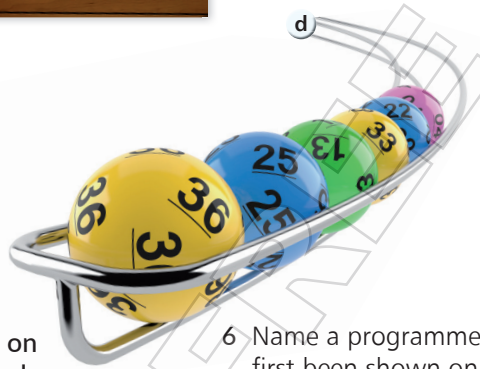


1

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?
Students' own answers

2> In your notebook, match the pictures a-e with the types of TV programmes below. Can you give an example of each kind of programme on Polish TV?
a chat show b TV series / sitcom c party political broadcast d lottery show e game show / quiz show

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

3> **CD 1.01** Listen to two people talking about what was on TV the previous night. What sort of programmes did they watch?

- Nina: *quiz show, chat show, party political broadcast*
- James: *documentary, game show*

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*

- What programmes have you seen recently which are shown at the same time as they happen? *broadcast live*
- What sort of programmes are shown at the most popular times for viewers? *peak viewing times*
- Name a TV show that has been on TV for a long time. *is long-running*
- Name a programme that has been watched by a lot of people recently. *a large audience*
- Name a programme that helps people to get information about recent events. *to keep up with the latest events*

- Name a programme that you would watch after it has first been shown on TV. *on catch-up TV*
- Name a programme in which viewers can phone in to choose a winner. *you can vote for someone*

5> In your notebook, complete the sentences with the adjectives below and your own ideas.

*addictive hilarious thought-provoking educational
entertaining factual memorable fictional moving*

Suggested answers:

- Documentaries are *factual/educational* programmes, whereas most dramas are *fictional*. The best drama I've ever seen was .
- I often cry while watching films. One of the most moving *moving/memorable* moments in a film for me was .
- I like programmes that make me think. The most *thought-provoking/educational* programme I've seen recently was .
- I love having a good laugh. One *hilarious/entertaining* programme I've seen this year was .
- Once I start watching a reality show, I can't stop, because they're so *addictive*. One of the worst for me was .

» **Vocabulary challenge!** Unit 1, page 108, exercise 1

6> **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?

Students' own answers

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

Yes: busy lives • box sets • convenience

LISTENING AND VOCABULARY

listening for gist and detail • the news • adjectives and prepositions

1



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? *Students' own answers*

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

neutral **prejudiced** **immediate** **impartial**
biased **reliable** **objective**

- a point of view which is influenced by someone or something: *prejudiced, biased*
- a point of view which is not influenced by anyone or anything: *neutral, impartial, objective*
- you can depend on the truth of this news: *reliable*
- you get this news quickly: *immediate*

3> **CD 1.02** 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: *newspapers* Speaker 4: *television news programmes*
Speaker 2: *news websites*
Speaker 3: *social media sites*

4> **CD 1.02** Listen again and match statements A–E with speakers 1–4. There is one extra statement.

This speaker

- | |
|---|
| A likes that people share their opinions about recent news. <i>Speaker 3</i> |
| B is happy to read news with a political opinion. <i>Speaker 1</i> |
| 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. <i>Speaker 2</i> |
| E is concerned that one news source may provide false information. <i>Speaker 4</i> |

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

for in of towards to at

- They're full *of* lots of different topics.
- ... newspapers are biased *towards* one political party.
- I'm addicted *to* social media sites.
- ... *to* find something that I'm interested *in* reading!
- The channel ... is excellent *at* presenting the news clearly.
- They're responsible *for* spreading a lot of lies.



Tip

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

I'm interested in learning new things.

6> **CD 1.02** In your notebook, translate the Polish parts of the sentences into English.

- I'm completely *addicted to watching* (*uzależniona od oglądania*) the TV gossip show that follows the news. I simply love it!
- The presenter is *good at explaining* (*dobry w objaśnianiu*) the importance of news events.
- That celebrity is *responsible for starting* (*odpowiedzialny za inicjowanie*) a new fashion trend.
- I'm really *not interested in listening* (*nie jestem zainteresowana słuchaniem*) to you talking about your favourite TV show!

7> In your notebook, complete the questions with appropriate prepositions. Then ask and answer the questions in pairs.

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

8> **CD 1.03** Listen to a girl talking about a programme she watched, and answer the questions in your notebook. *Suggested answers:*

- What was the topic of the TV programme the girl watched? *The influence of the media on people's political views.*
- What was the journalist's opinion? *People don't change their views because of what they read in newspapers.*
- How did she support this opinion? *She was quoting / gave statistics.*
- What does the girl think about this opinion? *She thinks it's a crazy/ridiculous idea.*
- Why do the media usually lie in the wartime, in the speaker's opinion? *Because it helps governments get support for what they do.*

» **Vocabulary challenge!** Unit 1, page 108, exercise 2

9> **WHAT DO YOU THINK?** Work in pairs and discuss the question. *Suggested answers:*

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

Present tenses

- 1> **CD 1.04 LANGUAGE IN CONTEXT** Read and listen to the dialogue. Would you like to watch this show? Why? / Why not? *Students' own answers*

Betty Hi, Adam! What are you watching?
Adam I'm watching a programme called *Would I Lie to You?* To be honest, I watch it quite often. It's a TV comedy panel show which has been running for twelve years. Have you ever seen it?
Betty No, I haven't. What is it about?
Adam Well, there are two teams that compete against one another. The team members try to make the other team believe some crazy stories. Sometimes they tell the truth, but often they lie through their teeth. The programme is getting funnier and funnier despite the fact that it's been on for so long. I've been watching it since I started high school, I think. I just love it!
Betty I can see! What are you doing after that? I'm going out for a meal with my friends. I've been studying the whole day and I'm tired. I need to chill out. Do you fancy joining us?
Adam I've ordered a pizza and it's on its way, plus another of my favourite series starts at 5:00, so I'd better stay at home.
Betty OK. Just don't forget to take the rubbish out. I've just cleaned the kitchen and we don't need any mess there! See you later!

- 2> **ANALYSE** Look at the underlined sentences and explain why you think the given tense has been used. *Students' own answers*
- 3> Match each tense (1–4) to its use (A–D). Then find one underlined sentence in exercise 1 to match each type of use.

1 present simple A 2 present continuous C
 3 present perfect B 4 present perfect continuous D

A habits *I watch it quite often* • states and preferences *I just love it!* • actions that happen repeatedly *Sometimes they tell the truth, but often they lie through their teeth.* • actions in timetables/schedules *my favourite series starts at 5:00*



B situations which started in the past and continue in the present *it's been on for so long* • situations which have already happened but whose results we can see *I've just cleaned the kitchen* • situations which have happened recently *I've ordered a pizza* • situations which have happened in your lifetime *Have you ever seen it?*

C actions happening now *I'm watching* • changing/developing situations *The programme is getting funnier and funnier* • future plans *I'm going out for a meal with my friends.*

D actions continuing up to the present moment and likely to continue: *I've been watching it since I started high school,* • actions continuing up to the present moment with visible results *I've been studying the whole day and I'm tired.*


- 4> Match the expressions to the tenses in exercise 3 with which they are most often used. Which expressions can be used with more than one tense? *Suggested answers:*
- for, since, at the moment, usually, so far, yet, for ages, before, never, hardly ever, just, still, often, currently, ever, three times in my life, tonight, on September 1st, recently, lately, now, tomorrow, twice a day, monthly, second, third
 1 present simple: usually, never, hardly ever, still, often, on September 1st, twice a day, monthly, second, third 2 present continuous: at the moment, currently, tonight, now, tomorrow 3 present perfect: for, since, so far, yet, for ages, before, never, just, still, ever, three times in my life, recently, lately 4 present perfect continuous: for, since, so far, for ages, recently, lately
- 5> **PRACTISE** In your notebook, complete the questions using the words below. There are three extra words. Then work in pairs and answer the questions.

often for more than once already currently
 daily ever

- 1 Have you *ever* wanted to work for TV? Why? / Why not?
 - 2 How *often* do you watch TV series? Which ones?
 - 3 Which TV shows are *currently* trending on Polish TV? Do you find them interesting? Why? / Why not?
 - 4 Which films have you watched *more than once* in your life? How many times? Why?
- 6>   In your notebook, write sentences using the words in brackets.
- 1 I hardly ever *watch (watch)* any comedy shows on TV. They *don't interest me (not interest / I)*.
 - 2 How long *have they been showing (they / show)* this programme on TV for? I think it *has been (be)* on for ages.
 - 3 What book *are you reading (you / read)* at the moment? What *do you like (you / like)* about it the most?
 - 4 Matt *has never seen (never / see)* any episodes of *Friends!* I *watched / 've watched (watch)* every single one of them.
 - 5 *Are Teresa and Tom coming (Teresa and Tom / come)* with us to the party? I *'ve just heard (just / hear)* she caught some stomach bug.

! Watch out!

With *It's the first time* we use present perfect.
It's the first time I've heard about this programme.

- 7> In your notebook, complete the sentences so that they are true for you. Use the ideas in brackets. *Example answers:*
- 1 It's the first time I *have eaten sushi*. (write about some food)
 - 2 It's the first time my brother *has visited Spain*. (write about some place)
 - 3 It's the first time my parents *have seen The Voice of Poland*. (write about some TV programme)
- 8>  In your notebook, translate the sentences into English. *Example answers:*
- 1 Rządko kiedy oglądam telewizję. Od lat telewizja nie pokazuje żadnych nowych filmów i dlatego oglądam różne programy w internecie. *I rarely watch TV. It has not shown / been showing any new films for years, so I prefer to watch various programmes on the Internet.*
 - 2 Jutro biorę udział w castingu do reklamy telewizyjnej. Zawsze chciałam pracować dla telewizji i teraz moje marzenie się spełnia. *Tomorrow, I am taking part in a TV commercial casting session / audition. I have always dreamt of working for TV and now my dream is coming true.*

9) **NOW YOU DO IT** In your notebook, write some information about actions which: *Students' own answers*

- you do frequently;
- you are doing currently in your life;
- you have already done this year;
- you have been doing for some time.

