give the writer a cheap fare.
 - b didn't want to explain why the return fare was cheaper.
 - (c) didn't know why the return fare was cheaper.
- 3 The writer suggests that British people ...
 - (a) need to confirm many times that they are catching the right train.
 - b usually get on the wrong train.
 - c always leave their bags and other things on trains.
- 4 The two women at the bus station ...
 - a didn't give the writer any information.
 - (b) seemed surprised about where the writer wanted to go.
 - c didn't know if there were any buses to Minehead.
- 5 In the end, the writer ...
 - a decided to stay the night at a hotel.
 - (b) didn't get to where he wanted to be.
 - c decided to go back to Exeter after a long meal at a hotel.

4  CRITICAL THINKING

Think! Then compare ideas with your class.

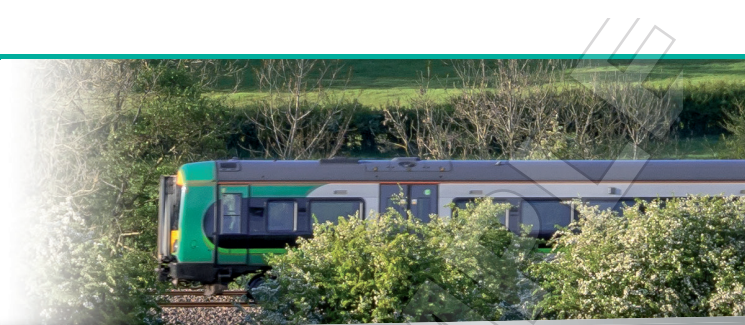
- What do you think are the author's intentions in this text – to give us facts, to give us opinions, to make us laugh or to share experience? Explain your answer.

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

- collected = took, gathered*
- announcements = information you hear loudly about trains or other important events*
- for the benefit of = to help*
- ritual = something a person always does in the same way*
- conductor = the person in charge at the train station or on a bus*
- timetable = the official times and destinations of trains or buses*

6  What about you?

- 1 Do you prefer to travel by train, bus or car? Why?
- 2 Are there any unusual customs for using public transport in your country?



Notes From a Small Island

When I had eaten my sandwich, I returned to the hotel, collected my luggage, and thought: Now what? I went back to Exeter train station and looked at the television screens. I thought about catching a train to Plymouth but the next one wasn't for a couple of hours. There was, however, a train to Barnstaple leaving soon. I decided to catch that train. From Barnstaple I could catch a bus to Minehead. It seemed a great idea.

I asked the man at the ticket office for a single to Barnstaple. He told me a single was £8.80, but I could buy a return for £4.40.

'Could you explain how the fare for a return is cheaper than for a single?' I asked. 'I'm sorry but I can't, sir,' he answered honestly.

I went to the correct platform and I sat down. The platform televisions weren't working and I couldn't understand the announcements. Every time there was a new arrival, I had to get up and ask which train it was. For the benefit of foreign readers, I should explain that there is a certain ritual at British train stations. Even though you have heard the conductor tell the person in front of you that this is the Barnstaple train, you still have to say: 'Excuse me, is this the Barnstaple train?'

When he tells you that the large object next to you is indeed the Barnstaple train, you have to point to it and say: 'This one?'

Then when you board the train you must additionally ask the people already there: 'Is this the Barnstaple train?'

Most people will say that they think it is, except for one man who will look worried and quickly pick up all his things and get off the train. Always take that person's seat as they may leave a bar of chocolate.

It took over an hour and a half to travel the thirty-eight miles to Barnstaple. When I arrived I went into the bus station. Two women were sitting in the ticket office. I asked them about buses to Minehead, approximately thirty miles east. They looked at me as if I'd asked for a ticket to Tierra del Fuego. After they had explained that there were no buses to Minehead that afternoon, I thanked them and left. I tried to think what to do next. I went to a hotel and ordered a tuna sandwich and a cup of coffee. While I was eating my sandwich, I took out my timetable and saw that I had twenty-three minutes to eat my sandwich, drink my coffee, and walk back to the railway station to catch a train to Exeter, where I could start again. That was exactly what I did.

 BUZZWORD

manspreading – when a man sits on public transport with his legs spread wide in order to take up as much space as possible and prevent others from sitting next to him

Manspreading is banned on public transport in Madrid.

Past simple, past continuous and past perfect

1a Read the sentences. Which tenses are the verbs in?

- a When I **had eaten** my sandwich, I **returned** to the hotel. *past perfect, past simple*
- b I **went** to the correct platform and I **sat** down. *past simple, past simple*
- c While I **was eating** my sandwich, I **took** out my timetable. *past continuous, past simple*

1b Complete the rules with **past simple, past continuous or past perfect**. Then match a–c with each rule. Write the answers in your notebook.

- 1 We use the **past perfect** to talk about actions that happened before another action in the past. a
- 2 We use the **past simple** to describe finished actions or situations in the past, or to say that one thing happened after another. b
- 3 We use the **past continuous** to talk about activities in progress at a moment in the past, to describe scenes in a story or description, or to talk about an activity in progress in the past that is interrupted by another action. c

1c In your notebook, rewrite these sentences, first in the negative form and then in the question form.