10) 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.

Students' own answers

Past tenses; *used to*

1) What's your favourite YouTube channel? Why do you like it? *Students' own answers*

2) **LANGUAGE IN CONTEXT** Read the text. What do Zoe and Ryan have in common? *Students' own answers*



Zoe Sugg (Zoella) is an English fashion and beauty vlogger and YouTuber. Zoe **was working** as a trainee at an interior design firm when she **started** her own blog where she **wrote** mainly about beauty and fashion. She **had had** over 540 mln visits by

the time she celebrated the first anniversary of her blog. That success inspired her to set up her own YouTube channel. At the time she **was also working** for a well-known British clothes chain shop, which only helped her career.

Ryan is one of the top-earning YouTubers despite his young age. When he was about four, he **was playing** a lot, and while he **was playing**, he **was talking** about his toys. He **would often point** out what made them interesting to play with. His parents **had been keeping** a video record of his reviews for some time before they **decided** to help him set up his own channel. They **used to have** doubts about this kind of career for their son, but now the boy has over 17 million subscribers! Clearly, he **was born** with a silver spoon in his mouth!

3) **ANALYSE** Read the fragments in bold in exercise 2. What tenses and structures have been used? What do you remember about how we use them? As a class, discuss the rules for using the tenses. *was working, was playing, was talking – past continuous; started, wrote, decided, was born – past simple; had had – past perfect; used to have – used to; would often point – would; had been keeping – past perfect continuous*

4) In your notebook, complete the rules with the names of the tenses and structures from exercise 3.

- 1 We use *past simple* to talk about actions which were completed in the past at a specific time or were repeated in the past.
- 2 We use *past continuous* to describe actions which were in progress in the past and were interrupted by a shorter action. It can describe the background of a story.
- 3 We use *used to* and *would* to talk about actions which happened regularly in the past but no longer happen.
- 4 We use *past perfect* to describe actions which happened before other actions in the past.
- 5 We use *past perfect continuous* to talk about actions which were in progress before other actions in the past.

! Watch out!

We use *used to* to talk about both past states and actions while we use *would* only to refer to past actions.
We used to be happy children. We used to play a lot.
We would be happy children. We would play a lot.

? WHAT'S RIGHT?

- 1 I would watch this channel when I was younger.
- 2 I was watching this channel every day when I was younger.
- 3 I had watched this channel when I was younger.

5) **PRACTISE** In your notebook, complete the sentences with the correct form of the verbs in brackets.

I was very worried because I ¹*hadn't had to* (*not have to*) perform in public before. It was my first time, and I ²*was doing / did* (*do*) everything possible to calm down. At the same time, I ³*felt* (*feel*) great; I ⁴*was nominated* (*nominate*) in the Best Video Clip category! Yet making clips wasn't as stressful as giving speeches.

6) **PRACTISE** In your notebook, write the sentences using the prompts and past tenses. Add any necessary words.

- 1 We / record / videos / when / electricity / go / off.
We were recording videos when the electricity went off.
- 2 Joe and I / be / friends / before / we / go / university.
Joe and I had been friends before we went to university.
- 3 you / use / play / video games / when / you / be / child?
Did you use to play video games when you were a child?
- 4 What / you / do / all / day / yesterday? *What were you doing all day yesterday?*
- 5 We / drive / ages / before / we / find / the right hotel.
We had been driving for ages before we found the right hotel.

7) **PRACTISE** In your notebook, rewrite the sentences using the beginnings given.

- 1 We haven't seen any good clips since last month.
The last time we *saw some good clips was* last month.
- 2 My grandfather used to read a lot to us.
My grandfather would *read a lot to us*.
- 3 I already had an invitation from Tim before you told me about the event.
Tim *had already given me* an invitation before you told me about the event.
- 4 It was my first time in India.
I *had never been to India* before.

» **Grammar challenge!** Unit 1, page 108, exercises 1 and 2

8) **NOW YOU DO IT** In your notebook, complete the sentences with your own words. Compare your answers with a partner. Ask further questions to find out more details. *Students' own answers*

- 1 When I was a child, I used to watch *TV*.
- 2 When I was doing my homework yesterday, *I was listening to music*.
- 3 The last YouTube clip I watched was about *my favourite YouTuber*.

9) Use all the tenses you have learnt in the two lessons to write a story about an imaginary or real YouTuber who has become popular. Include details from his or her professional and private life. *Students' own answers*

- 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?

Students' own answers

ballet painting photography performance art
theatre sculpture

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

- 3) Work in pairs and answer the questions.

Students' own answers

- 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 and works of art would you like to see? Why?

Students' own answers

- 5) Read texts A–D. Which of the artists do you find the most original? Why? Students' own answers

- 6) Read the texts A–D again and, in your notebook, answer the questions. Two artists match more than one question.

Which artist(s) ...?

- use their works of art to create other artistic forms **A**
- invite people to participate in the event **B**
- took up art for a particular reason **C**
- may find other artists in his field of little interest **D**
- use natural materials to make their works **C**
- want the audience to enjoy themselves **B**

- 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. **O**
- Painting Projections* was watched by many people. **F**
- Improv Everywhere is becoming more and more known. **F**
- Improv Everywhere's events are not an obvious form of art. **O**
- Willard Wigan is one of the most talented artists in Britain. **O**

A Axel Gercke and his 3D art

Axel Gercke projects his paintings onto city buildings, using a 3D mapping technology.

One of his unique creations is *Painting Projections*, which was shown during the Light Move Festival 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 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.

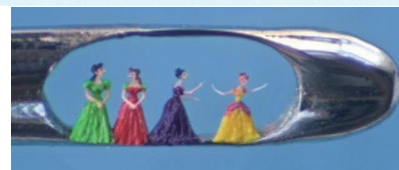


- 2 a group of performers • organise an event • in a public place • dance

C The miniature fine art of Willard Wigan

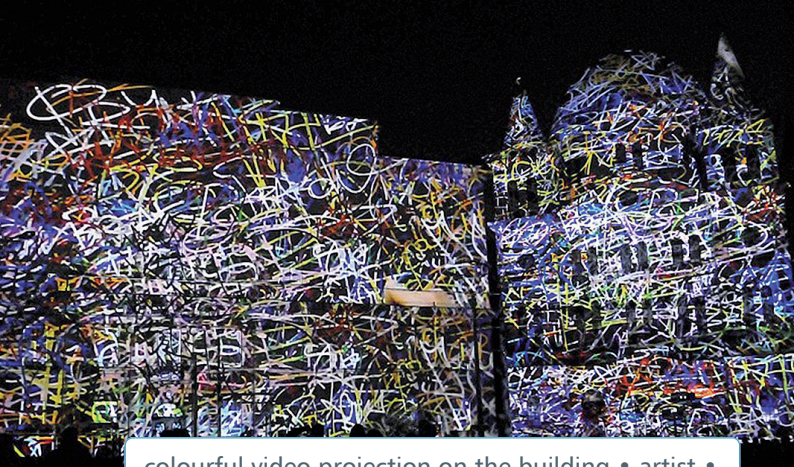
Willard Wigan is considered by some **art critics** to be one of the most original and **gifted** sculptors in Britain. His microscopic **masterpieces**, made for example from a grain of sand, might be only 0.005 mm tall. He often places them in the eye of a needle and paints them with a hair from a 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!



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

- Willard Wigan's sculptures are impossible to make. **O**
- Willard Wigan's first works were pieces of clothing. **F**
- Jon Rose plays a variety of musical styles. **F**
- Jon Rose's music is generally appreciated by people worldwide. **O**



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?

D The art of 'fencology'

There are some musicians who perceive traditional instruments as "too **mainstream**, common, uninspiring". One such artist probably is the Australian musician Jon Rose, a violinist by profession, who has been playing on various sorts of fences for the past thirty years. He calls himself a fencologist, and he's been seen playing his music on army fences or barbed wire using just a bow. His musical pieces, which appeal to me a great deal, vary depending on the type of fence he uses. His music may sound like anything from electronic music or drum music to high tones resembling screeching sounds. He plays worldwide on fences which divide nations, and often says that he would appreciate hearing millions of miles of string instrument music more than seeing millions of miles of fences separating nations.

8> Complete the sentences so that they are true about the texts. Write the answers in your notebook.

- 1 Axel Gercke's art made a powerful impression on the viewer because his creation combined **visual and sound effects**.
- 2 **Events / Performances staged by Improv Everywhere**, are popular with the public because they are about fun.
- 3 Willard Wigan's art is a direct result of the way he **was treated / felt at school**.
- 4 Jon Rose's style of music depends on **the type of fence he uses**.

9> Work in pairs and answer the questions.

Students' own answers

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

Vocabulary development

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

- 1 Alex is a really **talented** **gifted** sculptor. You can see his **great works of art** **masterpieces** at art exhibitions all over the country. They are examples of **beautiful and high quality art** **fine art**.
- 2 This **modern** **contemporary** artist **makes** **creates** beautiful pencil sketches of young women.
- 3 Maggie **started to do** **turned to** performance art at the age of twenty. Now she **organises** **stages** events all over the world and people just love watching them.
- 4 I really **like and respect** **admire** this performance artist. His **unusual shows** **spectacles** are always great.
- 5 **People who make judgements about the good and bad qualities of art** **Art critics** often say that performing **silly jokes** **pranks** in public places is not a form of art.
- 6 I prefer more **common and widely accepted** **mainstream** music to alternative genres.

11> In your notebook, translate the Polish parts of the sentences into English. Use the words from exercise 10.

- 1 **This sculptor's masterpieces** (Arcydzieła tego rzeźbiarza) can be seen at the exhibition of **fine art** (sztuki pięknej) in our local museum.
- 2 Kyle does landscape paintings. People **have always admired** (zawsze podziwiali) his paintings.
- 3 **Contemporary art** (Współczesna sztuka) does not appeal to everyone. Even some **art critics think** (krytycy sztuki uważają) that classical art is the only true art.
- 4 My sister **turned to performance art** (zajęła się sztuką performance'u) at the age of 20. **The spectacles (which/that) she stages** (Pokazy, które organizuje) are always popular with young people.
- 5 What music would you call **mainstream** (głównego nurtu) music?