- 1 He sat down. *He didn't sit down. Did he sit down?*
- 2 He had eaten his sandwich. *He hadn't eaten his sandwich. Had he eaten his sandwich?*
- 3 He was eating his sandwich. *He wasn't eating his sandwich. Was he eating his sandwich?*

GRAMMAR REFERENCE > PAGE 138

2a In your notebook, complete the sentences with the past simple or past continuous form of these verbs.

buy • catch • hear • look • ride
shine • snow • wait

- 1 When I left home this morning, the sun **was shining**.
- 2 I **caught** the bus at 8.45.
- 3 While I **was riding** my bike to school this morning, I saw an accident.
- 4 When we arrived at the station, a lot of people **were waiting** to buy tickets.
- 5 She **bought** her ticket and got on the train.
- 6 Somebody stole his passport while he **was looking** for something in his luggage.
- 7 There was a delay with the plane because it **was snowing** very hard.
- 8 As she was leaving the shop, she **heard** somebody call her name.

2b Look at the words **while** and **as** in sentences 3, 6, and 8 in 2a. Do they usually go with the past simple or past continuous? *past continuous*

3 Choose the best alternative. Write the answers in your notebook.

- 1 I fell asleep while I **watched/was watching** the film.
- 2 The teacher called me back as I **left/was leaving** the classroom.
- 3 The head teacher **came/was coming** in while we were doing the exam.
- 4 As we **drove/were driving** to the airport, I realised I didn't have my passport.
- 5 While you **shopped/were shopping**, three people called for you.
- 6 She **met/was meeting** one of her friends while she was taking the dog for a walk.
- 7 As we **talked/were talking**, I realised that I'd met her before.
- 8 They didn't speak while they **did/were doing** their homework.

4 Look at the example. In your notebook, write explanations in the past perfect for each of the situations.

- 1 Why was she crying? **miss the plane**
Because she had missed the plane.
- 2 Why couldn't he find his bike? **somebody steal it**
Because somebody had stolen it.
- 3 Why did they buy a new car? **have the old one for 15 years**
Because they had had the old one for 15 years.
- 4 Why were you scared of flying? **never fly before**
Because I'd never flown before.
- 5 Why was everything white in the morning? **snow the night before**
Because it had snowed the night before.
- 6 Why didn't she pass her exam? **not study much**
Because she hadn't studied much.
- 7 Why didn't he board the plane? **lose passport**
Because he had lost his passport.
- 8 Why didn't Alex have any money? **spend it**
Because he had spent it.
- 9 Why did she miss the bus? **not leave on time**
Because she hadn't left on time.



Phrasal verbs connected with travel

1 Look at these sentences. Match the phrasal verbs in yellow with the definitions below. Write the answers in your notebook.

- b 1 We got on the first train that came but we got off when we realised it was the wrong one.
- h 2 When all passengers are in their seats, the plane can take off.
- g 3 She got into the car and drove to the station. When she arrived she got out of the car and locked it.
- f 4 This bus is really old. I think it's going to break down any minute.
- d 5 Excuse me. Can you tell me what time the London train gets in? I'm meeting somebody on it.
- e 6 They checked in their bags and went through passport control.
- a 7 That was a long journey. We set off at 7 o'clock this morning and only arrived at 10 pm.
- c 8 I'm tired of working. I want to get away for a few weeks, maybe go to the beach.

- a start a journey
- b enter/leave (a train, bus, boat, plane)
- c go somewhere different to have a rest or holiday
- d arrive
- e show your ticket/give your bags to an official at an airport
- f stop working (for a motor or type of transport)
- g enter/leave (a car)
- h start flying

2a Look at these sentences. Think about the words in yellow. When are they verbs and when are they nouns?

- 1 We need to check in at 7 o'clock. verb
- 2 Here's the check-in desk. noun
- 3 What time does the plane take off? verb
- 4 What time is take-off? noun
- 5 The car didn't break down. verb
- 6 There is a car breakdown service. noun

2b Listen to the sentences. Which part of the phrasal verb do we usually stress? Which part of the noun do we stress?

The stress in phrasal verbs is usually on the preposition. If they have a noun counterpart, however, the stress is usually on the first part.



3 In your notebook, complete the text with these words.

away • down • in • into • off (x 2) • on • out of

Last week my brother and I decided to get (a) away for the weekend and go to Brighton. We set (b) off early, at 6.30 am. We got (c) into my mum's car first because she had offered to take us to the station. The only problem was that her car is getting old and it broke (d) down five minutes from the station. We got (e) out of the car, collected our luggage, and ran to the station so that we didn't miss the train. The train was at the platform when we arrived. We got (f) on the train and found our seats. The train arrived at Brighton station on time – we got (g) in at 11 am. We took our luggage and got (h) off the train. The only problem we had with transport all weekend was mum's old car!



4a In your notebook, prepare notes about a journey that was special to you. Use some of these questions to help you. Include as many phrasal verbs from 1 as possible.

- 1 Where was the journey to?
- 2 How did you travel?
- 3 When was it?
- 4 Who went?
- 5 Who had chosen the destination?
- 6 How had you prepared for the journey?
- 7 What special thing(s) happened on the journey?
- 8 What were you doing when these things happened?
- 9 How did the journey end?
- 10 How did you feel about what had happened?

4b Work in small groups. Tell each other about your journey.