>> **Vocabulary challenge!** Unit 1, page 108, exercises 3 and 4

12> Work in pairs. Imagine you are organising an artistic happening. Prepare a short presentation. Use the questions below to help you. *Students' own answers*

- 1 What are you going to do?
- 2 Where are you going to organise it?
- 3 Who are you going to invite to take part?
- 4 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? *Students' own answers*



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

Students' own answers

- 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 1.05** 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?

Speaker 1: The main advantage is the fact that you have a unique chance to watch your favourite band give a live performance; you can hear them play your favourite tunes; you can also meet other fans of the same band, and sing and dance together, which creates an unforgettable atmosphere.

Speaker 2: The main drawback is the fact that it's not easy to find a proper job unless you become famous, so you may waste your talent. Another disadvantage is that you may not always be happy with your job because, for example, you have to give concerts all the time. What's more, as a celebrity you have no privacy as paparazzi follow you everywhere.

- 2 Which speakers' points of view do you support? Why?

Students' own answers

- 4) **CD 1.05** Listen again and answer the questions.

- 1 Which speaker gives three different arguments to support their opinion? *Speaker 2*
- 2 Which speaker gives one detailed argument to support their opinion? *Speaker 1: going to a concert is a unique chance to see your favourite band play live*
- 3 Does one answer sound better than the other in your opinion? Why?/Why not? *Both answers are equally good (Speaker 1 expands on one point while Speaker 2 mentions different arguments to support his answer).*

- 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 ¹comes to ..., I'd say that ... As far ²as working as a professional musician is concerned, I believe that ...

▶ Discussing advantages and disadvantages


The ³main advantage/disadvantage of ... is the fact that ... There is nothing better than ... ⁴personally, I think that there are many disadvantages of ... One good/bad ⁵point about ... is ... Another advantage/disadvantage is that ... One very convincing argument in favour/against ... is that ... The main drawback is ...

▶ Showing contrast

On the ⁶one hand, ... On the other hand, ... However, ... Nevertheless, ...

▶ Summing up

All in all, ... | To ⁷sum 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.


Students' own answers

- 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, 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 digital books?

- **Advantages:** not as heavy as paper books, downloadable books are often cheaper than paper books
- **Disadvantages:** e-readers cost money, easy to steal them, may break easily

- 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.

Suggested answer: In my view, there are a lot of advantages of taking part in a talent show. First of all, you can learn something useful. For example, you can learn how to cope with stress and compete with others. You may also become more self-confident and improve your communication skills, as you have to talk to a lot of people involved in the show. Another thing is that you can win a prize. If you manage to win, it can help you become famous and start a career. To sum up, I think that talent shows are a great chance to develop your personality, meet new people and have a sense of achievement.

- 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. *Students' own answers*

- 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?

WRITING

a blog entry

1

1) Work in pairs. Answer the questions.

Students' own answers

- 1 Do you prefer watching films on TV, DVD, or at the cinema? Why?
- 2 What makes you choose a film at the cinema: the title, the cast, the film director or someone's recommendation?
- 3 What are the best and worst films you have ever watched? Why do you think so?
- 4 Have you seen the film or read the book in exercise 2? 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 4 c The storyline 2
b General information 1 d Strong and weak points 3



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

- ① 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.
- ② 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.
- ③ 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.
- ④ 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 Polish. Which of them are used in the blog entry?

This drama/comedy was directed by ... and it stars ...
Ten dramat był wyreżyserowany przez/Ta komedia została wyreżyserowana przez ... i główne role grają w nim/w niej...

• It tells the story of ... • The story is about ... *Opowiada o... • It is based on the novel by ... Jest oparty na powieści autorstwa ...*

• It is set in ... *Akcja rozgrywa się w...*

The main characters are ... *Głównymi bohaterami są...*

At the beginning, ... *Na początku...* • In the end, ... *Na końcu / W końcu...*

4) Think of a popular film you have seen recently and summarise its plot to your partner. Use the phrases from exercise 3. *Students' own answers*

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 *The phenomenal acting was definitely the best thing about the movie.*
2 *I found the whole plot very engaging too.* | **3** *This film is a must-see because it talks about love and death as well as teenage dreams and fears.*
- **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 *One disappointing thing was probably the soundtrack, which was a bit too monotonous for me.*

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

- 4** dull **2** engaging **3** awful **5** amusing **2** involving
1 fantastic **1** excellent **5** hilarious **3** terrible
4 monotonous **4** 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. *Students' own answers*

8) In your notebook, write sentences to develop each point below. Use the prompts in brackets to help you. *Suggested answers:*

- 1 There's one TV series which I regularly follow. (Oceń fabułę i grę aktorską.) *The best things about it are the engaging plot and the phenomenal acting.*
- 2 This movie will definitely make you laugh. (Napisz, dlaczego film jest taki śmieszny.) *It tells the hilarious story of some young people who find a magic book.*
- 3 I watched a reality show last night. (Wyjaśnij, dlaczego ten program Cię rozczarował.) *To my mind, it was rather disappointing because the contestants just quarreled with each other all the time.*
- 4 This drama is definitely worth seeing. (Napisz, do kogo ten film przemówi i podaj argumenty.) *I think it will appeal to people who like historical films because it is set in the 18th century England.*
- 5 I saw a film based on a book I have read recently. (Porównaj książkę i jej adaptację filmową.) *I think it was better than the book because it only showed the most interesting parts of the story.*

9) Read the instructions and do the writing task. *Students' own answers*

Niedawno obejrzałeś/obejrzałaś nowy program telewizyjny. Zredaguj wpis do zamieszczenia na blogu (100–150 wyrazów) i:

- podaj podstawowe informacje o tym programie;
- przedstaw krótko prowadzącego/prowadzącą 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.

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

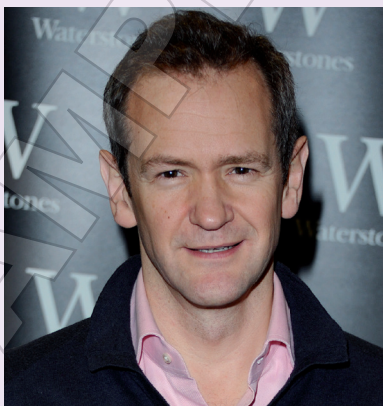
stage impartial hilarious engaging disadvantage

- This TV series is really **interesting** / *engaging*.
 - These performance artists **organise** / *stage* the best shows in the world.
 - I love watching this TV series. It's so **funny** / *hilarious*.
 - The most obvious **drawback** / *disadvantage* of going to live concerts is the price of the tickets.
 - This channel has never been **neutral** / *impartial* in the way it presents the news.
- 2) Choose the answer that has the same meaning as the underlined phrase. Write the answers in your notebook.

- The artist turned to painting at the age of nineteen, just after he had 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

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

Pointless is my favourite British game show, and I ¹ **have never missed** (*never / miss*) a programme since it was launched. It is shown on BBC One at peak ² **viewing** (*view*) time and is hosted by Alexander Armstrong, who ³ **has been hosting / has hosted** (*host*) the show for ages now. I love it because of its originality. The idea behind *Pointless* is ⁴ **different** (*differ*) 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 improbable answer from among the answers suggested by a hundred people who were asked before the programme. For me, the show is just fantastic entertainment. It's also educational, so you ⁵ **are able / will be able** (*able*) to learn a lot from it. You should check it out – it's on today in the afternoon. It ⁶ **begins** (*begin*) at 5 p.m. sharp.



- 4) In your notebook, translate the Polish parts of the sentences into English. Use no more than five words.

- This is the actor **whose talent I have admired** (*którego talent podziwiam*) all my life.
- This programme **is broadcast live** (*jest nadawany na żywo*) every Friday.
- By the time we got to the exhibition, Joe **had already left** (*już wyszedł*), so we missed him.
- It's the first time I **have seen such a big** (*widzę taką wielką*) sculpture.
- This film stars** (*W tym filmie główne role grają*) some of the best American actors of the new generation.
- When I **was standing in (the) line / in the queue / was queuing** (*stałem w kolejce*) in the cinema, my mum rang me to invite me to dinner.
- We had been working for** (*Pracowaliśmy przez*) six months on our arts project before it was finally ready.
- What time **does the museum open** (*otwierają to museum*)?
- This artist **is painting better and better** (*maluje coraz lepiej*), and one day she'll be the one to watch.
- I didn't go to the open-air concert in London because **I had lost** (*zgubiłam*) the tickets!

- 5) In your notebook, translate the sentences into English.

- Nigdy nie widziałem żadnego arcydzieła na własne oczy. **I have never seen any masterpiece with my own eyes.**
- Jakie seriale komediowe oglądałaś jako dziecko? **What sitcoms did you use to watch when you were a child?**
- Tom i ja już się znaleźliśmy, kiedy zaczął pracę dla tej stacji telewizyjnej. **Tom and I had already known each other before he started working for that TV station.**
- Ta sztuka naprawdę mnie wciągnęła. Aktorzy grali rewelacyjnie. **That play was really engaging. The actors were excellent.**
- Jutro wybieramy się na wystawę martwych natur, namalowanych przez bardzo utalentowanego młodego artystę z Syrii. **Tomorrow we are going to the exhibition of still lifes painted by an extremely talented, young artist from Syria.**

- 6) In your notebook, write sentences using the words in brackets.

- We **have already bought** (*already / buy*) the tickets for the show. **Have you got** (*you / get*) yours yet?
- I **have been running** (*run*) for an hour. I **am** (*be*) out of breath. I **rarely get** (*rarely / get*) so tired.
- My sister **still haven't found** (*still / not find*) a series she **wants / would want** (*want*) to watch, but she **found** (*find*) a thriller film she **plans / is planning** (*plan*) to watch tonight.

- 7) **WHAT DO YOU THINK?** Work in pairs and answer the questions. *Students' own answers*

- 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?

STEP BY STEP

speaking

1



Tip

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

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

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 1.06** Listen to another student describing the picture in exercise 1. Did she add the same information as you did? *Students' own answers*



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.
They are sitting close to each other.
- 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.
It's good to laugh with other people when you're watching a funny film, but when it's a sad film, I want to be alone so people don't see me cry.

- 4> **CD 1.07** Listen to another student answering the teacher's questions. Are his answers better than the answers in exercise 3? Why? / Why not?

The boy's answers are better: he avoids repetition of I think and sometimes; he uses a wider range of vocabulary, e.g. I prefer to be on my own instead of I want, similar rather than the same, share the experience embarrassed, depends on; he uses various grammatical structures: if I cry ... I don't get ... they could even be brothers.

- 5> Work in pairs. Take turns to answer questions 1 and 2 in exercise 1. *Students' own answers*



Tip

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

- 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 *decided* (*decide*) to stay in and watch a DVD which my cousin ² *had lent* (*lend*) me the day before. My parents ³ *were watching* (*watch*) a TV talent show in the living room, so we ⁴ *went* (*go*) to my bedroom to watch it in peace and quiet there! The film ⁵ *was called* (*call*) *About Time*. My friend ⁶ *had seen* (*see*) it before, but I hadn't. It's 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 *liked* (*like*) it so much that after it ⁸ *had finished* (*finish*), we ⁹ *watched* (*watch*) it again!



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 ...*

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

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

- 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.
It's the part of a TV where pictures appear.
- 2 They are several generations of the same family.
It's different ages, like parents and children and grandparents.
- 3 She's looking at a TV guide. *It's the magazine where you find out the times of TV programmes.*
- 4 There's a fireplace behind them.
It's where you have a fire to make a room warm.
- 5 She's covering her face. *She's putting her hands over her face.*

- 9> **TEST IT!** Describe the picture and answer the three questions. *Students' own answers*



- 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.

- This *masterpiece was created* (dzieło zostało stworzone) by Michelangelo and is a perfect example of *fine art* (sztuk pięknych).
- This programme *is broadcast live* (jest nadawany na żywo) and has *a large audience* (liczną publiczność) every week.
- Everyone *admired the spectacle* (podziwiał pokaz) of visual effects *staged/organised* (zorganizowany) in the city centre.
- The way news channels present their news *should be impartial* (powinien być bezstronny).
- Game shows* (Teleturnieje) are usually shown *at peak viewing times* (w godzinach największej oglądalności). _ / 9



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

- The film was both *entertaining* (entertain) and *educational* (educate).
- This TV *documentary* (document) is really *engaging* (engage). You must see it!
- This *sculptor* (sculpt) is very *gifted* (gift). His *sculptures* (sculpt) are really original.
- I've just finished reading a book about the history of *photography* (photo).
- The theatre *performance* (perform) I saw yesterday was quite *moving* (move).
- This TV series is really *addictive* (addict). It's partly *fictional* (fiction) and partly *factual* (fact). _ / 13

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

- My father *is addicted to reading* (addict / read). He reads about ten books a month!
- In the era of the Internet, it's really easy to *keep up with the latest news* (keep / the latest news).
- Our teacher is *excellent at explaining* (excellent / explain) difficult grammar structures.
- This movie *is based on the true story* (base / true story) of a 17-year-old tennis champion.
- Marina Abramović was *responsible for starting* (responsible / start) some new trends in performance art. _ / 15

4> Use the correct present tense (present simple, present continuous or present perfect) to rewrite the following sentences.

- What are your plans for tonight? *What are you doing tonight?*
- It's my second time in this gallery. *I have already been in this gallery once. / I have been to this gallery (once) before.*
- Ann is in the habit of listening to the morning news. *Ann listens to the morning news.*
- I took up drawing two years ago, and it's still my hobby. *I have been drawing for two years as a hobby.*
- Is it your first time in London? *Have you ever been to London?*
- Is the meeting over? *Has the meeting already finished? / Has the meeting finished yet?* _ / 6

5> Choose the correct answer.

- We (nie spotkaliśmy się) before we were introduced to each other at the party.
A have never met
B had never met
 C were never meeting
- I (zwykle oglądałem) cartoons when I was a child.
A was watching
B would watch
 C had watched
- (Co robieś) while I was busy doing the shopping?
A What have you done
B What had you done
 C What were you doing
- I (nie byłem) to the cinema since we last went there together.
 A haven't been
B didn't go
C wasn't
- When was the last time your parents (mieli urlop)?
A were having a holiday
B had had a holiday
 C had a holiday _ / 15

6> Complete the text with the missing words.

When it ¹*comes* to having music lessons at school, I'd ²*say* that the ³*main* advantage is the ⁴*fact* that you can learn about different types of music. ⁵*A* *no*ther good ⁶*thing* is that listening to music develops your creativity. So, to ⁷*sum* up, I believe there should be more music lessons at school. _ / 17

7> Write sentences from the prompts.

- this / exciting film / I ever see
This is the most exciting film I have ever seen.
- this book / appeal / all young people
This book will appeal to all young people.
- the show / not funny / I expect
The show was not as funny as I'd expected.
- my mind / this concert / dull
To my mind, this concert was dull.
- this programme / not worth / watch
This programme is/was not worth watching. _ / 15

8> Work in pairs and test each other. *Students' own answers*

Student A: go to page 124.
Student B: go to page 130.

TV shows / Programy telewizyjne

at peak viewing time /ət pi:k ˌvju:ɪŋ ˈtaɪm/ w porze największej oglądalności
broadcast live /ˈbrɔ:d.kɑ:st ˈlaɪv/ transmitować, nadawać na żywo
chat show /ˈtʃæt ʃəʊ/ talk show
documentary /ˌdɒkjʊˈment(ə)rɪ/ program dokumentalny
game show /ˈgeɪm ʃəʊ/ teleturniej
keep up with the latest events /ki:p ˈlæt wɪð ðə ˈleɪtɪst ɪˈvents/ śledzić aktualne wydarzenia
large audience /ˌlɑ:(r)dʒ ˈɔ:diəns/ liczna publiczność
long-running /ˈlɒŋˌrʌnɪŋ/ emitowany od dawna
lottery show /ˈlɒtəri ʃəʊ/ loteria
magazine programme /ˌmæɡəˈzi:n ˈprəʊɡræm/ program publicystyczny
on catch-up TV /ɒn ˈkætʃʌp ˈti: ˈvi:/ w ramach usługi pozwalającej na oglądanie wyemitowanych programów telewizyjnych w późniejszym terminie za pomocą Internetu
party political broadcast /ˌpa:(r)ti pəˈlɪtɪk(ə)l ˈbrɔ:d.kɑ:st/ płatna reklama partii politycznej
quiz show /kwɪz ˈʃəʊ/ teleturniej
sitcom /ˈsɪtkɒm/ serial komediowy
TV series /ˌti: ˈvi: ˈsɪəri:z/ serial telewizyjny
vote for sb/sth /ˈvəʊt fɔ: ˌsɒmbədi ˌsʌmθɪŋ/ głosować na kogoś/coś

Adjectives / Przymiotniki

addictive /əˈdɪktɪv/ wciągający, uzależniający
educational /ˌedʒəˈkeɪʃ(ə)nəl/ edukacyjny
entertaining /ˌentə(ɪ)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 /ˈmu:viŋ/ poruszający
thought-provoking /ˈθɔ:tpɹəˈvəʊkɪŋ/ dający do myślenia

The news / Wiadomości

biased /ˈbiəst/ stronniczy
immediate /ɪˈmi:diət/ natychmiastowy
impartial /ɪmˈpɑ:(r)ʃ(ə)l/ bezstronny
neutral /ˈnju:trəl/ neutralny
objective /əbˈdʒektɪv/ obiektywny
prejudiced /ˈpreɪdʒɪdɪst/ tendencyjny
reliable /riˈleɪəb(ə)l/ wiarygodny

Adjectives and prepositions / Przymiotniki z przyimkami

addicted to sth /əˈdɪktɪd tə ˌsʌmθɪŋ/ uzależniony od czegoś
angry with sth /ˈæŋɡri wɪð ˌsʌmθɪŋ/ zły na coś
aware of sth /əˈweə(r) əv ˌsʌmθɪŋ/ świadomy czegoś

biased towards sth /ˈbiəst tə wɔ:(r)dʒ ˌsʌmθɪŋ/ przychylnie nastawiony do czegoś
concerned about sth /kənˈsɜ:(r)nd əˈbaʊt ˌsʌmθɪŋ/ zatroskany o coś, zmartwiony czymś
curious about sth /ˈkjʊəriəs əˈbaʊt 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 /ˌfed ˈʌp wɪð ˌsʌmθɪŋ/ znudzony czymś
full of sth /ˈfʊl əv ˌsʌmθɪŋ/ pełen czegoś
interested in sth /ˈɪntrəstɪd ɪn ˌsʌmθɪŋ/ zainteresowany czymś
responsible for sth /riˈspɒnsəb(ə)l fə(r) ˌsʌmθɪŋ/ odpowiedzialny za coś