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

- What nationality was the first person to travel around the world?
 - Portuguese
 - Spanish
 - British
- How long did it take them to travel around the world?
 - about three years
 - about one year
 - about three months
- Before trains, planes and cars, how long did it take to cross the US?
 - a year and a half
 - a year
 - half a year
- What made it easier and faster to travel around the world in 1869?
 - the opening of the Suez Canal
 - the invention of the aeroplane
 - the invention of the passport

2 1.11 Listen to an expert talking about travelling around the world. What answers does she give for the questions in 1? Write the answers in your notebook.

1b, 2a, 3c, 4a

3 1.11 There are six mistakes in this text about 'around the world' travel. Listen again and write the corrected sentences in your notebook.

- The first person to travel around the world was Elcano and the ~~20~~ 17 other people who survived the expedition. They began their journey in ~~1522~~ 1519.
- Jules Verne wrote *Around the World in 80 Days* in ~~1870~~ 1872. He got the idea for writing the novel from a real journey made by George Francis Train. Train was an engineer ~~businessman~~ who worked on the Union Pacific Railroad. After they had built the railroad, you could cross the US in about 14 days.
- Before 1869, ships had to pass round the bottom of Africa. This ~~was fast~~ took a long time. But the problem was that it was dangerous.
- In 1995 a plane flew around the world in ~~just over two days~~ less than 32 hours.

used to

1a Read the sentences and then match the correct halves of the rules. Write the answers in your notebook.

Sentences

- It **used to** take years to travel around the world.
- Sailors **didn't use to** have an alternative.
- Did** it **use to** take much longer?
- People **usually** say that.
- They **arrived** back home in 1522.

Rules

- We use **used to** to talk about b
- We use the past simple to talk about c
- We use the present simple and **usually** to talk about a
 - present habits.
 - past habits that do not happen now.
 - single actions in the past.

1b What is the negative and question form of this sentence?

They used to travel by horse across the US.
They didn't use to travel by horse across the US.
Did they use to travel by horse across the US?

GRAMMAR REFERENCE > PAGE 138

2 In your notebook, complete the sentences with the correct form of used to.

- Transport used to be much slower three hundred years ago.
- Did people use to think unicorns existed?
- They didn't use to wear jeans in the thirteenth century.
- A long time ago people used to believe that the Sun went around the Earth.
- In England in 1600 most children from poor families didn't use to go to school.
- Did people use to drive cars in 1750?
- Before TV, people used to listen to the radio.
- Did people use to travel by train and ship before the invention of the aeroplane?
- Fifty years ago, people didn't use to have mobile phones.
- It used to be important to know how to ride a horse.

3 Decide if the sentences describe a past habit, a single action in the past, or a present habit. Then complete the sentences with the correct form of *used to*, the past simple or the present simple. Write the answers in your notebook.

- My friend went (go) to Brazil to see the World Cup in 2014. *a single action in the past*
- We used to go (go) to school by car when we were younger, but now we walk. *past habit*
- She usually cycles (cycle) to school, but yesterday she caught the bus. *present habit*
- I didn't use to like (not/like) classical music when I was small but now I love it. *past habit*
- They used to play (play) football on Wednesdays, but now they play basketball. *past habit*
- I didn't use to go (not/go) to the cinema at the weekend because it was too expensive, but now I go every Saturday. *past habit*



4 Look at the scene showing life in the Wild West in 1870. Find eight historical mistakes in the picture and, in your notebook, write as many sentences as possible, affirmative and/or negative.

*They used to travel long distances by horse.
They didn't use to fly.*

*(suggested answers)
They didn't use to play football.
They didn't use to ride motorbikes, they used to ride horses.
They didn't use to listen to MP3 players.
They didn't use to use tablets. They used to use pen and paper and books.
They didn't use to wear sunglasses, they used to wear hats.
They didn't use to eat takeaway pizza.
They didn't use to fly helicopters. They used to have hot-air balloons.
They didn't use to have mobile phones.*

would

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

- In the past, they **would** sail round the Cape of Good Hope.
 - In the past, they **used to** sail round the Cape of Good Hope.
 - It **used to** be dangerous.
 - It **would** be dangerous. **X**
 - In the past, they **wouldn't** fly. **X**
- We can/can't use *would* to talk about past habits.
 - We can/can't use *wouldn't* to talk about past habits.
 - We can/can't use *would* to talk about past actions.
 - We can/can't use *would* to talk about past situations and states.

6 In your notebook, replace *used to* with *would* in these sentences when possible.

- I used to **would** go on holiday with my grandparents.
- They used to **would** swim at the weekend.
- We didn't use to travel far.
- I used to have a white bicycle.
- My dad used to **would** work on Saturdays.
- She used to have really long hair. -

7a Work in groups of three. In your notebook, make notes with *would* and *used to* about how life was different in your country fifty years ago. Think about these topics.

- | | |
|------------------|-------------|
| 1 Transport | 4 Work |
| 2 Food and drink | 5 Health |
| 3 Entertainment | 6 Education |

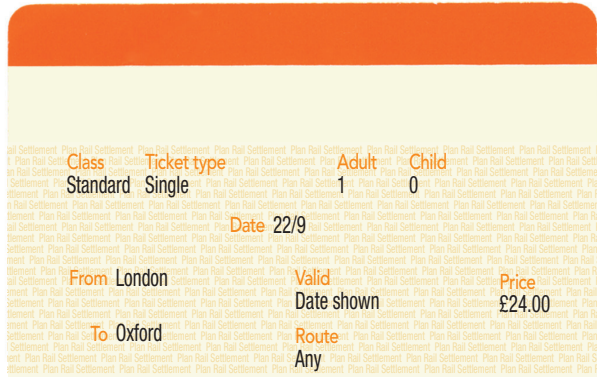
7b Report back to the class with your ideas.

Travel would take much longer than now. Fifty years ago people didn't use to fly much.

Asking for information

1 Look at this train ticket from the UK and complete the information in your notebook.

- 1 Place of departure London
- 2 Destination Oxford
- 3 When travelling 22nd September
- 4 Number of people travelling One adult
- 5 Single/Return? Single
- 6 First class/Standard? Standard
- 7 Price £24.00



SINGLE

2 1.12 Listen to a conversation between a girl and a ticket agent. Choose the correct alternative and complete the missing details. Write the answers in your notebook.

- 1 Destination: Cambridge/Canterbury
- 2 When travelling: Today/Tomorrow
- 3 Time of departure: 3.55 pm/6.05 pm
- 4 Travel details: Direct train/Change trains
Details: at London St Pancras
- 5 Type of ticket: Single/Return
Details: coming back next Wednesday
- 6 Price: £31/£41
- 7 Payment: Cash/Debit card
- 8 Platform: 8/9

3 1.12 Listen again. In your notebook, write down the expressions in the Speaking bank that you hear.

- Could you tell me the time of the next train to Canterbury?
... can you tell me which platform it is for the train to London?
Pardon?
Sorry, I didn't catch that.*

SPEAKING BANK

Making polite requests for information

- Can/Could you tell me (the times of trains to ...)?
- Can/Could you tell me (which platform it is)?
- Can/Could you tell me (if the train leaves now)?

Asking for clarification

- Pardon?
- Could you repeat that, please?
- Sorry, I didn't catch that.
- Sorry, I missed that.

4 In your notebook, make these requests for information more polite using the expressions in the Speaking bank.

How much is a return?

Could you tell me how much a return is?

- 1 Is it possible to pay by debit card? *Can you tell me if it's possible to pay by debit card?*
- 2 What is the cheapest fare? *Could you tell me what the cheapest fare is?*
- 3 Is it a direct train? *Can you tell me if it's a direct train?*
- 4 What time is it? *Could you tell me what time it is?*
- 5 What time does the train arrive? *Can you tell me what time the train arrives?*

5 Work with a partner. Prepare a dialogue using the guide below.

Ticket officer: Offer to help the customer.

Customer: Ask for the times of trains to Newcastle.

Ticket officer: Give the time of the next train.

Customer: Ask if the train is direct.

Ticket Officer: Say yes.

Customer: Ask for a ticket.

Ticket Officer: Ask if the customer wants a single or return.

Customer: Say you want a return and say when you want to come back.

Ticket Officer: Give the price.

Customer: Ask how to pay.

Ticket Officer: Reply.

Customer: Find out the platform number.

Ticket Officer: Reply and say goodbye.

Practice makes perfect

6 Work with a partner. Prepare another dialogue. Remember to be polite and to ask for clarification by using expressions from the Speaking bank.

Student A: You are in the UK and you want to buy a train ticket. Look at page 156 for information about the ticket you want to buy.

Student B: You work in the ticket office. Look at page 156 for information about different trains. Begin the conversation: *Good morning. Can I help you?*



A blog post

- 1 **Work with a partner. Imagine your dream holiday. Where would you like to go? What would you like to do there? How would you like to travel? Talk about your different ideas.**

Students' own answers

- 2 **Read Ryan's blog post about his dream holiday. What do you think of his holiday?**

Students' own answers

- 3 **Read the blog again. What did Ryan say about ...**

- the journey? *It was long. It took seven hours. They (he and his brother Ben) watched films and played video games.*
- the Wild Wadi Water Park? *It was his favourite attraction. They spent hours there on the rides.*
- the Dubai Mall? *It's one of the biggest in the world. There was an aquarium. There was a spectacular show in the evening.*
- skiing? *Dubai's indoor snow park is enormous.*

- 4 **In your notebook, complete the examples in the Writing bank with words from the blog.**

WRITING BANK

Useful words and expressions to give emphasis

Here are some ways of giving emphasis to what we write, to make our writing more interesting.

- We can use *What + (adjective) + noun!*, e.g. *What a (a) brilliant place!*, *What a beautiful day!*
- We can use *so + (adjective) or such + (adjective) + noun*, e.g. *The flight there was so (b) long.* *We had such (c) a great time there.*
- We can use *do* and *did* in affirmative sentences, e.g. *I (d) did like the Dubai Mall.*

- 5 **In your notebook, make these sentences more emphatic by using the word given.**

- It's a busy city. (What) *What a busy city!*
- The flight was great. (such) *It was such a great flight.*
- We were tired when we arrived. (so) *We were so tired when we arrived.*
- I love New York. (do) *I do love New York.*
- We had a good time. (did) *We did have a good time.*
- We were happy to get back. (so) *We were so happy to get back.*
- It's a great holiday. (What) *What a great holiday!*
- It's a fantastic place for shopping. (such) *It's such a fantastic place for shopping.*

- 6 **Think of an amazing holiday destination and, in your notebook, make notes for a blog post about your holiday there. Use these questions to give you ideas. *Students' own answers***

- Where did you go?
- What type of accommodation did you stay in?
- How did you get there?
- Did anything good or bad happen during your journey there?
- What was the place like? Why did you like it?
- What did you do there?
- What was your favourite moment and why?