Artists and their work / Artysci i ich dzieła

action /ˈækʃ(ə)n/ ruch, działanie
admire /ədˈmaɪə(r)/ podziwiać
art critic /ˌɑ:(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 /ˈkɒstjuz/ kostiumy
create /kriˈeɪt/ tworzyć
fine art /faɪn ˈɑ:(r)t/ sztuki piękne
gesture /ˈdʒestʃə(r)/ gest
gifted /ˈɡɪftɪd/ utalentowany
happening /ˈhæp(ə)nɪŋ/ wydarzenie artystyczne, happening
mainstream /ˈmeɪnˌstri:m/ należący do głównego nurtu
masterpiece /ˈmɑ:stə(r),pi:s/ arcydzieło
painter/painting /ˈpeɪntə(r), ˈpeɪntɪŋ/ malarz/malarka / obraz
performance art /pə(r)fɔ:(r)məns ˈɑ:(r)t/ sztuka performance'u
performer/performance /pə(r)fɔ:(r)mə(r), pə(r)ˈfɔ:(r)məns/ artysta/artystka, wykonawca / występ, spektakl
photography /fəˈtɒɡrəfi/ fotografika
prank /præŋk/ dowcip, wybrzyk
sculptor/sculpture /ˈskʌlptə(r), ˈskʌlptʃə(r)/ rzeźbiarz/rzeźbiarka / rzeźba
self-portrait /ˈself.pɔ:(r)trɪt/ autoportret
spectacle /ˈspektəkl(ə)l/ widowisko, spektakl
stage /steɪdʒ/ wystawiać (na scenie)
statue /ˈstætʃu:/ statua, posąg
still life /stɪl ˈlaɪf/ martwa natura
stone /stəʊn/ kamień
theatre /ˈθiətə(r)/ teatr
turn to sth /ˈtɜ:(r)n tə ˌsʌmθɪŋ/ zwracać się ku czemuś
video projection /ˈvɪdiəʊ prəˌdʒekʃ(ə)n/ pokaz wideo

watercolours /ˈwɔ:tə(r) kɒlə(r)z/ akwarele
wood /wʊd/ drewno

Films / Filmy

acting /ˈæktɪŋ/ gra aktorska
amusing /əˈmjuzɪŋ/ zabawny, śmieszny
awful /ˈɔ:f(ə)l/ okropny
be based on a novel /bi ˈbeɪst ɒn ə ˈnɒv(ə)l/ być opartym na powieści
be directed by /bi ˈdaɪˌrektɪd baɪ/ być reżyserowanym przez
be set in /bi ˈset ɪn/ mieć miejsce, rozgrywać się w
dull /dʌl/ nudny
engaging /ɪnˈɡeɪdʒɪŋ/ wciągający, zajmujący
entertaining /ˌentə(ɪ)ˈteɪnɪŋ/ zabawny, rozrywkowy
excellent /ˈeksələnt/ znakomity
fantastic /fænˈtæstɪk/ fantastyczny
involving /ɪnˈvɒlvɪŋ/ wciągający
main characters /ˌmeɪn ˈkærɪktə(r)z/ główne postacie
monotonous /məˈnɒtənəs/ monotony
must-see /ˈmʌstsi:/ program, który należy koniecznie obejrzeć
phenomenal /fəˈnɒmɪn(ə)l/ fenomenalny
recommendation /ˌrekəməˈdeɪʃ(ə)n/ rekomendacja, polecenie
review /riˈvju:/ recenzja
soundtrack /ˈsaʊn(d),træk/ ścieżka dźwiękowa
star /stɑ:(r)/ grać główną rolę w filmie
storyline /ˈstɔ:riˌlaɪn/ fabuła
uninteresting /ʌnˈɪntrəstɪŋ/ nieciekawny
worth seeing /ˌwɔ:(r)θ ˈsi:ɪŋ/ warty obejrzenia

Other words / Inne wyrazy

adventurous /ədˈventʃ(ə)rəs/ żądny przygód, lubiący ryzyko
breaking news /breɪkɪŋ ˈnju:z/ wiadomość z ostatniej chwili
cartoon strip /kɑ:(r),tu:n ˈstri:p/ komiks, historyjka obrazkowa
channel /ˈtʃænl(ə)l/ kanał (telewizyjny)
confuse /kənˈfju:z/ dezorientować, mylić
fact and fiction /ˈfækt ənd ˈfɪkʃ(ə)n/ fakty i fikcja
give sb a laugh /gɪv ˌsɒmbədi ə ˈlɑ:f/ rozbawiać kogoś
grain /ɡreɪn/ ziarno
lasting /ˈlɑ:stɪŋ/ trwały, niezatarty
online edition /ˌɒnlaɪn ɪˈdɪʃ(ə)n/ wydanie internetowe
satellite TV /ˌsætəlaɪt ˈti: ˈvi:/ telewizja satelitarna
source /sɔ:(r)s/ źródło
TV guide /ˌti: ˈvi: ˌɡaɪd/ program telewizyjny
variety /vəˈraɪəti/ różnorodność

Challenge!

ability /əˈbɪləti/ zdolność, umiejętność
activity /ækˈtɪvəti/ działanie, zajęcie
bend the truth /ˌbend ðə ˈtru:θ/ naginać prawdę
commentator /ˈkɒmənˌteɪtə(r)/ komentator/komentatorka
contestant /kənˈtestənt/ uczestnik/uczestniczka, zawodnik/zawodniczka
creation /kriˈeɪʃ(ə)n/ dzieło, kreacja
enjoyment /ɪnˈdʒɔɪmənt/ przyjemność, radość
entertainment /ˌentə(ɪ)ˈteɪnmənt/ rozrywka
expression /ɪkˈspreʃ(ə)n/ wyrażenie, ekspresja
failure /ˈfeɪljə(r)/ niepowodzenie, porażka
friendliness /ˈfren(d)lɪnəs/ życzliwość
forecaster /ˈfɔ:(r),kɑ:stə(r)/ meteorolog, pogodynka/pogodynek

have a political bias /həv ə pəˈlɪtɪk(ə)l ˈbiəəs/ sprzyjać jakiejś opcji politycznej
host /həʊst/ gospodarz/gospodyni programu, prowadzący/prowadząca
judge /dʒʌdʒ/ juror/jurorka
loneliness /ˈlɒnəlɪnəs/ samotność
membership /ˈmembə(r)ʃɪp/ członkostwo
movement /ˈmu:vmənt/ ruch
originality /əˌrɪdʒəˈnæləti/ oryginalność
newsreader /ˈnju:z ˌri:də(r)/ prezenter/prezenterka wiadomości
paint sth in a good light /ˌpeɪnt ˌsʌmθɪŋ ɪn ə ˌɡʊd ˈlaɪt/ przedstawić coś w dobrym świetle
pleasure /ˈpleʒə(r)/ przyjemność
preference /ˈpref(ə)rəns/ preferencja
present the news in a certain way /ˌprez(ə)nt ðə ˈnju:z ɪn ə ˌsɜ:(r)t(ə)n ˈweɪ/ przedstawiać wiadomości w pewien sposób

pundit /ˈpʌndɪt/ ekspert/ekspertka
quote statistics /ˌkwəʊt stəˈtɪstɪks/ cytować statystyki
reality /riˈæləti/ rzeczywistość
relation /riˈleɪʃ(ə)n/ relacja
relationship /riˈleɪʃ(ə)nʃɪp/ związek, relacja
silence /ˈsaɪləns/ cisza
sponsorship /ˈspɒnsə(r)ʃɪp/ sponsorowanie, patronat
support a view /səˌpɔ:(r)t ə ˈvju:/ wspierać pogląd
tell lies /tel ˈlaɪz/ kłamać
weakness /ˈwi:knəs/ słaba strona, słabość
voice-over artist /ˈvɔɪs.əʊvə(r) ˌɑ:(r)tɪst/ lektor/lektorka filmów, aktor głosowy

2

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?

Students' own answers

- 2> In your notebook, match the words below with the items in bold.

- 1 **stepmother** 8 **half brothers** 4 **partner**
 9 **sister-in-law** 6 **nephew and niece** 3 **acquaintance**
 5 **distant relative** 2 **colleague** 10 **fiancé**
 7 **single parent**



- 5> **CD 1.08** Listen to three dialogues and answer the questions in your notebook.

- 1 What is the relationship between the people in each dialogue? **1 workmates/colleagues** **2 acquaintances** **3 aunt and niece**
- 2 In which dialogue ...?
 - a does someone take after another person **3**
 - b do the people get on well **1**
 - c does someone mention a couple splitting up **2**

- 6> Work in pairs. In your notebook, complete the questions with the correct words. 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/break** up with someone online or by text? Why?/Why not?
- 5 Who have you **gone/fallen** out with recently and why?
- 6 Which celebrity couple do you think will **split/break** up soon? Why?

» Vocabulary challenge! Unit 2, page 109, exercise 1

- 7> In your notebook, rewrite the sentences using the words in bold.

- 1 My sister and her partner separated about a month ago. **SPLIT** *My sister and her partner split up about a month ago.*
- 2 Who in your family do you resemble? **AFTER** *Who do you take after in your family?*
- 3 We have been engaged for six months now. **GOT** *We got engaged six months ago.*
- 4 The person I really admire and respect in my family is my grandfather. **UP** *The person I really look up to in my family is my grandfather.*
- 5 Young people often meet up at shopping centres. **OUT** *Young people often hang out at shopping centres.*
- 6 Why do you always fall in love with sporty boys? **FOR** *Why do you always fall for sporty boys?*

- 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?
Students' own answers

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

Students' own answers

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

- 4> In your notebook, complete the posts with the prepositions below.

after up (x4) for on out (x3)

OUR RELATIONSHIPS



Tom

I guess I **get** ¹ **on well 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.

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 **out** from time to time – usually over silly things. But we always **make** ⁷ **up** again quickly.



Pat



SueM

One of my classmates had been a very close friend of mine for about five years, but then we started **going** ⁸ **out 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!

- Has your group of friends changed a lot over the last few years? Why? / Why not? *Students' own answers*
- 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? *Students' own answers*



- CD 1.09** Listen to an interview. Where is it taking place? What kinds of relationships do the speakers discuss? *on the radio; friendships and romantic relationships*

- CD 1.09** Listen again. Are the statements true or false? Correct the false ones. Write the answers in your notebook.

- Alice is calling to change the topic of the programme. *F Alice is calling to talk about the end of another type of relationships - friendships.*
- The interviewer thinks that some friends lose touch when life changes. *T*
- Alice has just had an argument with a very close friend. *F Alice had an argument with a very close friend a few years ago.*
- Alice's friend ended the friendship face to face. *F Alice's friend texted her to end the friendship.*
- Alice compares the loss of her friend to a previous caller's situation. *T*
- In the conversation the speakers discuss the similarities between the end of a romance and a friendship. *T*

- In your notebook, complete the sentences with the words below.

friendship painful spread relationship
heartbreaking devastated supportive

- My best friend was really *supportive* when I had problems with my family last year.
- When Alex broke up with Kathy, she was absolutely *devastated*. She thought they were going to get married.
- friendship* is very important when you're going through a hard time.

- The film is a *heartbreaking* story about a girl whose boyfriend dies in a crash.
- It's horrible when people *spread* rumours about you that aren't true.
- Meryl has a very close *relationship* with her elder sister.
- The breakup with her boyfriend was a really *painful* experience.

- Work in pairs. Tell your partner about the things below. *Students' own answers*

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

- CD 1.10** Listen to four other callers commenting on Alice's ideas. Answer the questions in your notebook. There is one extra question.