HOME BLOG ABOUT ME CONTACT



MY DREAM HOLIDAY!

Yesterday we left Dubai. Wow! What a brilliant place! We had such a great time there. I hope I can go back one day.

The flight there was so long! It took about seven hours. But my brother Ben and I watched a couple of films and played video games the whole time.

There were lots of things to do in Dubai. I think my favourite moment was when we went to the Wild Wadi Water Park. We spent hours there trying all the different rides and attractions. When we'd finished, we went shopping. The Dubai Mall is one of the biggest shopping centres in the world. I don't usually like shopping centres, but I did like the Dubai Mall. It had an amazing aquarium, and there was a spectacular show in the evening with fountains and music.

Apart from that, we went to the beach, we had a hot-air balloon trip in the desert and we even skied in Dubai's enormous indoor snow park! We didn't go up the world's tallest tower because we didn't have time.

And now we're here in Doha, another amazing place! We're setting off for the Singing Sand Dunes tomorrow. I'll tell you all about it in my next post.

Practice makes perfect

- 7 **Look at the task below. Use your notes from 6 to write your blog post. Use the expressions in the Writing bank to add emphasis and interest.**

Students' own answers

Yesterday you came back from your dream holiday. Write a blog post about it. Write about:

- where you went and where you stayed
- what happened on the journey
- what the place was like
- what you did
- what the best moment was

WRITING BANK > PAGE 159

BUZZWORD

staycation – a holiday in which you stay at home and visit places near to where you live, or a holiday in your own country

I'm sure I'm going to enjoy my summer staycation. There's lots to do in my hometown.

1 **Work in groups of three. Talk about why some people don't travel abroad. Use the following ideas or some of your own. *Students' own answers***

- They feel more comfortable at home.
- They think travelling is too expensive.
- They haven't got enough time.
- They don't have any travel companions.
- They think travelling is not safe.
- They think travelling isn't good for the environment.

2 **1.13 Listen to the recording and decide which of the following is a fact and which is the speaker's opinion. Write the answers in your notebook.**

- 1 Travel has become a way to discover yourself. *opinion*
- 2 Large numbers of tourists are good for the French economy. *opinion*
- 3 There are long queues to visit the Eiffel Tower. *fact*
- 4 More than 20 million tourists visited Venice in 2017. *fact*
- 5 You don't have to go abroad to become open-minded. *opinion*

3 **Work in pairs. Discuss which options you would choose in the possible situations that can happen while on holiday abroad.**

Students' own answers

- 1 You get lost in an unknown town/city. What do you do?
 - a ask a passer-by for directions
 - b consult a paper map/guidebook for directions
- 2 You are infected by an unknown disease. What do you do?
 - a take the medicine you packed before leaving
 - b look for the nearest health centre/hospital on the Internet
- 3 Your passport gets stolen. What do you do?
 - a go to the nearest police station
 - b phone the Polish embassy to ask for help

4 **Read the information on a website devoted to travel apps and answer the questions that follow in your notebook. More than one answer is possible.**

SEARCH

Home [Choose your best travel app](#)

A Locally Minded

- tips on the best neighbourhoods to stay in, how to get around, where to eat and shop locally
- people who actually live there; any local resident can contribute online
- up-to-date information

B History Maniac

- historical information about well-known and less known places; anecdotes about past residents
- historians, history teachers, tour guides and local residents passionate about the area
- in-depth information

C Hot Spots

- reviews of top tourist attractions, best restaurants and cultural and sports events
 - experienced travellers; lifestyle bloggers
 - good recommendations
-

D Travel Emergency

- information and contact details for a range of emergency situations (lost documents/luggage, an illness, an accident, etc.)
 - national and local governments/services
 - handy information
-

In which app(s) can you find:

- 1 recommendations for where to enjoy local cuisine? *A, C*
- 2 information about an athletics competition? *C*
- 3 updates provided by people living in the area? *A*
- 4 facts about famous people who lived in the area in the past? *B*
- 5 advice on how to deal with unexpected situations? *D*
- 6 information about concerts? *C*
- 7 knowledge provided by experts? *B*

5 **In your notebook, complete the message below with the information from the website in 4.**

Kasiu,

Znalazłem cztery apki, które mogą nam się przydać na wycieczce do Pragi. W jednej z nich, Locally Minded, znajdują się informacje zamieszczone przez (1) mieszkańców danego miasta. Są tam wskazówki, gdzie się zatrzymać, jak poruszać się po mieście, gdzie można zjeść i (2) kupić lokalne produkty. Hot Spots jest trochę podobna, ale ta jest tworzona przez (3) podróżników, nie przez mieszkańców. Ciebie pewnie najbardziej zaciekawii History Maniac, w której znajdziesz informacje o historii atrakcji turystycznych i anegdoty o ich (4) dawnych mieszkańcach. Czwarta apka zawiera wskazówki, jak sobie radzić z (5) nagłymi wypadkami/sytuacjami w trakcie podróży.