Which person ...?

- believes that friends are more important than we think *2*
- advises Alice to make up with her friend *3*
- shares what his/her own reaction to Alice's experience would be -
- mentions who opened his/her eyes to the situation *4*
- insists that losing a friend is different from losing a partner *1*

- Which speaker do you agree with? Why? *Students' own answers*

- CD 1.10** Listen again. In your notebook, complete the sentences so that they correspond to the information in the recordings.

- Speaker 1 considers breakups between friends not *as painful* as some other people do. The advice she gives is to stop *worrying*.
- Speaker 2 *sympathises* with Alice and seems to understand that breakups between friends can be *crippling/difficult*.
- Speaker 3 believes that there is no point *in grieving* as it's better to forgive and forget. Conflicts make us realise who *we (really) are*.
- Speaker 4 draws our attention to relationships which involve *manipulation*. She believes that such relationships may affect *one's self-esteem*.

» Vocabulary challenge! Unit 2, page 109, exercise 2

- WHAT DO YOU THINK?** Work in pairs and discuss the questions. *Students' own answers*

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

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

1) Who do you go to when you need some advice about a problem? Why? *Students' own answers*

2) **LANGUAGE IN CONTEXT** Read the text. How does the writer get advice? *The writer gets advice from his older sisters.*



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 personally the people who write in, 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.
All Some teenage problems are difficult.
- Everyone copes in the same way.
Everyone copes in the same their own way.
- Magazine problem pages are as good as personal advice.
Magazine problem pages are aren't as good as personal advice.
- The writer asks one of his sisters for advice.
The writer asks one both of his 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
every, no, any
- with plural nouns *no, any, some, all, most, many, a few*
- with uncountable nouns
no, any, some, all, most, much, a little, a lot of

5) In your notebook, write examples from the text

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.

in exercise 2 to illustrate each pattern below.

determiner + <i>of</i> + <i>the/my/her</i> + noun/pronoun	determiner + noun
<i>none of the magazine editors; both of them; a lot of pressure</i>	<i>all teenagers; most people; some problems; every magazine; no replacement</i>

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.

- All (of) your advice is* (Wszystkie Twoje rady są) useful. Thank you.
- Most of the articles were* (Większość artykułów była) interesting, so I decided to read *all of them* (je wszystkie).
- Some people* (Niektórzy ludzie) subscribe to online magazines, but I don't.
- A few/Some students* (Kilkoro uczniów) failed the exam, but not many.
- I enjoy *both romantic films and comedies* (zarówno filmy romantyczne, jak i komedie).
- Both (of) my parents* (Oboje moi rodzice) play chess.
- There was no food left* (Nie zostało nic do jedzenia) after the party.

» **Grammar challenge!** Unit 2, page 109, exercise 1

8) **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?

Students' own answers

like buy watch study go play

- None of my ...
- Both of my ...
- All of my ...
- Some of my ...
- Most of my ...
- Neither of my ...



Future continuous and future perfect; future tenses

1) Work in pairs and discuss the questions.
Students' own answers

- Are you doing anything on Saturday evening?
- What are you going to do today after school?
- Imagine it is the year 2029. Where are you? What are you doing? What has changed in your life?

2) **CD 1.11 LANGUAGE IN CONTEXT** Read and listen to the dialogue. Are you more like James or Lucy?

Students' own answers

- James** So this is almost the last day of university and the end of our studying. I can't believe we finish tomorrow. 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 because I'm going to find a well-paid job! 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 riding your bike everywhere? I'll have learned to drive by next year, so I'll be able to come and visit you in the country! Well, talking of the very near future, what are you doing tonight, Lucy? Fancy eating out?
- Lucy** Why not? I'm not doing anything special. How about going to the new Chinese place? I promise I won't be late this time.
- James** OK, I'll be waiting outside. 7 p.m. sharp!

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

will + be + -ing

- Lucy / work / at 10.00 tomorrow morning [+]
Lucy will be working at 10.00 tomorrow morning.
- Lucy / work / at 10.00 tomorrow morning [-]
Lucy won't be working at 10.00 tomorrow morning.
- Lucy / work / at 10.00 tomorrow morning [?]
Will Lucy be working at 10.00 tomorrow morning?

will + have + past participle

- Dan / finish classes / by 3.00 [+]
Dan will have finished classes by 3.00.
- Dan / finish classes / by 3.00 [-]
Dan won't have finished classes by 3.00.
- Dan / finish classes / by 3.00 [?]
Will Dan have finished classes by 3.00?

4) Match the rules with examples a and b in your notebook. 1 a 2 b

- We use the **future continuous** to talk about something that will be in **progress** at a specific time in the future.
- We use the **future perfect** to talk about something that will be completed **before** a specific time in the future.
 - In 2023 I'll be studying English at university.*
 - By 2026 I'll have graduated from university.*

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

- By 6.00 **I'll have done** / will be doing all my homework.
- On Friday at 9.30 I'll have played / **will be playing** tennis with Jim.
- At 7.30 we'll have eaten / **will be eating** dinner.
- In six months' time I'll have stayed / **will be staying** with my friend in England.

6) **🏠** In your notebook, write sentences from the prompts. Use the future continuous or the future perfect.

- I / not study / at this school / in two years' time.
I won't be studying at this school in two years' time.
- your family / move to Italy / by the end of March?
Will your family have moved to Italy by the end of March?
- John / wait for us on the platform / when we get off the train?
Will John be waiting for us on the platform when we get off the train?
- Come round about 6.30. Jack and Maddy / arrive / by then.
Jack and Maddy will have arrived by then.
- In three months' time / we / live / in the USA.
In three months' time we'll be living in the USA.
- you / finish / studying / by the time you're 26?
Will you have finished studying by the time you're 26?

7) **?** WHAT'S RIGHT?

- 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.
- By the end of this year, I will be making a few new friends.

7) What other future forms can you see in the dialogues in exercise 2? Why have these tenses been used? Can you formulate simple rules for when we use these tenses to refer to the future?

Present simple: we finish tomorrow – used for fixed plans and timetables Present continuous: what are you doing tonight; I'm not doing anything special – used for personal arrangements Going to: I'm going to find – used for future intentions, things you have already decided to do Will: I promise I won't be late this time. Used for promises and when we decide to do sth at the time of speaking

8) Read the following sentences. What is the difference in meaning if any?

- I am meeting Joe tonight.
The meeting has already been arranged.
- I'm going to meet Joe tonight.
I have decided to do it, but it has not been arranged yet.
- I'll be meeting Joe tonight.
The meeting has already been arranged.

9) In your notebook, complete the sentences with the time expressions below. Sometimes more than one answer is correct. *Suggested answers:*

by 5.30 tonight in 2060 this time tomorrow by Wednesday at that time by then at 6.30 tomorrow soon in September

- By Wednesday* we'll have finished two full days of exams.
- Will people be living in eco-friendly houses *in 2060*?
- The plane lands *at 6.30*, so I'll call you at 6.45.
- I'm writing an essay about the year 2099. *At that time* no one will be using pens or pencils to write with.
- Are you going out *tonight*?
- The first semester starts *in September*.
- I'll finish my homework *soon*.

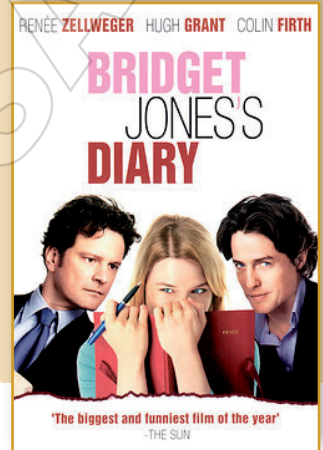
10) **NOW YOU DO IT** Work in pairs. Tell your partner what you, your best friend or someone in your family will / won't have done and what you or they will / won't be doing at the times below. Give reasons to support your opinion. *Students' own answers*

By 2026 ... This time next year ... On Saturday night ...

- 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. *Students' own answers*

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. *Students' own answers*

- 3) Look at the film poster. What kind of a story is it? What could it be about? *Students' own answers*

- 4) Read the text and answer the questions.

- 1 Where is Bridget? Why is she there? *She is at a New Year's Day party. She is there because her mother made her go.*
- 2 How old is she and what does she do for a living? *She is in her thirties and she works in publishing.*
- 3 Who is she introduced to at the party? Do you think she likes this person? *She is introduced to Mark Darcy. She probably doesn't really like him because she thinks her mother always chooses the most awful men for her. Moreover, he is rich and divorced, and he goes away in the middle of their conversation.*

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.

Information mentioned in the text: 1, 2, 3, 4, 7

- 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.

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

Suggested answers:

- 1 *Why did Bridget go to the party?* Because her mother made her do it.
- 2 *How does Bridget feel about the men her mother chooses for her?* She finds them awful.
- 3 *Why does Bridget's mother want her to meet Mark Darcy?* Because he's successful and isn't in a relationship anymore.
- 4 *Why did Bridget feel embarrassed?* Because Geoffrey asked her about her romantic life in front of other people.
- 5 *What was Mark Darcy wearing?* A jumper with a pattern of yellow and blue diamonds on the front.
- 6 *Who introduced Bridget to Mark?* Una did.
- 7 *How did Mark react to/feel about Bridget's talkativeness?* He was horrified.
- 8 *What did Mark suggest to Bridget?* That she should get something to eat.

7) Read the email and, in your notebook, complete the gaps with the information from the text in exercise 4. Use between 2 and 5 words in each gap.

Possible answers:

Cześć Aniu, jak tam Twój projekt z angielskiego? Dziękuję Ci bardzo za polecenie mi książki *Bridget Jones* w wersji uproszczonej. Fragment, który mnie ujął i rozbawił, to ten, kiedy Bridget była na imprezie zorganizowanej z okazji ¹*Nowego Roku*. Rozbawiło mnie to, że Bridget, mając trzydzieści lat, pojawiła się na tym przyjęciu ²*na prośbę mamy*, która wręcz naciskała na jej obecność tam. Matka tłumaczyła jej, że ³*powinna poznać Marka Darcy'ego*, ponieważ jest bogaty. Brzmi to tak, jakbym słyszała moją mamę, która ciągle mnie dopytuje o moje randki. Mam wrażenie, że szuka dla mnie kandydata na męża!