Daj znać, co o nich myślisz.

Tomek

6 **For the next class, prepare a short presentation with some information about a tourist sight in your area which you would like to place in one of the apps in 4, and which might be interesting for tourists visiting the area. Include the following:**

Students' own answers

- the app you would include your information in and why;
- present your information;
- decide what type of tourist would find it interesting;
- explain why it might be interesting.

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

PODRÓŻOWANIE I TURYSTYKA

Środki transportu; podróżowanie

arrivals (n)	/ə'raɪv(ə)lz/	przyjazdy, przyloty
bike (n)	/baɪk/	rower
cancel (v)	/'kænsəl/	odwołać
catch (v)	/'kætʃ/	złapać
coach (n)	/'kəʊtʃ/	autokar
delay (n)	/'deɪleɪ/	opóźnienie
departures (n)	/'dɪpɑ:tʃəz/	odjazdy, odloty
fare (n)	/'feə(r)/	opłata za przejazd
ferry (n)	/'feri/	prom
hot-air balloon (n)	/'hɒt,eə bə'lu:n/	balon wypełniony gorącym powietrzem
lorry (n)	/'lɒri/	ciężarówka
luggage (n)	/'lʌdʒɪz/	bagaż
miss (v)	/'mɪs/	spóźnić się (np. na pociąg)
motorbike (n)	/'məʊtə,bɑɪk/	motocykl
platform (n)	/'plætfɔ:m/	peron
return (n)	/'ri:tʌn/	bilet powrotny
rocket (n)	/'rɒkɪt/	rakieta
single (n)	/'sɪŋɡ(ə)l/	bilet w jedną stronę
spaceship (n)	/'speɪsʃɪp/	statek kosmiczny
subway (n)	/'sʌb,weɪ/	metro (Am)
ticket office (n)	/'tɪkɪt ,ɒfɪs/	kasa biletowa
tram (n)	/'træm/	tramwaj
underground (n)	/'ʌndə,graʊnd/	metro (Br)
van (n)	/'væn/	furgonetka
yacht (n)	/'jɒt/	jacht

Baza noclegowa

bed and breakfast (n)	/'bed ən(d)'brekfəst/	pensjonat oferujący nocleg ze śniadaniem
campsite (n)	/'kæmp,sɑɪt/	pole namiotowe
caravan (n)	/'kærəvæn/	pryczepa kempingowa
hostel (n)	/'hɒst(ə)l/	schronisko
hotel (n)	/'həʊ'tel/	hotel
motel (n)	/'məʊ'tel/	motel
tent (n)	/'tent/	namiot

Wycieczki, zwiedzanie

abroad (adv)	/'əbrɔ:d/	za granicę
directions (n)	/'dɪ'rekʃ(ə)nz/	wskazówki
embassy (n)	/'embəsi/	ambasada
get around (v phr)	/'get ə'raʊnd/	poruszać się
get lost (v phr)	/'get 'lɒst/	zgubić się
guidebook (n)	/'gaɪd,bʊk/	przewodnik (książka)
local resident (n)	/'ləʊk(ə)l 'rezɪd(ə)nt/	okoliczny mieszkaniec
neighbourhood (n)	/'neɪbə'hʊd/	okolica, dzielnica
passer-by (n)	/'pɑ:sə'baɪ/	przechodzień
queue (n)	/'kju:/'	kolejka
tour guide (n)	/'tʊə ,gaɪd/	przewodnik (osoba)
tourist attraction (n)	/'tʊərɪst ə'trækʃ(ə)n/	atrakcja turystyczna
travel companion (n)	/'træv(ə)l kəm,pænjən/	towarzysz podróży
traveller (n)	/'træv(ə)lə(r)/	podróżnik

Wypadki w podróży

accident (n)	/'æksɪd(ə)nt/	wypadek
disease (n)	/'di:zi:z/	choroba
emergency (n)	/'ɪmɜ:dʒ(ə)nsɪ/	nagły wypadek
health centre (n)	/'helθ ,sentə(r)/	ośrodek zdrowia
illness (n)	/'ɪlnəs/	choroba
infect (v)	/'ɪnfekt/	zakazić, zarażać
medicine (n)	/'med(ə)s(ə)n/	lekarstwo
services (n)	/'sɜ:vɪsɪz/	usługi

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

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


CZASOWNIKI FRAZOWE

break down (v phr)	/'breɪk 'daʊn/	popsuć się
check in (v phr)	/'tʃek 'ɪn/	złazić się do odprawy
get away (v phr)	/'get ə'weɪ/	wyrwać się
get in (v phr)	/'get 'ɪn/	przyjeżdżać
get into (v phr)	/'get 'ɪntə/	wsiadać (np. do samochodu)
get off (v phr)	/'get 'ɒf/	wysiadać (np. z pociągu)
get on (v phr)	/'get 'ɒn/	wsiadać (np. do pociągu)
get out of (v phr)	/'get 'aʊt əv/	wysiadać (np. z samochodu)
set off (v phr)	/'set 'ɒf/	wyruszać
take off (v phr)	/'teɪk 'ɒf/	startować (o samolocie)