Ta Bridget jest w sumie trochę jak ja. Myślę, że też bym ⁴*się zgubiła*, zanim bym dotarła na miejsce, no i na pewno pod wpływem emocji ⁵*mówiłabym za dużo*, rozmawiając z obcym mężczyzną.

Dzięki jeszcze raz. Możesz mi coś jeszcze polecić?

Pozdrawiam
Ela

8) Work in pairs and answer the questions.

Students' own answers

- 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

9) 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! Unit 2, page 109, exercises 3 and 4

10) 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. Students' own answers

- 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?

Students' own answers



- 2) **CD 1.12** Listen to the dialogue between two friends. Are the statements true (T) or false (F)? Write the answers in your notebook.

- Zac and Lisa are talking about someone's birthday party. **F**
- They agree to organise a barbecue party in the end. **T**
- They will do the shopping together. **T**
- Lisa is angry with Zac for losing her memory stick. **F**

- 3) **CD 1.12** Complete the Phrase Bank. Then listen to the dialogue again and check your answers.

Phrase Bank

► Making suggestions

Why ¹ **not** just go out to a club like we did last year? I think it might be ² **better** if we do something different. Maybe a better ³ **solution** would be to go to a pizza place? I really think that we ⁴ **should** try to arrange something special.

If you agree to ..., I'll take care of ...

► Refusing / Accepting suggestions

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

► Apologising

I'm ⁷ **awfully** sorry for being late. I feel ⁸ **terrible** 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. *Suggested answers: page 151.*

- 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.
- A Wspólnie z kolegą przygotowujecie projekt z języka angielskiego. Zaproponuj podział pracy.
B Zgódź się lub odrzuć propozycję. Uzasadnij swoje stanowisko.
- A Przeprasz koleżankę, że nie powiedziałaś/powiedziałas jej całej prawdy. Podaj przyczynę swego zachowania.
B Powiedz, jak się w związku z tym czujesz, i poproś o dodatkowe informacje.

- 5) **CD 1.13** Listen to the dialogue between a teacher and a student and answer the questions.

- What does Emma discuss with her teacher?
She discusses inviting boyfriends/girlfriends to the ball, the dress code and a classmate who doesn't want to come to the ball.
- What does the teacher agree to?
He agrees to talk to the classmate.

- 6) In your notebook, complete the sentences with the words below.

allowed grateful impossible not able may fine

- May** we invite our boyfriends and girlfriends to come along?
- Are we **allowed** to wear whatever we like?
- I'm afraid **not**.
- I'm sorry, but it's **impossible**.
- Yes, that's **fine**. No problem.
- Would you be **able** to do something about it?
- I'd be **grateful** for your help.

- 7) In your notebook, rewrite the sentences using the prompts in bold. Then ask and answer the questions in pairs.

- Let's buy him a book for his birthday. **WHY**
Why not buy him a book for his birthday?
- I want to use your laptop. **MAY** *May I use your laptop?*
- Can we wear something casual to the party? **ALLOWED** *Are we allowed to wear something casual to the party?*
- Help me with my homework! **ABLE**
Would you be able to help me with my homework?
- May I leave the class earlier today? **POSSIBLY**
Could I possibly leave the class earlier today?

- 8) Work in pairs. Read the instructions and role-play the dialogue. Use the language and ideas from this lesson. *Students' own answers*

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;
- sprzątaniu po imprezie.



WRITING

an opinion essay

2

1) Work in pairs. Which of the following statements do you agree with? Why? *Students' own answers*

- 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.

Parents do not understand their teenage children's life online. They use the Internet for work purposes rather than to socialise. They think their children should make friends in the real world instead of the virtual one. They are also afraid their children may become victims of cyberbullying. For teenagers, communication online is very important. They meet their friends online, have fun and learn new things, too.

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 ¹czterech akapitów: we wstępie przedstaw ²swój punkt widzenia / swoją opinię na temat opisany w zadaniu. W dwóch kolejnych akapitach uzasadnij swoje stanowisko w odniesieniu do obu aspektów z polecenia (w przykładowym eseju to ³argumenty z perspektywy rodziców oraz ⁴argumenty z perspektywy dzieci). Pamiętaj, aby logicznie uzasadnić swoje stanowisko. Rozprawka powinna być napisana w stylu ⁵formalnym / oficjalnym.

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*As far as I am concerned, ...*

▶ Presenting other points of view

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

Another point of view is that ... | ²It would be hard to deny the fact that ...

▶ Giving reasons, explaining results

The reason I say that is ...

This is due to the fact that ... | ³As a result of this ... |

⁴*This may be because ...*

! 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. Autor nie przedstawia we wstępie własnej opinii na temat zjawiska opisanego w zadaniu. Opis problemu nie jest teżą. Ostatnie zdanie sugeruje również, że autor skupi się na zaletach i wadach usamodzielnienia, a nie na argumentach dzieci i rodziców.*
- Do you agree that more and more young people leave the family home very late in life? Is it a good or bad idea? Teza jest pytaniem – odbiega od tematu, bo nie zapowiada struktury rozprawki.*
- 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. Autor nie przedstawia opinii na temat pozostania na utrzymaniu rodziców, lecz wyjaśnia przyczyny zjawiska, co nie jest zgodne z tematem rozprawki.*

6) Read the statements below. In your notebook, write sentences supporting each main point. Use the prompts in brackets to help you.

Suggested answers: page 151.

- 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. *Students' own answers*

1> Work in pairs. In your notebook, complete the phrases with the words below.

engaged single couple ring cheat

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

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

- 1 Helen **got engaged to Tom** (*zaruczyła się z Tomem*) yesterday.
- 2 **I'll give you a ring** (*Zadzwonię do Ciebie*) when I get home.
- 3 Many studies have shown that **happy married couples live** (*szczęśliwe małżeństwa żyją*) longer.
- 4 I left Paul after **he'd cheated/cheated on me** (*on mnie zdradził*).
- 5 **A single ticket to London** (*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 **hang** out with your friends?
I need to **hang** the washing out and then we can play.
a go b put **c hang**
- 2 I broke **up** with Tom because he kept lying to me.
My older sister looks **up** to our father.
a after **b up** c off
- 3 I can't get through to her. The line is **busy** all the time.
Oliver and Julia got **engaged** last month.
a engaged b busy c married
- 4 **Make** a list of all the things you need before going on holidays.
When we fall out, we usually **make** up quickly.
a meet b write **c make**
- 5 **Since** I'm single, I feel lonely sometimes.
Since last year I've been trying to find a partner but without much luck.
a As b For **c Since**
- 6 We broke up after a really bad **argument** and never made up.
John's **argument** in favour of being an only child was not very convincing.
a fight **b argument** c point
- 7 I have a close **relationship** with my parents.
There's a **relationship** 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 **will be getting engaged to** (*get engaged*) her boyfriend this time tomorrow.
- 2 **As far as I am concerned** (*far / I / concern*), love at first sight is impossible.
- 3 I hope that I **will have had** (*have*) two children by the time I'm thirty years old.

- 4 The first time **I fell in love with** (*I / fall / love*) a boy was when I was fifteen.
- 5 Only **a couple of people came** (*couple / people / come*) to the party yesterday. I wonder why the others didn't.
- 6 Mark **is playing** (*play / football*) on Saturday afternoon. Do you fancy eating out with us after the match?
- 7 **None of us take/takes** (*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 of them is** (*neither / they / be*) very interesting.
- 9 What time **is Ann arriving** (*Ann / arrive*) tomorrow? Are you meeting her at the station?

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

support attract my relate introduce get married come split up



When I met Adam, it was love at first sight. I ¹ **had split up** with my previous boyfriend just a week before and I was absolutely devastated. A friend of ² **mine** 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 **was introduced to** Adam who turned out to be very friendly and funny and, what's more important, single. In addition, he seemed very ⁴ **attractive** to me. We have been a couple since then and this time next month we ⁵ **will be getting married**. Adam is from England, so the wedding will be organised there. I am happy that all of my friends ⁶ **are coming** to the ceremony.

6> **WHAT DO YOU THINK?** Work in pairs and discuss the questions. *Students' own answers*

- 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?



STEP BY STEP

reading

2

1> Work in pairs and discuss the questions.

Students' own answers

- 1 What is a school reunion? Would you like to see your ex-classmates from your primary school?
- 2 Have you kept in touch with anyone from when you were a child? Who?
- 3 Are reunions a good idea? Why?/Why not?

Tip

Zadanie to polega na dokładnym przeczytaniu tekstu i uzupełnieniu zdań odpowiednimi informacjami. Uzupełniane zdania są parafrazą części tekstu. W związku z tym należy najpierw ustalić, którego fragmentu tekstu dotyczy każde zdanie, i zastanowić się, jak uzupełnić zdania, zachowując przy tym poprawność językową.

2> Read the text and find the fragments which relate to sentences 1–3.

Reunion parties may at times be frustrating. I mean, it's good to see your old classmates again and find out how they are doing in life, etc., but at the same time you face a few challenges. First and foremost, you realise that you are no longer a spring chicken. Then you begin to compare yourself with the others. You start to wonder how successful you have been by comparison, and if someone fares better, you feel a little jealous at the very least. What's worse, you eye one another silently and suspiciously, and make judgements about other people's looks, and you feel that everyone is staring at you and all that. Do you feel the same about reunions, or is it just me?

- 1 However enjoyable, reunions may be . *Reunion parties may at times be frustrating.*
 - 2 During the reunion party, people end up to their former classmates. *Then you begin to compare yourself with the others.*
 - 3 Ex-classmates as well, and it's really bad. *What's worse, you eye one another silently and suspiciously, and make judgements about the people's looks, and you feel that everyone is staring at you and all that.*
- 3> Work in pairs and decide what changes you need to make to complete the sentences in exercise 2. How many words do you need to use in each case? Do you have to use different parts of speech?

Students' own answers

Tip

Zdania do uzupełnienia mogą dotyczyć informacji szczegółowych, ale mogą także wymagać wyciągnięcia wniosku, zinterpretowania informacji podanej pośrednio lub nastawienia autora tekstu do omawianego problemu.