INNE

announcement (n)	/'ə'naʊnsmənt/	ogłoszenie
apartment (n)	/'əpɑ:tmənt/	mieszkanie, kwatery
approximately (adv)	/'ə'prɒksɪmətli/	około, w przybliżeniu
collect (v)	/'kɒlekt/	odebrać
conductor (n)	/'kɒndʌktə(r)/	konduktor
cycle lane (n)	/'saɪk(ə)l ,leɪn/	ścieżka rowerowa
destination (n)	/'destɪ'neɪʃ(ə)n/	cel podróży
eco-friendly (adj)	/'i:kəʊ'frendli/	ekologiczny
exactly (adv)	/'ɪɡzæktli/	dokładnie
exchange (n, v)	/'ɪks'tʃeɪndʒ/	zamiana, zamieniać się
expedition (n)	/'ekspe'dɪʃ(ə)n/	wyprawa, ekspedycja
foreign (adj)	/'fɔrɪn/	zagraniczny
handy (adj)	/'hændi/	przydatny, praktyczny
historical (adj)	/'hɪ'stɒrɪk(ə)l/	historyczny
holidaymaker (n)	/'hɒlɪdeɪ,meɪkə(r)/	wczasowicz
honestly (adv)	/'ɒnɪs(t)li/	szczerze
in advance (adv phr)	/'ɪn əd'vɑ:ns/	z wyprzedzeniem
indoor (adj)	/'ɪndə:(r)/	kryty (np. basen)
in-depth (adj)	/'ɪn'deθ/	dogłębny, szczegółowy
journey (n)	/'dʒɜ:ni/	podróż
location (n)	/'ləʊ'seɪʃ(ə)n/	lokalizacja, położenie
low-cost (adj)	/'ləʊ'kɒst/	tani
meal (n)	/'mi:l/	posiłek
offer (n)	/'ɒfə(r)/	oferta
order (v)	/'ɔ:də(r)/	zamawiać
owner (n)	/'əʊnə(r)/	właściciel
rack (n)	/'ræk/	stojak (np. na rowery)
reach (v)	/'ri:tʃ/	docierać do (czegoś)
receptionist (n)	/'ri:sepʃ(ə)nɪst/	recepjonista
recommendation (n)	/'rekəmen'deɪʃ(ə)n/	rekomendacja
rent (v)	/'rent/	wynajmować
reservation (n)	/'rezə'veɪʃ(ə)n/	rezerwacja
ritual (n)	/'rɪtʃuəl/	rytuał
route (n)	/'ru:t/	trasa
sail (v)	/'seɪl/	popłynąć
sightseeing (n)	/'saɪt,sɪ:ɪŋ/	zwiedzanie
spectacular (adj)	/'spek'tækjʊlə(r)/	widowiskowy
standard class (n)	/'stændəd ,klɑ:s/	druga klasa (o bilecie)
station (n)	/'steɪʃ(ə)n/	dworzec
swap (n, v)	/'swɒp/	zamiana, zamieniać się
timetable (n)	/'taɪm,tetɪb(ə)l/	rozkład jazdy
tourist (n)	/'tʊərɪst/	turysta
tourist information office (n)	/'tʊərɪst ,ɪnfə'meɪʃ(ə)n ,ɒfɪs/	biuro informacji turystycznej
upstairs (adv)	/'ʌp'steəz/	na górze/piętrze
up-to-date (adj)	/'ʌptə'deɪt/	aktualny, bieżący
vacancy (n)	/'veɪkənsɪ/	wolny pokój

Rozumienie ze słuchu

1  **1.14 Usłyszysz dwukrotnie sześć tekstów. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zapisz w zeszycie literę A, B albo C.**

- Where are the boys talking?
A at a coach station
B in a park
C at a railway station
- Why does the woman feel frustrated?
A She doesn't understand why people go to particular locations.
B She doesn't like popular tourist places.
C She can't appreciate art because many museums and galleries are overcrowded.
- When is the woman leaving the message?
A at 6.00 pm **B** at 5.45 pm C at 6.45 pm
- The most used airport is in
A Atlanta B Dubai C London
- What is the man's job?
A a hotel receptionist
B the owner of a bed and breakfast
C an employee in a tourist information office
- Why is Peter phoning his mum?
A To apologise for being late for dinner.
B To inform her he will be late for dinner.
C To tell her a funny story about his train being late.

Rozumienie tekstów pisanych

2 **Przeczytaj tekst. Odpowiedz na pytania 1–5 zgodnie z treścią tekstu. Odpowiedzi w języku angielskim zapisz w zeszycie.**

TRAVELLING BLOG

LIVE LIKE A LOCAL, NOT LIKE A TOURIST

If, unlike many tourists and holiday-makers, you don't like staying in hotels, either because they are too anonymous, too expensive, the rooms are not big enough, or you'd simply like to have your own cooking facilities, read on. Of course, you can always rent an apartment, but you are still going to feel like a tourist. However, if you want to have it all and live in the real neighbourhood, why not try home exchange?

Home exchange, also called home swap, consists of staying in someone else's house or apartment, while they stay in yours. After joining the scheme, you register your house or apartment, and look for offers from anywhere in the world. If you find an apartment or a house in the place you want to visit, you contact the owners and send them your offer, and if someone is interested, you simply swap places.