4> Read the text in exercise 2 again and find the fragments in the text which relate to questions 1–3.

- 1 What do you often realise first when you go to a reunion meeting? *You realise that you are no longer a spring chicken.*
- 2 Why may you feel jealous of your ex-classmates? *You start to wonder how successful you have been by comparison, and if someone fares better, you feel a little jealous at the very least.*
- 3 How do reunion parties make the author feel? *Reunion parties may at times be frustrating; What's worse; and you feel that everyone is staring at you and all that.*

5> In your notebook, write the answers to the questions in exercise 4 using your own words. *Suggested answers:*

- 1 *You often realise that you are no longer so young.*
- 2 *You may feel jealous if someone is more successful than you.*
- 3 *Reunion parties make the author feel upset and judged.*

6> TEST IT! Przeczytaj poniższy tekst, a następnie uzupełnij zdania 1–5 informacjami z tekstu. Zapisz odpowiedzi w zeszytcie.

A BIT OF A SHOCK!

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. My dad raised his eyebrows as if to say 'Who on earth writes letters these days?' 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 father smiled and said something about meeting all her old boyfriends. My mum laughed at that and went a bit red. I looked at my twin brother in alarm. This was a particularly unwelcome surprise. 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. 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. However, we hadn't realised that our mum would be one of them. 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!



Suggested answers:

- 1 The twins felt quite surprised when *their mother received a letter* first thing in the morning.
- 2 The mother was so *focused on* the letter that she paid no attention to her sons' misbehaving.
- 3 The mother felt a little embarrassed after the father *had joked* about her ex-boyfriends.
- 4 The twins had decided to help out at school because they *wanted to impress their teachers*.
- 5 The text may have come from *a blog / a diary*.

📖 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. *T*
- 2 A **colleague** is a friend from school. *F A colleague is someone you work with.*
- 3 A **fiancé** is someone you are married to. *F A fiancé is a man you are engaged to.*
- 4 A **half brother** is a brother who is the son of only one of your parents. *T*
- 5 A **nephew** and a **niece** are the same as your cousins. *F A cousin is the child of your uncle or aunt. Nephews and nieces are the children of your brother or sister.*

___/5

2> Complete the sentences with appropriate prepositions.

- 1 When Mike and I fall **out**, 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 **out** 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

3> 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

4> 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 have finished** (*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

5> Write what you would say in the following situations.
Possible answers:

- 1 Kolega Cię pyta, co będziesz robił jutro o tej porze. *This time tomorrow I will be playing tennis with my sister.*
- 2 Współpasażer Cię pyta, o której Wasz pociąg dojeżdża do stacji końcowej. *This train arrives in London at 6.00 p.m.*
- 3 Pytasz koleżankę, co robi jutro po południu i proponujesz jej wyjście do kina. *Kate, what are you doing tomorrow afternoon? Fancy going to the cinema?*
- 4 Zaproponuj koleżance wyjście do kawiarni w sobotę rano. Obiecuj, że się nie spóźnisz. *How about going to the café on Saturday morning? I promise I won't be late this time.*
- 5 Obiecuj nauczycielowi, że do końca semestru napiszesz wszystkie rozprawki. *I promise I will write all the essays by the end of the semester.*
- 6 Zapytaj koleżankę, czy po skończeniu średniej szkoły ma zamiar studiować za granicą. *Wendy, are you going to study abroad after you have finished high school?*

___/6

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

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

___/10

7> 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 **apologise** for being late. (*I'm sorry for being late.*)
- 3 **May** 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

8> Work in pairs and test each other.

- Student A: go to page 124.
Student B: go to page 130.



» SPEAKING TEST 1, page 117

Friends and family / Przyjaciele i rodzina

acquaintance /ə'kwentəns/ znajomy/znajoma
brother-in-law /'brʌðə(r) in lɔ:/ szwagier
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
half sister /'hɑ:f 'sɪstə(r)/ przyrodnia siostra
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)ɪn lɔ:/ szwagierka, bratowa
stepmother/stepfather /'step,mʌðə(r),
'step,fɑ:ðə(r)/ macocha / ojczym

Phrasal verbs / Wyrażenia frazowe

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
go out together /,gəʊ 'aʊt tə'geðə(r)/ wychodzić
wspólnie
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/
rozstać się z kimś
take after /teɪk 'ɑ:ftə(r)/ być podobnym do
kogoś, odziedziczyć po kimś pewne cechy

Ending relationships / Kończenie związku

devastated /'devə'steɪtɪd/ zdruzgotany,
załamany
engaged to sb /ɪn'geɪdʒd tə ,sʌmbədi/ zaręczony/
zaręczona z kimś
friendship /'fren(d)ʃɪp/ przyjaźń
heartbreaking /'hɑ:(r)t ,breɪkɪŋ/ rozdzierający
serce
painful /'peɪnf(ə)l/ bolesny
relationship /rɪ'leɪʃ(ə)nʃɪp/ związek, relacja
spread rumours /,spred 'ru:mə(r)z/ rozszerzać
plotki
supportive /sə'pɔ:(r)tɪv/ wspierający, pomocny

Relationships and dating / Związki i randki

attractive to sb /ə'træktɪv tə ,sʌmbədi/
pociągający, atrakcyjny dla kogoś
be close to sb /bi 'kləʊz tə ,sʌmbədi/ być z kimś
blisko
be married with children /bi ,mæɪrɪd wɪð
'tʃɪldrən/ mieć żonę/męża i dzieci

date /deɪt/ chodzić na randki
fall in love with sb /fɔ:lɪn 'lʌv wɪθ ,sʌmbədi/
zakochać się w kimś
get divorced /get dɪ'vɔ:(r)st/ rozwieść się
get married to sb /get 'mæɪrɪd 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

Other words / Inne wyrazy

argument /'ɑ:(r)ɡjʊmənt/ kłótnia; argument
breakup /'breɪkʌp/ 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 kəʊd/ zasady ubioru, etykieta
ubioru
due to a misunderstanding /,dju: tə ə
'mɪsʌndə(r)'stændɪŋ/ z powodu nieporozumienia
engagement ring /ɪn'geɪdʒmənt rɪŋ/ pierścionek
zaręczynowy
flick /flɪk/ pstrykać, popychać coś (palcami)
friends and foes /'frendz ənd 'fəʊz/ przyjaciele
i wrogowie
give sb a ring /gɪv ,sʌmbədi ə 'rɪŋ/ dzwonić do
kogoś, telefonować
go red /gəʊ 'red/ zaczerwienić się, zarumienić
grief /grɪ:f/ żal
grumpy /'grʌmpɪ/ zrzędlawy, gderliwy
it takes two to tango /ɪt teɪks tu: tə 'tæŋɡəʊ/
do tanga trzeba dwojga
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
manipulative /mə'nɪpjələtɪv/ manipulujący
married couple /'mæɪrɪd ,kʌp(ə)l/ małżeństwo,
para małżeńska
memory stick /'mem(ə)rɪ ,stɪk/ karta pamięci
minor /'maɪnə(r)/ niewielki, nieznaczny
patch up the differences /pætʃ ʌp ðə 'dɪfrənsəs/
załagodzić konflikt
peer /piə(r)/ rówieśnik
platonic /plə'tɒnɪk/ platoniczny
raise your eyebrows /,reɪz jə(r) 'aɪ,braʊz/ unosić
brwi (ze zdziwienia)

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
such a shame ... /ɪts ə 'ʃeɪm/ jaka szkoda...
surrounded /sə'reʊndɪd/ otoczony
time is a healer /taɪm ɪz ə 'hi:lə(r)/ czas leczy
rany
toxic /'tɒksɪk/ toksyczny
twin brother /'twɪn 'brʌðə(r)/ brat bliźniak
twin sister /'twɪn ,sɪstə(r)/ siostra bliźniaczka
unaffected /ʌnə'fektɪd/ nieodtoknięty czymś,
niewzruszony
underestimate /,ʌndə'estɪ,meɪt/ nie doceniać
ups and downs /'ʌps ənd 'daʊnz/ wznosy
i upadki
varied /'veəriəd/ różnorodny, urozmaicony
wallow in sth /'wɒləʊ ɪn ,sʌmθɪŋ/ pograżać się
w czymś
wedding /'wedɪŋ/ ślub
wrapped up in sth /,ræpt 'ʌp ɪn ,sʌmθɪŋ/
pochłonięty czymś

Challenge!

attraction /ə'træktʃ(ə)n/ przyciąganie, pociąg do
kogoś; atrakcja (np. turystyczna)
be connected to sb /bi kə'nektɪd tə ,sʌmbədi/
być powiązany z kimś
be engaged /bi ɪn'geɪdʒd/ być zaręczonym;
być zajęтым (o linii telefonicznej)
be related to sb /bi rɪ'leɪtɪd tə ,sʌmbədi/ być
spokrewnionym z kimś
be under the impression /bi ,ʌndə(r) ðɪ
ɪm'preʃ(ə)n/ odnosić wrażenie, sądzić
bring up /brɪŋ 'ʌp/ wychowywać (dziecko)
compare sth to sth /kəm'peə(r) ,sʌmθɪŋ tə
,sʌmθɪŋ/ porównywać coś z czymś

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
grow up /grəʊ 'ʌp/ dorastać
know from experience /,nəʊ frəm ɪk'spɪəriəns/
wiedzieć z doświadczenia
look like /'lʊk laɪk/ wyglądać jak,
być podobnym do
make friends with /,meɪk 'frendz wɪθ/
zaprzyjaźniać się z
match /mætʃ/ pasować do siebie; dobrana para

party /'pɑ:(r)ti/ przyjęcie, impreza; partia
polityczna
remain friends with /rɪ,meɪn 'frendz wɪθ/
pozostać w przyjaźni z
say something behind someone's back
/seɪ ,sʌmθɪŋ bɪ'hænd ,sʌmwʌnz 'bæk/ mówić
coś za czyimi plecami
support someone through a difficult time
/sə'pɔ:(r)t ,sʌmwʌn θru: ə ,dɪfɪk(ə)l 'taɪm/
wspierać kogoś w trudnym czasie