Home exchange is popular among families who need a lot of space for children to play in and a regular kitchen, but it's also good for people travelling with

their dogs and cats, which are not always welcome in hotels or holiday apartments.

Home exchange is free – the only cost is the subscription fee. You are also free to swap homes for as long as you like – you can swap homes just for the weekend or for a whole month. The best thing of all is that you get to see what a place is really like to live in by becoming one of the locals.


- What do some people miss in their hotel rooms?
their own cooking facilities
- Where are the people who participate in home exchange from?
anywhere in the world
- Why is home exchange popular among pet owners?
pets aren't always welcome in hotels or holiday apartments
- How much does home exchange cost?
it costs nothing / it's free
- What's the most attractive feature of home swap in the writer's opinion?
you see what the place is really like to live in / you live like the locals (do)

Znajomość środków językowych

3 **Co byś powiedział/powiedziała w każdej z opisanych sytuacji (1–5)? Odpowiedzi zapisz w zeszycie.**

- Kolega pyta Cię, czy dojeżdżasz do szkoły rowerem. Odpowiedz, że kiedyś dojeżdżałeś/dojeżdżałaś rowerem, ale teraz jeździsz autobusem, bo mieszkasz za daleko. *I used to ride a bike to school, but now I go by bus / take a bus, because I live too far away.*
 - Jesteś na dworcu kolejowym. Zapytaj w informacji, o której odjeżdża następny pociąg do Warszawy. *Excuse me, (could you tell me) what time is the next train to Warsaw / what time does the next train to Warsaw leave?*
 - Kolega pyta Cię, dlaczego nie odebrałeś/odebrałaś wczoraj telefonu od niego. Odpowiedz, że oglądałeś / oglądałaś film w kinie, kiedy dzwonił. *I was watching a film in the cinema when you called.*
 - Poproś o ulgowy bilet powrotny do Krakowa na następny dzień. *Could I have a discount / student return ticket to Krakow for tomorrow, please?*
 - Siostra pyta Cię, dlaczego wczoraj wieczorem byłeś smutny / byłaś smutna. Powiedz jej, że dlatego, że nie zdałeś / nie zdałaś egzaminu na prawo jazdy. *I was sad because I had failed my driving test.*
- 4** **★ Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zapisz w zeszycie odpowiedź A, B, C albo D.**

HOP ON A BIKE AND GO FOR A RIDE

If Europe is your holiday destination, there is no better way of getting around than by bike. It is both low-cost and eco-friendly. Parking a bike is easier than parking a car and you can often reach places where you wouldn't be able to get to (1) . In many European cities, cycling has become a part of daily life, and they now possess an extensive network of cycle paths.

Some of the best places for riding are in Denmark, the Netherlands and Belgium. When I visited

Amsterdam last year, I (2) everywhere by bike – just like many of the city's residents who (3) to work or simply for pleasure. You can get around the whole city and ride along the canals without any problem. By the way, I think I've never seen such a big bike rack, where you could park your bike, as the one I saw in front of Amsterdam Central Station, the main railway station in the city! I (4) sightseeing on foot, but in cities as big as Amsterdam a bike is a much better option.

- 1 (A) by car B by a car C out of a car D into a car
 2 A was going (B) went C had gone D used to go
 3 A are riding B rode (C) ride D were riding
 4 A was going B had done C am doing (D) used to go



Wypowiedź ustna

6 Pracujcie w parach. Popatrzcie na zdjęcia i wykonajcie zadanie. Następnie odpowiedzcie na pytania. *Students' own answers*

Twoja rodzina lubi spędzać wakacje aktywnie. Szukasz oferty wakacji, na które moglibyście pojechać. Masz do wyboru trzy propozycje biur podróży.

- Wybierz tę, która byłaby według Ciebie najlepsza, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



Uczeń A

- 1 What is more important when you are travelling, the places you visit or the people you travel with? Why?
- 2 Some people say that you can never truly relax at home, and that you need to get away to do so. How much do you agree with this opinion?

Uczeń B

- 3 Is it a good idea to learn about the places you are going to visit in advance? Why/Why not?
- 4 What are the advantages of travelling on your own?

Wypowiedź pisemna

5 **Byłeś/Byłaś z kolegami na krótkiej wycieczce w nieznanym Ci dotąd miejscu w Polsce. Podziel się swoimi wrażeniami na blogu.** *Students' own answers*

- Wyjaśnij, gdzie byliście i dlaczego wybraliście to miejsce.
- Opisz, gdzie mieszkaliście i z jakich środków transportu korzystaliście.
- Napisz, co Ci się w tym miejscu podobało i jakie atrakcje tam widzieliście.
- Zachęć czytelników do odwiedzenia tego miejsca.

[Home](#) [Categories](#) [Contact](#)

November 6, 2018

Hello,

I'd like to tell you about a trip which I took with my friends to an amazing place in Poland.

(...)

[Read more](#)

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

✓ SELF-ASSESSMENT UNIT 2

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

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

- a I can talk about past events, situations and habits.
- b I can talk about trips and travel.
- c I can understand written and spoken texts about journeys.
- d I can ask to buy a train ticket at a station.
- e I can write a blog post about a dream holiday.
- f I can talk about the advantages and disadvantages of travelling abroad, about sightseeing and about holiday mishaps.